

Agency and Professionalism in Translation
and Interpreting:
Navigating Conflicting Role Identities among
Translation and Interpreting Practitioners
Working for Local Government in Japan

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Thesis submitted for the award of
Doctor of Philosophy

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November 2022

Declaration

I hereby certify that this material, which I now submit for assessment on the programme of study leading to the award of Doctor of Philosophy is entirely my own work, and that I have exercised reasonable care to ensure that the work is original, and does not to the best of my knowledge breach any law of copyright, and has not been taken from the work of others save and to the extent that such work has been cited and acknowledged within the text of my work.

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Publications and Conferences from This Research

Publication

Forde, S., Cadwell, P. and Sasamoto, R. (2022) 'Navigating Agency and Professionalism in Translation and Interpreting: A community of practice of coordinators for international relations in Japan', *Journal of Specialised Translation*, Issue 37, p.160-181

Conferences

Forde, S. (2021) 'Diplomacy, Interpreting and Translation in the Case of Co-ordinators for International Relations Working for Local Governments in Japan', European Association for Japanese Studies, Ghent, Belgium, 25 August

Forde, S. (2021) 'Role Identity Theory and Ethical Decision Making in Translation and Interpreting: The Case of Co-ordinators for International Relations', *Seoul International Forum on Translation and Interpreting*, Seoul, South Korea, 15 July

Forde, S. (2020) 'Professionalism and Agency in Translation and Interpreting: The Case of Coordinators of International Relations Working for Local Governments in Japan', *Graduate Seminar Rikkyo University*, Tokyo, Japan, 8 January

Forde, S. (2018) 'Agency and Professionalism in Translator Codes of Ethics' *International Postgraduate Conference in Translation and Interpreting*, Manchester, United Kingdom, 26 October

Forde, S. (2018) 'The Manifestation of Ethics and Agency in Translation: A Personal Account', *9th International Symposium for Young Researchers in Translation, Interpreting, Intercultural Studies and East Asian Studies*, Barcelona, Catalonia, 29 June

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List of Abbreviations

ALT	Assistant Language Teacher
AJET	Association for the Japan Exchange and Teaching Programme
CAT	Computer Assisted Translation
CIR	Coordinator for International Relations
CLAIR	Council of Local Authorities for International Relations
CO	Contracting organisation (the organisation to which a CIR is contracted)
JET	The Japan Exchange and Teaching Programme
RQ	Research question
SEA	Sports Exchange Advisors
SRQ	Sub-research question
T&I	Translation and interpreting
TIS	Translation and Interpreting Studies

Abstract

Shane Forde

Agency and Professionalism in Translation & Interpreting: Navigating Conflicting Role Identities among Translation & Interpreting Practitioners Working for Local Government in Japan

This thesis investigates the ethical choices of Coordinators for International Relations (CIRs), a group of largely non-professional translators and interpreters working for local government bodies in Japan. In addition to T&I, CIRs are tasked with engaging in intercultural relations, “internationalising” their local areas, and working with the public as members of the civil service. The thesis examines the different roles and particular circumstances of CIRs to describe and explain how they make ethical decisions in T&I.

This was explored using an ethnographic methodology featuring both traditional and online sites. Specifically, data was collected from participant observation of an internet forum created by CIRs, through online surveys, and also by employing focus groups and interviews held with CIRs in Japan. Analysis of forum and survey data illuminated the ethical struggles experienced by CIRs in T&I. It indicated that professionalism and agency were of particular concern for these CIRs when dealing with questions of ethics. Through focus groups, more detailed data was elicited surrounding the ethical struggles faced by CIRs, with a particular focus on professionalism and agency. Forum and focus group data combined to create a set of hypothetical ethical scenarios discussed during semi-structured interviews held to understand factors that influence CIR decision making.

A theoretical framework combining Agency Theory (Mitnick, 1975) and Role Identity Theory (Stryker, 1968) was used to describe and explain CIR ethical decision making; foregrounding their potential to effect change in their workplaces (agency) and the prioritisation afforded to different roles with which they identify in their work (role identity). Ultimately, CIRs were most disposed to translate or interpret in a manner that they believed was in keeping with the wishes of their employers, based on their superior ability to monitor and control the CIRs. However, in instances where the CIR operated with free will, their choices were a result of complex structuring of the various identities that they had normalised within themselves.

Keywords: translation, interpreting, Coordinator for International Relations (CIR), Japan Exchange and Teaching (JET) Programme, agency, professionalism, role identity.

Acknowledgements

The PhD process is often a solitary pursuit, but it is undoubtedly the case that this document would not exist without the assistance of a number of friends, colleagues and mentors some of whom I mention here. For brevity's sake, the list is not exhaustive and cannot hope to encapsulate the fulsome nature of their contributions.

To my colleagues from C214, your willingness (?) to join me diving into rabbit holes and critically important wastes of time offered a great respite in times of stress. I owe you all one further cake each to be redeemed upon submission.

To Seito, for reminding me every day to take everything a little less seriously.

To Hideki, for your friendship and wisdom.

To Graeme, Pearleen and Mitsuo for all of your support during my fieldwork.

To Jacqueline, for listening.

To Professor Kayoko Takeda, for your inspiring research and for affording me the opportunity to study under your mentorship. This document is infinitely richer as a result.

To Barbara Geraghty, for starting me on the path that led me to this doctorate. I hope to emulate your incredible spirit of perseverance in everything I do.

To Professor Dorothy Kenny and Dr. Rebecca Tipton for a pleasant and challenging viva experience.

Finally, and most importantly, to my supervisors Pat and Ryoko. This document would not be what it is without your patient guidance.

Chapter 1 – Introduction

This thesis investigates the ethical decision-making of Coordinators for International Relations (CIRs) in their practice of translation and interpreting (T&I). CIRs are a group of largely non-professional translators and interpreters who are brought to Japan on a Japanese-Government-run programme to engage in intercultural relations, internationalise their local areas, and work with the public in their capacity as members of the civil service. Broadly speaking, this thesis is situated in the research tradition of the sociology of translation and therefore looks at CIRs as social actors, whose decisions in translation and interpreting are influenced both by their situation within a larger network of agents and also their previous socialisation within the professional practice of translation and interpreting.

The chapter begins by discussing the motivation for the study in section 1.1 with section 1.2. discussing the evolution of the research questions to be examined in this thesis and the understanding of ethics adopted in this study. In section 1.3. an outline is offered of the Japan Exchange and Teaching Programme, the programme through which the subjects of the thesis come to Japan, before moving to section 1.4., where a detailed account of the methods leveraged to answer the stated research questions is proffered. Finally, in section 1.5. an outline is given of the different chapters in the thesis.

1.1. Motivation for the Study

The motivation to pursue this research stems from my own experience as a CIR. I spent three years, from July 2013 to July 2016, working for the International Affairs Division of a prefectural government office in central Japan. Japan is administratively divided into 47 regions known as prefectures, with a prefectural government ranking immediately below the national government in Japanese governmental administration. My duties included organising conferences for Assistant Language Teachers who were charged with teaching English to Japanese school children in the local area, as well as teaching English to adults in the community however, roughly 75% of my time was split between translation and interpreting. I spoke Japanese to an advanced level and held a Bachelor of Education in Languages before becoming a CIR. However, I did not have any

educational qualification or previous professional experience in translation or interpreting.

A few months prior to coming to Japan, I joined an online forum moderated by CIRs in which current and former CIRs discussed their experiences. I engaged with the forum almost every weekday for three years and formed deep and lasting friendships with many of the members. I was troubled by a number of recurring issues discussed by CIRs on the forum, and a number of these problems were reflected in my own workplace. Some forum members described struggling with being ignored, dismissed, overlooked for T&I assignments, and othered by their colleagues and superiors. Some forum members also described their difficulties in navigating the diplomatic aspect of their roles. They struggled to resolve their low levels of experience in T&I with the sometimes-high-level contexts of their work, translating or interpreting for Japanese or US governors, city mayors, and even ambassadors to Japan.

I began to wonder about CIRs' perceived lack of agency, their dubious professional status, the complexity of their tasks, and the highly hierarchical organisations and the sometimes-high-level settings in which they practised T&I. I also noticed that some CIRs on the forum struggled in particular with the appropriate translation of language concerning persons with disabilities and often marginalised communities.

1.2. Evolution of the Research Questions

The original proposal for this thesis surrounded the translation of taboo language used to label minority groups and the reception of such language by members of the groups themselves. The reason for this was that my experiences with the aforementioned CIR forum had involved witnessing heated and impassioned debate about how to translate such terms. However, as the study developed, practicalities around engaging in such a study such as adequate sampling sizes and the complexity of triangulating potential data sets necessitated a change in focus.

Following a preliminary online survey (Section 4.3.) carried out in the first year of the study which focused on these issues surrounding the translation of taboo language, the

prominence of the role of agency and professionalism in the practice of the group studied came to the fore. As a result, the focus of the study was broadened onto the CIR's practice of T&I and the wider range of ethical challenges that CIRs might experience in their work.

Moreover, CIRs, as Coordinators for International Relations, are hired to promote internationalisation in their communities and complete diplomatic functions, as civil servants working in their local communities. In this sense, the CIR is positioned in a large network of actors including their superiors, those whom they serve as civil servants, those who are parties to the translation or interpreted speech in question, and a body known as the Council of Local Authorities for International Relations (CLAIR), a body set up to run the programme through which CIRs come to Japan. Therefore, CIRs must balance conflicting obligations and imperatives in their practice of translation and interpreting, often without training, and operating outside of the traditional realms of questions of ethics in translation and interpreting. Furthermore, they may be tasked with translating or interpreting for high level meetings between mayors, governors and even international heads of government adding further diplomatic complexities to the ethical questions confronted by them. The main research question (RQ) that I set out to answer in this thesis came to be:

RQ: How are ethical decisions made by CIRs in T&I?

Ethics may be defined as the “branch of philosophy concerned with appropriate conduct and virtuous living” (Preissle, 2008:273). Views on appropriate conduct or what is noble and good, or indeed without virtue and therefore bad may be derived from external sources, e.g., codes of ethics, ethical training etc. They may also be internally held. In this thesis an ethical decision is defined as any decision in which the individual experiences a quandary¹ about how to act based on concern about what is appropriate or virtuous.

¹ Note ethical challenges, quandaries, dilemmas and struggles are used interchangeably in the text.

Specifically, the central research question chosen situates the study within the broad field of descriptive ethics, “the study of how people actually behave and what ethical values they actually hold” (Strohm-Kitchener and Kitchener, 2009:5). This puts it in contrast with prescriptive or normative ethics, which debates the appropriateness of particular stances (Frey, 2018). The current study therefore does not seek to make value judgements about what is right or wrong as regards a decision made in translation or interpreting but instead sees the ethical conflict itself as something that should be alleviated through mitigation strategies that assuage the concerns of the individual, who will have their own moral values and context in which they practice translation and interpreting.

Descriptive ethics is a largely unexplored field in the area of translation studies with this study therefore adding to empirical discussions surrounding the ethical practice of translation and interpreting. In doing so, the hope is that improvements can be made to mitigate the ethical challenges faced by practitioners of translation and interpreting for the benefit of both.

While the current study takes a broad definition of what constitutes an ethical challenge, normative ethics can provide hints as to how certain such challenges are experienced. There are three key branches of normative ethics: virtue ethics, deontological ethics and teleological ethics. They are introduced here in brief. Virtue ethics argue that in order to achieve “good” outcomes actions should be based on virtuous traits i.e., kindness, respect for human life, etc. (Preissle, 2008). Fostering such traits would then lead to a more ethical society. For virtue ethicists, the moral character of the individual in question takes precedence over all (Israel and Hay, 2006).

Deontological ethics emphasise duty as the fundamental anchor through which decisions should be made (Mandal, Ponnambath and Parija, 2016). An action is good if it follows a particular set of rules or precepts governing a particular line of duty.

Teleological ethics prioritise the ideal goal or purpose, with the overcoming of obstacles or constraints a necessary action in order to achieve such an aim (Hill, 2010).

The group of practitioners of translation and interpreting discussed in this thesis may derive ethical thought from their own sense of virtue, making decisions based on a belief that that such an action is the virtuous one. They may fear the consequences of taking a particular action or make a decision that a particular end justifies potentially dubious means (consequentialism). Alternatively, they may simply believe that they should always be bound by the rules and regulations of their employer (deontology).

In order to answer the larger research question laid out above, a number of sub-research questions have been established:

SRQ1: Do CIRs struggle with ethical questions in translation or interpreting from Japanese to English?

In order to determine how CIRs reach ethical decisions it is important to first determine that they experience these ethical dilemmas. The existing evidence that had sparked the original interest in the topic was purely anecdotal, therefore more substantial empirical data was required.

The ethical strategies employed by an individual may be influenced by any number of factors, some of which are external, such as laws or codes of ethics. In order to better understand the mitigation strategies that CIRs might adopt when they encounter an ethical struggle, challenge or dilemma, the following research question was adopted:

SRQ2: Do CIRs operate under any existing models of ethics?

For the purposes of the current study, a model is defined as any prescriptive set of guidelines used to guide ethical decision making. Potential sources of such models may be the codes of ethics of translator and interpreter associations or academic theories of translation and interpreting.

The third and final sub-research question was motivated by a desire to understand the scope of CIRs' ability to make decisions, using the concept of agency, seen here as "the socio-culturally mediated capacity to act" (Ahearn, 2001:112), to do this.

SRQ3: What degree of agency do CIRs operate with?

Agency is seen as an important factor in impacting the CIR's ability to make decisions or behave in a manner that they would feel is appropriate if acting entirely of their own volition. This is owing to the fact that CIRs were shown to operate as part of a vast network with low levels of training and a hierarchy of superiors above them.

Through answering both these sub-research questions and the central research question it is hoped that an empirical grounding can be constructed for assertions around the ethical practice of translation and interpreting that may be tested in wider domains of practice in the future, as well as offering an avenue for furthering discussions of agency in translation studies.

CIRs and their experiences feature in each of the research questions in this thesis.

Before moving forward, a brief description of particular work circumstances of CIRs and the programme through which they are employed—the Japan Exchange and Teaching Programme—is required.

1.3. The Japan Exchange and Teaching Programme

The practitioners of T&I examined in this thesis are participants on the Japan Exchange and Teaching Programme (henceforth the JET Programme), a government run programme founded in 1987 with the aim of bringing non-Japanese nationals to Japan in order to promote grassroots internationalisation (CLAIR, 2018a). In its more than 30-year history, the programme has given rise to more than 60,000 alumni, more than half of whom hail from the United States of America (Metzgar, 2017). As of the latest available data (August 2019), there are 57 countries represented among the participants in the programme (CLAIR, 2021).

The programme is run by three Japanese Government Ministries—the Ministry of Internal Affairs and Communications, the Ministry of Foreign Affairs and the Ministry of Education, Culture, Sports Science and Technology—in collaboration with CLAIR, a body

“that works to support the internationalisation efforts of local governments in Japan through providing training opportunities, fostering people-to-people exchange with the JET Programme and other initiatives” (CLAIR, 2010: np). Importantly, contracts by successful applicants to the programme are entered into between the participant in question and the local government authority in the area in which they will work, not one of the organising ministries or CLAIR. CLAIR organises an orientation programme for participants immediately after they arrive in Japan, annual training seminars (for some participants), and job fairs for those leaving the programme, and provides handbooks detailing work responsibilities and general information about Japan to all participants. In addition, each individual municipality and prefecture in Japan has their own structures in place to manage the JET participants contracted to it. This means that the on-the-job training provided to each participant is not uniform and depends, to a large extent, on the local government authority that employs them.

Participants on the programme can engage in one of three different roles. They can be employed as Assistant Language Teachers (ALTs), Sports Exchange Advisors (SEAs) or Coordinators for International Relations (CIRs). Table 1.1 illustrates that over 90% of programme participants were working as ALTs in figures published for 2021, with just over a dozen SEAs and the remaining 514 participants (or just under 9%) working as CIRs (CLAIR, 2021). ALTs are tasked with the instruction of foreign languages at kindergartens, elementary schools, middle schools and high schools throughout Japan. SEAs are involved in coaching sports teams across Japan and comprise one quarter of one percent of participants on the programme. CIRs are the focus of this thesis, and their work is explained in detail in Section 1.3.1.

	ALTs	CIRs	SEAs
Number of Participants	5,234 (90.85%)	514 (8.92%)	13 (0.22%)

Table 1.1. JET participants by role (as of July 2019)

Whatever their role, JET participants are hired on one-year contracts that are renewable up to four times for a maximum stay on the programme of five years. Interviews are

carried out in the embassy of the JET participant's home country. JETs must hold a bachelor's degree in any discipline as a requirement to participate on the programme. No knowledge of Japanese is required for ALTs and SEAs. However, CIRs are required to have knowledge of Japanese. A further requirement is that, if a JET participant holds Japanese citizenship, they must renounce it before participating on the programme².

1.3.1. What does a CIR do?

The CIR role is the only of the three participant roles on the JET Programme that requires knowledge of Japanese. This is tested in different ways in the different embassies at which applicant interviews are carried out, and there are no set guidelines for the selection process (CLAIR, 2018b). This can mean that the processes through which the Japanese language ability of the applicant is tested are opaque. However, the UK JET Programme website states that the CIR interview is conducted entirely in Japanese (JET Programme UK, 2022) and the international JET website states that it is desirable for applicants to have a level of Japanese equivalent to the highest or second to highest levels of the Japanese Language Proficiency Test, an examination used to test the Japanese ability of non-native speakers of Japanese. It is important to note that this is not a requirement; it is simply stated as desirable (CLAIR, 2018b).

CLAIR developed a handbook for CIRs that is provided to incoming CIRs before arrival in Japan. The handbook describes the job responsibilities of a CIR as follows: “[t]he role of the CIR is varied and based on the aims of the contracting organisation” (CLAIR, 2017:9). This broad description underlines the scope for variance in CIR work across the programme. Nevertheless, some characteristics are common to the work of all CIRs: they are hired on the basis of having some command of the Japanese language; they are contracted to local government offices, either at the village, town, city or prefectural level; they (almost universally) work in those local government offices to which they are

² The Japanese Government does not legally allow for its citizens to hold multiple citizenships. If a Japanese citizen naturalises in another country, they automatically lose Japanese citizenship under Japanese law.

contracted. In contrast, an ALT could be contracted to a city government office but actually work in a school in that city, not the government office itself.

In 2017, CLAIR conducted a survey of CIRs on the activities that they engaged in as part of their role. The survey received 317 responses in total, and the results are presented in Figure 1.1.

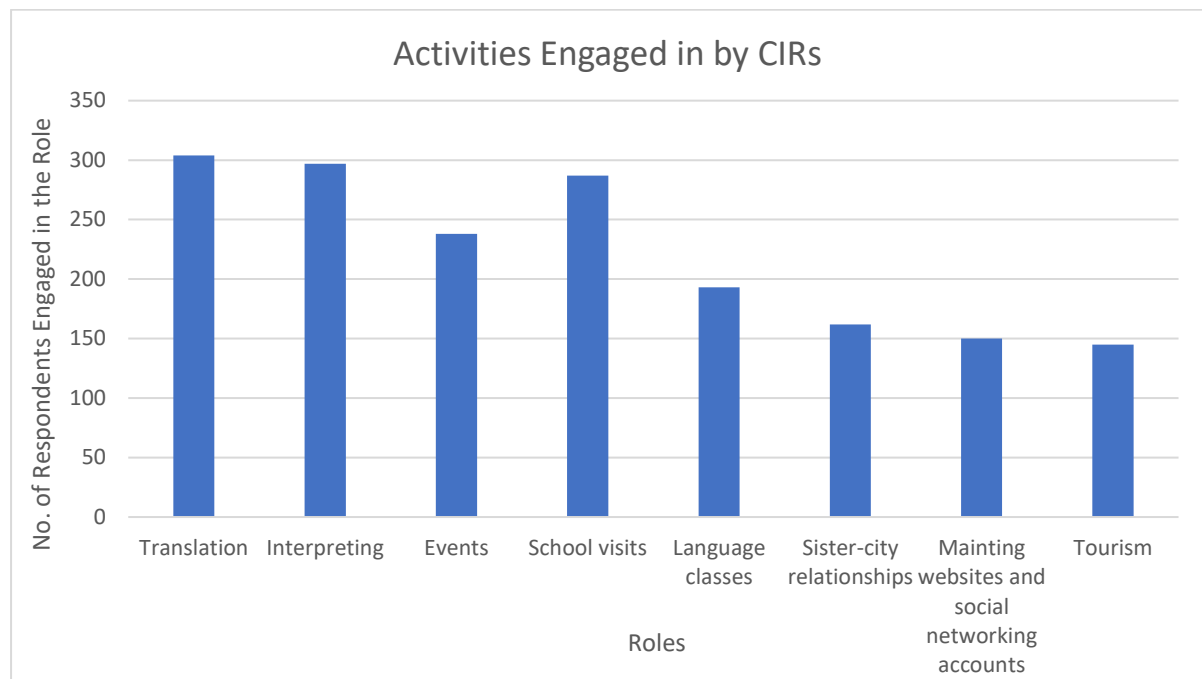


Figure 1.1. Activities engaged in by CIRs (CLAIR, 2017)

Figure 1.1 demonstrates convincingly that the CIRs surveyed engaged significantly in T&I as part of their work. Of those surveyed, 304 CIRs (96.81% of all respondents) indicated that they engaged in translation in their role, while 297 CIRs (94.5% of all respondents) indicated that they engaged in interpreting. Similar results were found when an independent lobbying group for JET programme participants, called the Association for Japan Exchange and Teaching (AJET), surveyed 50 CIRs in 2009. They found that 96% of their CIR respondents engaged in translation and 82% engaged in interpreting (AJET 2009). It is important to note here that those wishing to become CIRs are not required to have formal academic training in T&I, and there are no guidelines set down for assessing translation or interpreting skills as part of the CIR application process.

Figure 1.1 also demonstrates that the CIRs surveyed engaged in a number of other tasks beyond T&I, too. In particular, they visited schools and planned events—such as cookery classes, lecture series, and cultural showcases of music, dance or sports—to introduce the culture of their own countries to students and members of the local community. They were also sometimes asked to teach lessons in their native or subsequent languages, typically to their co-workers or adult learners, but also occasionally in schools in areas where there were no ALTs. CIRs, particularly those whose first language is not English, are often hired to act as interlocutors between their host city/state in Japan and a city or state in their home country, and the maintenance of sister-city or sister-state relationships was another important aspect for the work of the CIRs surveyed. Tasks here typically involve the organisation and running of tours of the local area for dignitaries visiting Japan, adding an important diplomatic dimension to the work of a CIR. Finally, social networking tasks and tourism promotion can also form part of a CIR's mandate, as was the case for those surveyed.

The above represents some of the key and common responsibilities of the CIR. However, as CLAIR's own definition (CLAIR, 2017) notes, the CIR engages in the roles demanded of them by their superiors at the local government body to which they are contracted. This means that while T&I are central to the work of most CIRs there is no limit to their potential range of responsibilities. This creates the possibility for equally complex narratives to emerge from this group when ethical quandaries force the individual CIR to confront divergent identities and occupational motivations.

One factor that adds a further layer of heterogeneity to the work circumstances of CIRs is that every year a proportion of the colleagues with whom they work will be transferred to another department within the local government. This is called '*jinjidou*', or personnel transfer. Maeura (2004) looked at a sample of 175 civil servants in the year 1961 working in a particular prefecture in Japan and found that a third of all personnel were transferred to a field about which they had no prior knowledge. Nakamura (2004) carried out interviews with civil servants from one prefecture, one designated city, two normal cities and a town and found that, particularly in the case of clerical workers, those most likely to work with CIRs, a majority of interviewees had been transferred into

a field in which they had no prior experience. Arai and Sawamura (2008) sampled 112 civil servants and found that they transferred on average every 3.3 years. For CIRs, this means that they are likely to work with a group of entirely new colleagues every year and, in addition, a significant proportion of their colleagues will have no prior experience of working with CIRs or in international relations more generally. This may limit their exposure to translation and interpreting, and the likelihood that they will previously have encountered a colleague who is non-Japanese.

Having established the motivations for the study, why the specific research questions chosen are important to examine, as well as the circumstances faced by the subjects of the study, the following section details the methods employed in order to answer the research questions.

1.4. Steps Employed to Answer the Research Questions

An ethnographic approach was taken in this research for a number of reasons. Firstly, the thesis required an approach that was designed to examine the complex institutional and social structures laid out in Section 1.3 which are characteristic of the contexts in which CIRs practice T&I. Ethnography would enable this through qualitative methods of data elicitation or collection that elicit rich and detailed narratives (Kozinets, 2012) and that include interviews, focus groups, surveys, observation, and more (Gottlieb, 2006). Secondly, an approach was required that could account for the unique perspective of a researcher who had operated as a member of the group to be studied for three years prior to the research. Contemporary ethnography foregrounds tools for reflection and reflexivity that allow the researcher to negotiate bias and subjectivity (Lewis-Black, Bryman and Liao, 2004). Finally, the research aimed to create the type of “interpretative and explanatory story about a group of people and their sociality, culture and behaviours” (Madden, 2017:16) that is typical of ethnography and to describe in rich detail as well as to explain the ethical decision-making processes of CIRs.

Data to complete the project was gathered between 2017 and 2021 leveraging an online ethnographic approach combined with a period of four months spent in Japan in order to investigate the work of CIRs. Online methods involved the use of a netnographic

analysis of an online forum populated by CIRs as well as surveys of CIRs sourced from the same forum and from social media networks. While in Japan, current or recently graduated CIRs participated in focus groups or interviews, discussing ethical statements and hypothetical ethical scenarios. Figure 1.2. summarises how these methods were leveraged in order to address the sub-research questions and main research questions of the thesis.

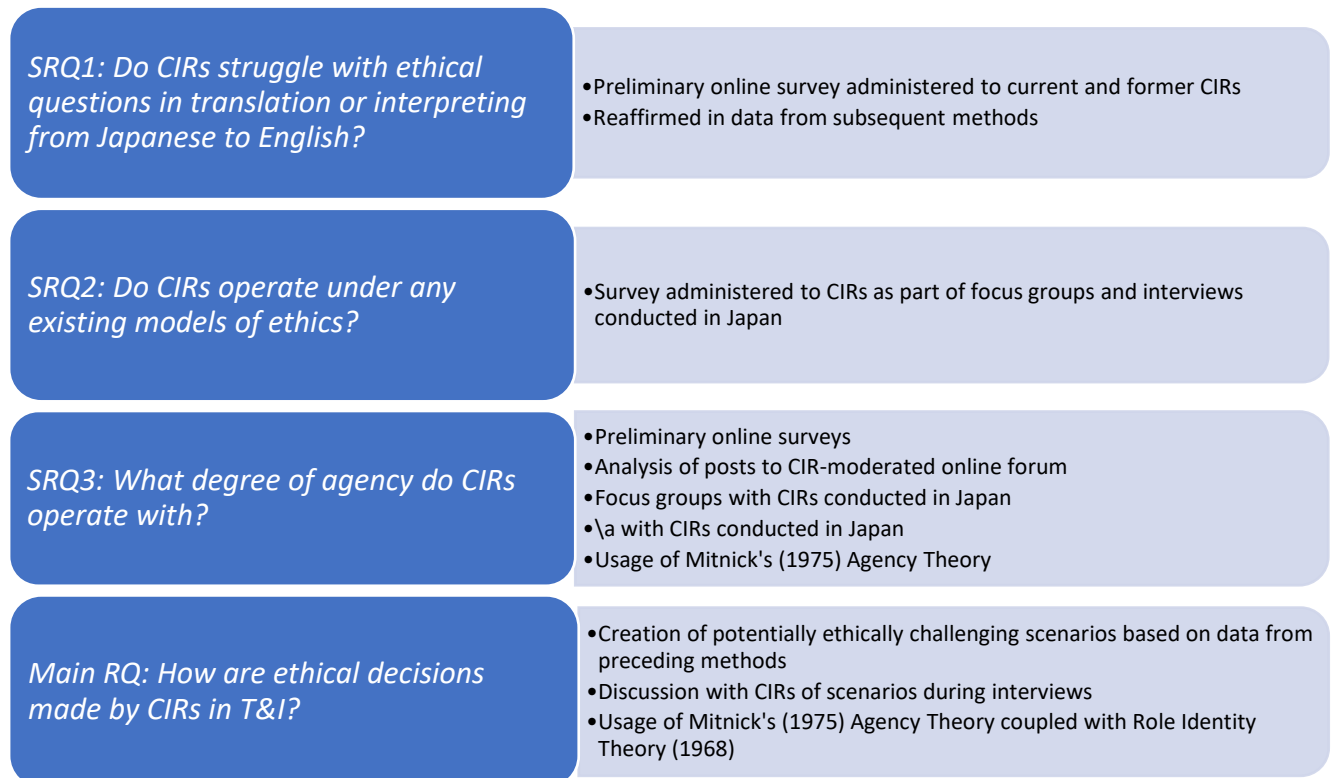


Figure 1.2. Methods employed to answer research questions

The first step in this research was to confirm with empirical evidence whether CIRs practising translating and interpreting in their particular set of working circumstances struggled or not with ethical questions. This step was expressed in SRQ1 and a preliminary online survey of current and former CIRs was used to gather relevant data. It was shown in this survey that the CIRs who participated in the study did struggle with ethical questions when translating and interpreting in their jobs.

SRQ2 focused on the existing knowledge of CIRs of prevailing models of ethics in T&I. To answer this question, CIR discussion around professionalism was analysed, with this data

supplemented with information from questionnaires administered to participants in focus groups and interviews.

SRQ3, which examined the levels of agency with which CIRs operate, was answered from triangulated data gathered at every step of the iterative research design. Data on agency was taken from preliminary surveys, the netnographic forum study, focus groups and interviews. In order to explain the triangulated empirical data, Agency Theory as described by Mitnick (1975) was employed. This conceptualisation of Agency Theory seeks to explain the exertion of power by a person or body on those who implicitly or explicitly are requested to carry out some form of task for them. More specifically, Agency Theory was chosen due to the complex network of individuals and bodies surrounding CIRs and their corresponding range of duties.

After the focus groups, interviews with 10 currently practising CIRs recruited via snowball sampling and posts to a forum on which CIRs congregate were conducted to elicit more targeted, individual perceptions on ethical decision-making. As part of the interviews, interviewees were presented with a set of potentially ethically challenging scenarios. These scenarios were designed based on the data collected and elicited in all preceding stages of the research. Data from discussion of these scenarios was subsequently analysed using Role Identity Theory as conceptualised by Stryker (1968). This theory seeks to explain how different identities held by an individual may be employed when they come into contact with one another. When coupled with Agency Theory, identified as one of the main ways in which external forces exercise control over CIRs, this provides an answer to the main RQ—how ethical decisions are made by CIRs in T&I.

Now that the methods for answering the research questions in this thesis have been explained, this introductory chapter will draw to a close with an overview of how the chapters in this thesis have been structured.

1.5. Thesis Overview

Having introduced the key research questions in this thesis, the subjects of the study, the motivation for pursuing it and the interplay between the central concept of ethics as perceived in this thesis. Chapter 2 examines relevant literature in the field of translator and interpreter ethics with a view to understanding how ethical conflicts have been considered in these fields up until now. The review is structured around the central concerns of this thesis: the JET programme and CIRs, ethics in T&I, and professionalism and agency, two topics that frequently arise when issues of ethics are discussed, especially in Translation and Interpreting Studies. In addition, various professional codes of ethics are reviewed, considering their significant role as expressions of ethical thought. The chapter closes by isolating the contribution that this thesis will make to these ongoing debates by underlining how CIRs provide a unique opportunity to examine how agency, professionalism and the varied roles of employee, pseudo-diplomat, cultural ambassador, translator/interpreter come together to provide a potentially rich and descriptive account of how decisions are reached by T&I practitioners in ethically challenging situations.

In Chapter 3 the ontological, epistemological and axiological perspectives that underpin the current study are laid out in detail. These perspectives are offered to assist the reader in understanding how the claims made in this study are formulated as knowledge and how the proximity of the researcher to the subjects impacts on the assertions made in the thesis. Chapter 3 also discusses the fourth element of the research paradigm, that of methodology. The methodology employed in this study is a blended online and offline ethnography. The key tenets of ethnography as well as the ethical implications of employing this methodology are laid out in this chapter.

A separate chapter, Chapter 4, is provided to explain the concrete steps taken to answer the research questions as well as the major phases of data collection, elicitation and the stages of data analysis. This acknowledges the breadth of ethnographic methods used to engage with data in this thesis, the richness of the data set, and the importance of describing a transparent and auditable analytical strategy to the reader. This chapter closes by explaining the ways in which thematic analysis as described by Fereday and

Muir-Cochrane (2006) and framework analysis as described by Ritchie and Lewis (2003;2013) have been implemented in this study.

Chapter 5 describes the results of ethnographic observation and thematic analysis of posts made by current and former CIRs to an online forum. The forum is run and moderated by CIRs and is independent of the JET Programme. It is a place for CIRs to come together to discuss their experiences as CIRs and interrogate the struggles that they experience in their work. Findings showed that, while micro-level linguistic issues were a fundamental reason for CIRs to discuss T&I on the forum, macro-level issues to do with agency and professionalism were also of particular concern.

The results of the forum analysis were used to devise a question protocol for focus groups, the results from which are described in Chapter 6. The focus group offered elicited and guided responses to the main research themes and in turn informed the construction of potentially ethically challenging scenarios put to CIRs in interviews, which are described in the same chapter.

Chapter 7 moves from the empirical to the theoretical contribution of this thesis. It introduces the study's theoretical framework, based on a combination of Stryker's identity theory (1987) and Mitnick's theory of agency (1975), and illustrates how this framework can be used to describe and explain the ways in which identity impacts on ethical decision-making processes.

Finally, in Chapter 8, this theoretical framework is applied to the empirical data collected and elicited in this study to answer how ethical decisions are made by CIRs in T&I, before the conclusions arrived at are presented in Chapter 9.

Chapter 2 - Literature Review

This chapter comprises of a review of existing literature relevant to the current study. As the current study is concerned with how ethical decisions are arrived at in translation and interpreting, existing views on the manifestation of ethics in translation and interpreting in the academy will be examined. Given the breadth of writing on the field of ethics, it is necessary to isolate the most pertinent and relevant writings for inclusion in this chapter and structure the review in a logical and coherent manner.

The chapter begins in Section 2.1 with a discussion of literature on ethics and how this literature is relevant to the present study. It is proposed that the three forms of normative ethics laid out in Section 1.2. be used to anchor the analysis of existing literature, deontological ethics, teleological ethics and virtue ethics. Section 2.1. includes discussion from Translation and Interpreting Studies (TIS) on ethical codes, professionalism, functional approaches to translation and proposed desirable character traits for translators or interpreters. The chapter continues in Section 2.2 with a review of academic literature on the topic of the JET Programme and CIR experience published across a number of subject fields, including language education, international relations and diplomacy. Section 2.3. summarises discussions of agency in TIS as a key issue identified in the thesis that frames ethical decision making in T&I. The chapter concludes with an explanation of the contribution to ongoing academic debates that this thesis will make, justifying its value, and illustrating how this research gap has been expressed in the research question and sub-research questions of this study.

2.1. Literature on Ethics

Ethics, defined broadly, seeks to understand how we can determine an appropriate course of moral action in a given set of circumstances (Everson 1998). However, how appropriateness can be determined is not agreed on, and there are a number of different ethical perspectives that can be taken. Literature in this section on ethics has been grouped according to a number of these ethical perspectives—deontological, teleological, virtue-based (the three branches of normative ethics) and descriptive—to illustrate common themes and concerns across a wide and diverse body of literature.

2.1.1. Deontological Perspectives

Deontological ethics emphasise duty as the fundamental anchor through which decisions

should be made (Mandal, Ponnambath and Parija, 2016). An action is good or appropriate if it follows a particular set of rules or precepts governing a particular line of duty. CIRs are not only tasked with engaging in T&I, but also quasi-diplomacy and governmental administration (see Section 1.3.1). Codes of ethics, conduct, professionalism and honour (hereafter abbreviated to “codes of ethics” for readability) for translators and interpreters and diplomats constitute an important and relevant body of rules and precepts that could affect CIR behaviour and are therefore viewed as worthy of review.

Given the large number of translator and interpreter organisations and associations worldwide, the scope of this review was limited to one organisation from each of the larger English-speaking countries participating on the JET Programme: Australia, America, The United Kingdom, Canada, Ireland and New Zealand. In addition, a French code and Japanese code were added to partially mitigate any English-language bias. In addition, international organisations are also represented.

Code	Country/Organisation	Type of Code
The New Zealand Society of Translators and Interpreters NZSTI (2013)	New Zealand	Translation and Interpreting
The International Federation of Translators FIT (2011)	International translator and interpreting association	Translation and Interpreting
The Irish Translators’ and Interpreters’ Association ITIA (2005)	Ireland	Translation and Interpreting
The Institute of Translation and Interpreting UK ITI (2016)	The United Kingdom	Translation and Interpreting
The Association of Translators and Interpreters of Ontario ATIO (2009)	Ontario, Canada	Translation and Interpreting
The International Association of Conference Interpreters AIIC (2018)	International interpreter association	Translation and Interpreting

Japan Association of Translators JAT (2018)	Japan	Translation and Interpreting
American Translators Association ATA (2010)	The United States of America	Translation and Interpreting
The Australian Institute of Interpreters and Translators AUSIT (2012)	Australia	Translation and Interpreting
Société Française des Traducteurs SFT (2010)	France	Translation and Interpreting

Table 2.1. Codes of ethics consulted in T&I

Turning to diplomatic codes, publicly available codes were more difficult to locate and therefore a smaller sample of codes were sourced in this field.

Code	Country/Organisation	Type of Code
Diplomatic Service Code of Ethics (Civil Service Commission, 2012)	United Kingdom	Diplomacy
Values and Codes of Conduct – Codes and Ethics Manual (Department of Foreign Affairs and Trade of Australia, 2017)	Australia	Diplomacy
Code of Conduct for OECD Officials (OECD, 2015)	The Organisation for Economic Cooperation and Development	Diplomacy
Foreign Affairs Manual (The State Department of the United States of America, 2012)	The United States of America	Diplomacy
Values and Ethics Code for the Public Service (Treasury Board of Canada Secretariat, 2003)	Canada	Diplomacy
Conduct Abroad Code: Code of Conduct for Canadian Representatives Abroad (Foreign Affairs Trade and Development, 2014)	Canada	Diplomacy

Table 2.2. Codes of ethics for diplomats

None of the ten codes of ethics in T&I reviewed specified authorship beyond the association/organisation level and none explained their process of creation. Three themes were key across many of the codes reviewed: professionalism, impartiality and loyalty. It could be argued, therefore, that rules about being professional, impartial, and loyal could affect CIR decision-making.

2.1.1.1. Professionalism

The word professional, or a morphological derivation thereof, appeared in all the codes of ethics in T&I examined. It is clear that these codes are targeted at communities who identify themselves as professionals and must adhere to a certain professional conduct. For instance, the New Zealand Society of Translators and Interpreters (NZSTI) states in its document that “[t]he Code of Ethics is a document that distinguishes professionals from non-professionals; and it protects both practitioners and their clients. It is also the document upon which we are judged both individually and as a profession” (NZSTI, 2013:1). The International Federation of Translators (FIT) does appear to acknowledge that T&I can be practised in a variety of capacities, not all of which may be professional, but it underlines the relevance of professionalism to its ethical code nonetheless: “in spite of the various circumstances under which it is practised, translation must now be recognized as a distinct and autonomous profession” (FIT, 2011:np).

Professionalism in diplomatic codes of ethics was dealt with differently than in codes of ethics for translators and interpreters. Professionalism in the Australian Government’s code of ethics appeared on five different occasions. However, it merely appealed to adherents to the code to act professionally (Department of Foreign Affairs and Trade of Australia, 2017). In the OECD (2015) code of ethics, the only other to make reference to professionalism, once again standards of professionalism are demanded from adherents, but no definition of a professional is offered. In this sense, codes of ethics in diplomacy refer to professionalism as the behaviour required of a professional, with no definition offered of a professional. Perhaps given the lack of discussion around the nature of professionalism in the domain of diplomacy, professionalism is less of a concern in diplomatic codes when compared to those in translation and interpreting.

2.1.1.2. Impartiality

Six of the ten codes of ethics reviews set down precepts relating to impartiality. For instance, the Irish Translators’ and Interpreters’ Association state in their code of ethics for community interpreting—which is explicitly framed in the document as a professional form of interpreting—that, “[i]mpartiality is essential to ensure the transfer

of an undistorted message” (ITIA, 2005:2). Moreover, the UK’s Institute of Translating and Interpreting demands impartiality in no less than four separate sections (ITI, 2016).

A direction to be impartial also featured in the codes for both diplomats and government administrators. For example, the Code of Conduct and Ethics manual for those in the Australian Public Service references impartiality on four occasions. Two of these instances refer to the requirement to be apolitical and the other two cover interactions with the public, stating that interactions with clients should be” objective and impartial, and in accordance with Government policy” (Department of Foreign Affairs and Trade of Australia 2017:np). The United States provides similar guidelines to those involved in its foreign affairs and stresses the importance of freedom from financial conflict of interest (State Department of the United States of America, 2012). In fact, bans against the receipt of excessive gifts are common throughout both governmental and T&I-related codes of ethics.

2.1.1.3. Loyalty

The idea of loyalty in codes of ethics for translators and interpreters is expressed predominantly in terms of fidelity to the source text: Faithfulness to the source text appeared in all but two of the T&I codes. For instance, the SFT, a union for translators in France states that the translator “works within the rules of the art, to faithfully translate the documents with which they are confided” (SFT, 2010:np). In contrast, one of the codes that did not refer to loyalty (or fidelity or faithfulness) was that of the International Association of Conference Interpreters (AIIC). Equally, it does not mention impartiality but focuses very strongly on professionalism, confidentiality, and the integrity of the profession, providing detailed guidelines on how to ensure practical working conditions that will facilitate the best quality of interpretation (AIIC, 2018).

Loyalty for diplomats and government administrators is expressed predominantly as loyalty to a head of state or a constitution and may be accompanied by a sworn oath. For example, all federal civil servants in Canada serving in overseas missions abroad and in possession of Canadian citizenship must take an oath to the British monarch in which they swear to be faithful and bear allegiance (Constitution Act, 1867). Japan also has an

oath of duty for its civil servants, in which they swear to “honour the Japanese constitution and all other public laws and ordinances, as well as following the orders of my superiors regarding work related matters, and to carry out my duties in an equitable and impartial manner” (Japanese Government, 1966:np).

2.1.1.4. Literature on Codes of Ethics

The previous sections have summarised the central tenets of codes of ethics, a key manifestation of deontological ethics in the practice of translation and interpreting, and one avenue from which CIRs could reasonably be expected to derive ethical guidance. However, it is important to note that codes are by no means accepted as a universal good. Throughout this section and Section 2.3. the work of scholars who view codes of ethics critically or even with disdain will be examined, meaning that codes of ethics and their calls for fidelity to source, impartiality and loyalty can be a source of controversy. To represent the breadth of the debate surrounding ethics in T&I, a range of opinions are represented in this section.

Before considering this point, it is worth noting that what makes a translator or interpreter a professional is a controversial and debated subject of study in TIS. Chesterman (2001) notes the controversy and proposes the use of a Hieronymic oath for translation based around an ethics of commitment—along the lines of the Hippocratic oath taken by medical professionals—as a way to promote the professionalisation of translation and distinguish amateurs from professionals (Chesterman, 2001). Gouadec (2007) engages with the debate to conclude that the title of professional translator should be restricted to those who have graduated from a university course in the field. He asserts that those who have not may still practise (once they have been ensured to be tax compliant) but they should not be allowed to use the title, “professional”. He also advocates for a strict moral code for those worthy of using the name professional. Pérez-González and Susam-Saraeva (2012) claim there are two key factors which hamper the professionalisation of translation. Firstly, they cite the lay perception that bilingual competence is the same as translation competence and also that translation competence is an extension of first-language competence. Garcia (2009) sums up the traditional perception of translation in the past in these terms stating that historically

translators were simply bilingual professionals in other fields: Doctors would translate medical documents and civil servants would translate laws. Some researchers in the field of translation quality assessment (TQA) link the concept of TQA to the professionalisation of translators (Durán Muñoz, 2011; Darwish, 2006). If quality cannot be readily assessed, how can the quality of professionals (however they are defined) be separated from that of non-professionals?

Overall, four features appear frequently across TIS literature that can be used to differentiate professionals from other practitioners of T&I: (1) Professionals are those who are compensated financially for their work or at least more generously reimbursed than non-professionals (Pérez-González and Susam-Saraeva 2012); (2) Professionals are registered with professional bodies (Townesley 2007); (3) Professionals have undergone academic training (Chesterman 2001; Gouadec 2007; Townesley 2007); (4) A professional subscribes to a code of ethics (Chesterman 2001; Gouadec 2007; Townesley 2007).

In some jurisdictions, the status of professional translator or interpreter is regulated, and an individual may register if they meet certain criteria (Gouadec, 2007). These criteria again appear to emphasise association membership, training, and adherence to ethical codes. For instance, the national parliament of Quebec recognises translators and interpreters through the *Ordre des Traducteurs, Terminologies et Interprètes Agréés du Québec* (OTTIAQ). Members pledge to abide by a general code of ethics and professional conduct for professionals in Quebec (Government of Quebec, 2018a, 2018b) and must have graduated from a list of recognised Canadian schools, if Canadian (OTTIAQ, 2018).

As stated above, the usefulness and relevance of codes of ethics to interpreting and translation work are also frequently debated in TIS. A number of authors broadly support the usefulness of ethical codes as a way to promote and strengthen the status of the profession, as a fundamental tool for education, and as a way of regulating interpreter behaviour in sensitive settings.

Phelan (2019) provides a thorough review of the tenets of a number of codes of ethics, focusing on the work of interpreters, and states that codes of ethics are a set of criteria used to improve professional standing within certain areas of work. This is in line with Chesterman's (2001) argument about the promotion of professionalisation of translation through the explicit encoding of an ethical stance, specifically in his argument through the use of a Hieronymic oath, explained above. Gouadec (2007) also argues for codes as a way to improve and assert professional translator status, reinforce understanding of professional competence, and establish a clear distinction between those who are professionally qualified and those who are not.

Hale (2007) similarly examines a number of codes of ethics for interpreters and argues that codes of ethics cannot be practically expected to respond to each situation in which interpreters find themselves. She suggests that codes of ethics must be supplemented by training in order to create professionals who are ultimately able to reflect on their practice and make decisions for themselves. Both Ozolins (2015) and Phelan (2019) make similar points and suggest that a code of ethics can be seen as a fundamental and important tool of interpreter education. They also both argue that codes offer a potential mechanism to "educate" clients and can be useful in providing service users with a common understanding of the interpreting profession and establishing service users' expectations (Ozolins, 2015; Phelan, 2019). Valero-Garcés (2017) investigates whether the codes of ethics of public service workers such as police officers and interpreters in prison settings conflict, ultimately concluding that no such conflict exists. Interpreters prioritise effective communication between prisoners and workers and build relationships of trust with civil servants through the competent execution of their duties.

Ozolins (2015) focuses on the applicability of codes of ethics in situations where the role of the interpreter is multifaceted. It is their ultimate conclusion that codes of ethics cannot possibly cover the multiplicity of circumstances in which interpreters operate and thus do not accurately convey the complexity of the work of interpreters to commissioners. Pöllabauer (2006) employed the theory of translation culture to investigate the varying roles played by interpreters when working in asylum hearings,

ultimately concluding that the interpreter plays roles far beyond those accounted for in traditional codes of ethics. Furthermore Tebble (2012) offers a defence of the AUSIT code of ethics. This defence is, however, based specifically on determining how this particular code relates to predetermined virtues such as neutrality, confidentiality, etc. and therefore is omitted from this analysis as it operates on the presumption that codes of ethics are worthy. Phelan (2019) believes that the imperative to be impartial set down in many codes protects the interpreter.

Not all TIS scholars and translation and interpreting practitioners hold such a positive view on codes of ethics, and they tend to be critiqued as being insufficient, unclear or removed from the realities of interpreting and translation practices.

In particular, some authors have criticised the limits of codes of ethics to deal with the multiplicity of circumstances in which practitioners of translation and interpreting operate (Baker, 2011; Angelleli, 2008; Drugan, 2011). Hale (2007) counters this argument, to some extent, by explaining that codes of ethics cannot be practically expected to respond to each situation in which an interpreter will find themselves and that some criticisms made of codes of ethics—e.g., that they encourage a robotic exactly equivalent rendering—do not stand up to analysis. Nevertheless, she also acknowledges that perception is important and that, if codes of ethics are rationally perceived to operate in a specific manner and this perception may only be counteracted through an academic analysis, perhaps the perception is more important than the analysis.

Other authors note that codes of ethics for interpreters and translators can be complex, lacking in uniformity of content (Drugan 2011) and sometimes even contradictory (Rosario Martín Ruano, 2015). For instance, McDonough Dolmaya (2011) analysed 17 codes of ethics and found ambiguities in how they defined core concepts such as fidelity and faithfulness.

There is also a prevalent criticism that codes of ethics can be perceived by interpreters as unworkable in lived practice (Hale, 2007) and can ignore important aspects of the practice, such as an interpreter's mediatory role, when a code conceives of the practice

as an entirely neutral and impartial linguistic transfer (Lambert 2018). It is argued, too, that codes of ethics fail to acknowledge the ethical dilemmas that translators feel as a result of the significant adoption of translation technologies (McDonough Dolmaya, 2011).

Once again, training and deep, critical reflection are seen as important accompaniments to or substitutes for codes (Rosario Martín Ruano, 2015; Hale 2007), and Drugan and Megone (2014:187) even state that “codes of ethics are defined as lifeless documents with very little value” if practitioners lack the training to transfer the tenets laid out within them into their practice. Of course, not all practitioners may have easy access to formal training in ethics. Interestingly, McDonough Dolmaya (2011) argues that ethical dilemmas may be negotiated by practising translators through the use of internet message boards or online forums. The relevance of peer-based discussion on internet fora to the ethical practice of translators and interpreters will be returned to throughout the current study.

Having examined opinion on deontological perspectives on translator and interpreter ethics, the following sections turn to the other possible avenues of ethical insight on the part of the translator/interpreter. One such alternative method for a translator or interpreter to determine an appropriate course of action in a given set of circumstances is to be guided by a particular purpose or outcome. This entails a teleological approach to ethics.

2.1.2. Teleological Perspectives

Teleological theories of ethics prioritise an ideal goal or purpose, with the overcoming of obstacles or constraints a necessary action in order to achieve such an aim (Hill, 2010).

Discussion of aims and purposes in the context of translation is not unusual.

Functionalist approaches to translation “define translation as a purposeful transcultural activity and argue that the linguistic form of the target text is determined by the purpose it is meant to fulfil” (Schäffner, 2008:115). Therefore, teleological theories in translation include theories that expressly position themselves outside the realm of

what actions inherently make an individual virtuous or not, or what is considered moral because of an adherence to deontological rules.

2.1.2.1. Skopos Theory

Skopos theory, as developed in the works of Vermeer (1978) and Reiß and Vermeer (1984, 1991), along with other works in a broadly functional school, such as those of Holz-Mänttari (1984), Snell-Hornby (1995) and Nord (1997) have been increasingly influential since the 1970s (Nord, 2002) and are widely used in translator training and practice. Skopos Theory asks adherents to prioritise the function (or *skopos*) of a given text in translation with texts evaluated in terms of adequacy, or the degree to which the translation fulfils its intended function (Hebenstreit, 2020). For functionalists the translator receives an adequate brief as to the intended function of the text and has the freedom to exercise agency in order to produce a text that is in the first instance an adequate manifestation of this function. When the function of the text is unclear the translator has the agency to decide the purpose for themselves (Calvo, 2018).

While it is important to note that Vermeer explicitly states that Skopos Theory is removed from the field of ethics and rejects prescriptive attempts to tell translators how they should behave (ibid.), there have been attempts to engage with the idea of translator ethics among functionalist theorists. For Nord (2018) loyalty to the commissioners, the audience and the source text is positioned as an ethical imperative for translators. While the primacy of the function remains, translators must remain loyal to the intent of the commissioner of the translation, as the commissioner has no means of ensuring that the finished translation corresponds to their intent. Nord herself dubs this strategy “function plus loyalty” (2018, 2016). She positions this re-imagining of Skopos Theory as a direct challenge to critics of Skopos Theory who claim the theory is ethics-less (Kopp, 2012).

Nord is not the sole functionalist to argue for an ethical form of functionalist practice. For Prunč, translation exists in a layered culture in which complex human relationships are constantly being navigated (Hebenstreit, 2020). In many instances translators are subservient to hegemonic relationships with commissioners, and therefore Prunč

advocates for a maxim of action whereby translators are loyal to commissioner; however, they should also be unafraid to subvert translator norms for their own benefit in the service of a fairer and more democratic landscape for them to operate within (Prunč, 1997).

While prominent early theorists in functionalism such as Vermeer or Holz-Mänttari may have rejected questions of ethics in translation or not made reference to them, Nord and Prunč offer avenues for translators to adopt the teleological perspective of prioritising function while at the same time limiting or expanding translator agency through the use of virtues such as loyalty or further functions such as the democratisation of the profession generally.

2.1.2.2. Cooperation and Ethical Diversity

In Pym's (2012) revision of his work *Pour une éthique du traducteur*, he bases his ethical model for translation on the notion of cooperation, providing five principles of translation ethics:

First principle: Translators are responsible for their product as soon as they accept to produce it.

Second principle: Translators are responsible for the probable effects of their translation.

Third principle: Translator ethics need not involve deciding between two cultures.

Fourth principle: Transaction costs should not exceed the total benefits ensuing from the corresponding cooperative interaction.

Fifth principle: Translators, insofar as they are more than simple messengers, are responsible for the capacity of their work to contribute to long-term stable cross-cultural cooperation.

(Pym, 2012:166-167)

Pym's ethical model requires some clarifications to contextualise it within the framework of the book from which it originates. Taking the first and second principles together, Pym is a staunch critic in the same text, and also in others (Pym, 2000, 2010) of the notion of the translator as author. Here, there is no inference that the translator is responsible for the content of the text. Instead, he says that they are responsible for their own decision to translate, for incurred costs and time spent translating rather than not translating.

Pym's third principle may seem somewhat misleading based on statements made earlier in the book. He launches a blistering critique of the narrative theory proposed by Baker, saying that it is contrary to the principles of dialogue and seeks to "exclude the position of active intermediaries" and "lock the parties into perpetual prolongation of conflict" (Pym, 2012:60). However, later in the same book he asks whose side the translator is on, stating that the translator may seek to assist the weaker participants in a translation, as this will enable them to have richer communications in the future.

The fourth principle is key to Pym's view of ethics; the notion of translation cost. This is the amount of money, time or effort spent on a particular translation relative to the cooperative benefit gained from its completion. Pym believes that on occasion translation may be unnecessary and other forms of communication utilised instead, such as advising the target audience to learn the source language. A translator should be conscious of the monetary and time expense which is involved in the work which they carry out. A commitment to a perceived intercultural goal should not lead to the translator placing themselves under undue strain.

In Pym's explanation of his final principle, he appeals to what he calls "classical ethical aims" (ibid., 167) of trust, respect for the other and the minimization of communicative suffering. It is this final principle taken in tandem with the others that provides the key grounding of Pym's translation ethics. For Pym, a translator is a conduit of a message, not an author who does not take sides and who translates only when necessary to ensure communication. In this instance the translator is loyal to the principle of collegial and equal communication and cooperation rather than an individualistic and subjective sense of moral virtue. An action is ethical if the translation itself is deemed necessary (whether virtuous or not in terms of content) to facilitate communication.

What does this mean for a translator faced with an ethical challenge? The translator is not bound to search exclusively for direct equivalence in any act or translation. However, they are equally not positioned as an author with unlimited agency to act based on their subjectively held virtues. The translator is encouraged to act solely to the

extent that they can justify any interventions made as a means of ensuring cooperation and is compelled to ensure they maintain the trust of all parties to the translation.

The idea of the respect for the other appears in the work of Georgios Floros (2011) through his ethical diversity approach to translator training. He critiques what he calls ethical relativity in translation, “the fluctuation of ethical thresholds impinging on translation through inherently subjective values and narratives that govern translation behaviour by creating equally subjective norms” (Floros, 2011:71). Floros here critiques subjective opinion-based foundations for ethical behaviour and analyses actual translations produced by students of his to ground his ethical pronouncements.

Floros believes, as an educator of translators, that a move beyond the realm of ethical relativity is warranted. He proposes to achieve this by appealing to a value that reaches beyond the existing societal and professional norms as well as existing models of ethics. He states that all parties in a translation have an inherent right to exist, therefore a translator may at any time leverage any particular ethical model in order to support this right. He dubs the resulting phenomenon, “ethical diversity”. What is interesting here is that the approach is not to prescriptively lay out a set of principles or a code for translators to follow but instead to enable young translators to be able to act in a way that promotes ethical diversity and to be empowered to pick the strategies that may get them to that point.

Rather than relying on ethical codes or prioritising an ideal ethical purpose, Floros offers the goal of ethical diversity as guiding principle for translating action rather than a strict set of rules to be used in individual action (Floros, 2020). For Floros, by prioritising the survival of all ideas and discourses translators can overcome their subjective notions of virtue and prescriptive ethical theories of translation (Floros, 2011).

2.1.3. Virtue-Based Perspectives

While overlap exists to a certain extent between all the types of ethics, the third type of normative ethics, virtue ethics, is perhaps be the most difficult to define. While the deontological theories focused on in Section 2.1.1. may be based on virtues such as

fidelity and loyalty, the ethical premise on which they rely is that adherence to a code is an inherent moral good. The functionalist approaches examined in Section 2.1.2. focus specifically on the consequences of adopting a particular strategy. One should translate in a particular way to achieve a consequence or fulfil a certain function. The focus is not on the virtue of the action or the person performing the action but instead the consequence of the action is emphasised.

In virtue ethics, the focus is placed on individual character traits and how they are linked to the character of the individual (Schwandt, 2007). In other words, the purpose of virtue ethics is to define the character that we should possess and how we should behave (Salmons, 2016). The question to ask in virtue ethics is about the kind of person you should be, and frequently cited virtues include honesty, fidelity, courage or generosity (Velasquez *et al.*, 1988). For example, if honesty is perceived to be a virtue, then it should be adhered to as bolstering the character of the person, regardless of the consequences of doing so.

A significant body of literature in TIS examines the people who translate and interpret and considers what kind of people they should be with a general pattern emerging from the literature review being that they should be someone who is willing to resist oppression in various forms. Therefore, for TIS scholars interested in issues of character, it appears that, for many, resistance (or engagement) is a virtue.

2.1.3.1. Resistance as a Virtue in T&I

Resistance and defiance have been proposed by a number of scholars across T&I studies as important virtues for practitioners, with a substantial body of work focusing on the imperative to activism. The term resistance, however, is questioned by some. For instance, Tymoczko (2010) argues that resistance implies reaction rather than action and has a limiting scope on the agency of the activist translator. Consensus has not been reached among translators, interpreters and TIS scholars on what the objects of resistance should be to develop translators' and interpreters' humanity: "Who gets to decide, to make the judgement, and on what basis? And if the determination of standards is open to anyone, can this be the basis of sound theory and research?"

(Tymoczko, 2000:38). Nevertheless, some patterns can be discerned, and social justice, post-colonialism and feminism are noted as areas of particular concern.

Mona Baker's studies of activist translator groups, such as Babels, provide an interesting insight into the potential to view interpreting or translation as an expression of the ethical ideal of resistance. Babels is a network of volunteer interpreters and translators that was formed out of the anti-globalisation movement and is committed to using their linguistic and communicative competence to strive for social justice by undermining narratives with which they do not agree. In her book *Translation and Conflict: A Narrative Approach* (2006), Baker takes the example of such activist groups to examine how translators may use their agency in order to select favourable and unfavourable narratives. She argues that narratives should be assessed on their coherence, fidelity and the values which adherence to such a narrative would promote (Baker, 2006, 2010). This is done through subjecting the narratives to "good reasons" (Baker, 2006:152). These are not simply factually based reasons but also ethical judgments about what is good. Michael Cronin (2002:59) advocates for a similar ethics in interpreting: "... if you or your people are seriously disadvantaged by the hierarchy, the most ethical position can be to be utterly "unfaithful" in interpreting in the name of another fidelity, a fidelity of resistance". Cronin's assertion is indeed aimed at social justice broadly. However, it is seen from a perspective of postcolonialism particularly, and two schools of thought that have been claimed to be the most outspoken in their ethics of resistance have been in the areas of postcolonialism and feminism (Hermans 2009).

With regard to postcolonial perspectives on resistance, Tymoczko states of the Irish nationalist translator movement that it is "a rare example of exactly what is called for: 'a highly successful, popular translation movement that contributed in a material way to the end of imperial domination in Ireland'" (Tymoczko, 2000:42). In general, there is an interest in TIS in how conquered cultures have responded to, accommodated, resisted or overcome the ways in which conqueror cultures have bent conquered cultures to their will (Robinson, 1997:14). A number of theorists have drawn the link between the dominance of the English language as a *lingua franca* globally and historic notions of colonialism (Tymoczko, 2007; Susam-Sarajeva, 2002).

Postcolonial translation theorists advocate for a wide variety of specific translation strategies in order to subvert hegemonic power structures between the coloniser and the colonised. In the case of the Irish postcolonial literary movement active choices were made to select and subsequently embellish stories of the heroes of Ireland to instil pride in the oppressed culture of the nation (Tymoczko, 2000). Therefore, postcolonial translation may manifest in deliberate choices to translate texts which portray former colonies in a good light. For 'cannibalist' postcolonial theorists, elements of the source text's syntax, phonetics culture or traditions are retained in the translated text in an attempt to usurp the hegemony of powerful cultures (Gentzler, 2007). For Spivak (2004) and Niranjana (1992), the act of translation often has an assimilative effect on the culture of the minority language, furthering disparities between the coloniser and colonised. It can create the image of colonised and orientalist perspective on persons that is used to justify colonisation. For Spivak (2004), postcolonial translation should only be undertaken by those with a deep understanding of the language, culture and society surrounding the source text. Niranjana (1992) advocates for an interventionist approach to translation that ties the translation back to the native culture from which it emerges, e.g. including native names of places or retaining metaphors that are natural in the source text but unusual in the target text.

It is important to note however, that translation is welcomed among some postcolonial authors because it allows cultural artefacts originally written in an indigenous or marginalised language to be read more widely (Kirkley, 2013; Garane, 2014).

The feminist translation movement began in the late 1970's and 1980's in Quebec (von Flotow, 2011) and in its earliest phase was dominated by a radical group of avant-garde feminist translators who wished to experiment with language in pursuit of their aims (von Flotow, 1997). Feminist translation established itself as a separate school of thought within the area of Translation Studies as a means for discussing the interplay between gender studies and translation (Castro and Ergun, 2017). One central idea to concepts of feminist translation for some theorists is the repositioning of translation as a form of production through reproduction (see Godard, 1995), with the translator being

given equal billing as the original author (Simon, 1994). Others have described the main areas of engagement in feminist translation as being on the historic role of women in translation, the lower status afforded to translations historically and its relationship to the suppression of women, the translation of gendered language and the study of interventionist translations (Hermans 2009). Interventionist translation strategies to “make the feminine visible in language” (Gauvin, 1989:9) are notable in this view of how translators can express their feminist ideals and resist the patriarchy. For example, von Flotow (1997) proposes: (1) supplementation to compensate for linguistic or cultural differences between target and source texts or cultures, (2) prefacing and footnoting and (3) appropriation, in which a feminist translator may manifest feminist ideals in a text that may not have been written with that intention.

Resistance is not seen as a virtue by all scholars in TIS, and the ethical approaches described in this section have received criticism. In particular, Baker’s notion of a translation being used to suppress undesirable narratives has been criticised by Pym (2009, 2012). He states that the suppression of any narrative or culture outright is inherently fascistic and contrary to principles of free speech (2009) and that a reliance on narrative as a “basic way we construe knowledge about the world” (2012:59) ignores the capacity for dialogue and conflict resolution between warring communities. In addition, the link between the dominance of the English language as a *lingua franca* globally and historic notions of colonialism is challenged. While cultural supremacy of English as a force for colonisation and globalisation can be noted, it can also be a means to share the culture of the periphery with the centre (Wang 2002). Wang (2002) focuses here on the sharing of Chinese culture with the outside world (facilitated through translation) and argues that concepts and products from the West are introduced to China in a way that is localised to Chinese culture rather than as a wholesale import. Finally, Furukawa (2014) notes some common criticisms of feminist translation and argues that the heavy footnoting may mean that feminist translations are unlikely to be read widely beyond intellectual circles and that current theory—dominated by American and European concepts of feminism—may not be immediately understood across cultural lines. Further, Arrojo (1994) critiques the acceptability of some feminist translators hijacking and altering texts to their own aims.

The above approaches to ethics, which are centred on resistance, provide one explanation for how virtue ethics may manifest in the ethical practice of translation and interpreting. In scoping the range of prospective ethical stances that a CIR may take, it is important to be cognisant of the potential for virtue-based assumptions or advocacy to impact the CIRs ethical thought process, as it does for the above theorists.

While normative or prescriptive theoretical positions on ethics in translation and interpreting are widespread in the literature, as has been shown across discussion the themes of deontology, teleology and virtue above, there is also a considerable body of literature that takes a descriptive approach. Rather than debating the appropriateness of particular ethical stances (Frey, 2018), as is the case in the normative or prescriptive approach, studies of a descriptive nature are concerned with describing how individuals actually navigate ethical decisions as well as examining the ethical values they hold (Strohm-Kitchener and Kitchener, 2009:5). Examinations from the descriptive perspective are, therefore, empirical in nature.

2.1.4. Descriptive Perspectives

The current study seeks to provide empirical evidence for how practitioners of translation and interpreting approach ethical decision making in both modes. As such it is necessary to review existing empirical studies looking at ethics in translation and interpreting. These studies describe, or seek to describe, actual ethical decision making in T&I and therefore are key in assessing the insights gained from the current study.

While few studies have been undertaken in the field of Translation Studies to evaluate ethical decision-making processes in an empirical manner, a much larger body of literature exists in Interpreting Studies that focuses on empirical evidence for ethical decisions.

In Translation Studies, Floros (2011) offered a task to his translation students containing politically sensitive language, including the name of a disputed territory, and found that students coming from countries involved in the dispute were more likely to translate the

territorial name in a manner that reflected the politics of their country. This suggests an influence of narrative and personal politics on translation. Kruger and Crots (2014) presented a group of 31 practising professional translators with nine different pieces of writing featuring language that may be perceived as racist, sexist or otherwise potentially offensive content. They were asked to choose from four different translation strategies—translating the content literally as best they could, neutralising the construction with something less offensive, omitting the potentially offensive content or refusing to translate the text—and results showed that literal translation was the overwhelming choice of the translators in question, with participants deciding to employ this strategy over 66% of the time. Interestingly, when justifying their decision to invoke literal translation, over 35% percent of the time the participants invoked personal rather than professional reasons for doing so. Again, this study suggests that the reasoning undertaken by translators when deciding a course of action in an ethically challenging set of circumstances may be complex and multidimensional.

In *Interpreting Studies*, a significant theme of interest for empirical studies is the general usefulness of ethical codes. Dragoje and Ellam (2004) administered a questionnaire to practising interpreters, clients and health professionals who worked with them. Questions related to participants' opinions on the most important tenets of codes of ethics and what they considered to be unethical behaviour. While the responses of practitioners of interpreting showed that the tenets of the codes had been internalised and that they identified behaviours outside of the codes as incompetency, this did not align with the perceptions of the role by medical professionals and service users. The authors suggested that better education of service users and clients is required to ensure that they understand an appropriate scope and ethical remit of the interpreting role, as set down in codes of ethics. The authors also accept codes of ethics as an inherent good and believe that there is a responsibility on interpreters to behave in a uniform manner. In further support for the usefulness of ethical codes, Jarkman Björn (2005) looked at how the real behaviour of an interpreter acting in a medical interpreting setting for refugee children aligned with the goals of the medical profession and the codes of ethics laid down for them, finding that codes of ethics provided an appropriate model to frame interactions in this context. In contrast, Monacelli and

Punzo (2001) analysed students studying interpreting in Italy in a simulated military interpreting setting and found that hierarchical disparities in situations of military conflict could result in situations in which the interpreter may need to violate ethical codes in order to ensure equilibrium between parties in the encounter. The authors are critical of codes because they see them as not embedded in the actual practice of interpreting, stating that an uncritical adherence to the code may result in behaviour which may not be defensible.

A second significant theme is empirical work to understand how interpreters engage with particular ethical issues such as fidelity, visibility or ideology. Davidson (2000) engaged in an ethnographic study of medical interpreters in a hospital in the United States, interviewing practitioners, observing their practice and recording interpreted encounters. It was his finding that interpreters did not break the fidelity principle to advocate for vulnerable patients but instead acted to ensure the smooth running of the interaction between the medical professional and the patient by ensuring that the patient stayed on track. Davidson allies the interpreter with the institution of the hospital where they work, with the interpreter working for the benefit of the institution rather than any party to the conversation. Angelelli carried out two empirical studies surrounding the visibility of interpreters. She (2004b:76) defines the visible interpreter as one who “exercises agency within the interaction, in order to bridge a communication gap”. In Angelelli (2004a), a survey was carried out of 945 court, conference and medical interpreters, generating 275 responses with participants assigned a visibility score from 1 to 6 whereby the higher the score the higher degree of visibility. While interpreters working in the medical sector showed higher perceptions of their own levels of visibility, this feature was apparent in all sectors. In Angelelli (2004b), she engaged in an ethnographic study of a group of medical interpreters, observing and interviewing them as they engage in their practice on the ground in a hospital and she experienced numerous instances of the interpreter making themselves visible for the benefit of the patient. Having recorded 392 encounters, she found that only 5% of the encounters did not contain text production on the part of the interpreter. Ultimately for Angelelli, interpreting is a context situated practice that prescriptive and ideologically driven codes of ethics cannot hope to understand or control. Finally, Beaton (2007) examined a

corpus of texts interpreted by conference interpreters working at the EU Parliament and found that strategies such as the use of metaphor were leveraged by interpreters to underpin dominant EU ideologies. This study therefore found a link between institutional ideology and the work of conference interpreting.

The literature reviewed in this thesis so far has focused on the main phenomenon under consideration in this thesis: the ethics of translators and interpreters in general. The body of literature reviewed here serves to inform the potential ethical perspectives that a practitioner of T&I could take.

The next section of this review focuses on the specific subjects of the current study: CIRs employed as part of the JET Programme. The main themes in previous studies of CIRs—conducted across a number of subject fields, including language education, international relations and diplomacy—will now be reviewed.

2.2. Literature on the JET Programme

Many previous studies of the JET Programme involved examination of the work and experiences of the Assistant Language Teachers (ALTs) who constitute over 90% of programme participants (see Section 1.3) and teach primarily English to Japanese schoolchildren at primary and secondary level. A number of these studies dealt with their effectiveness in either English education and teaching practice or team teaching with members of the Japanese teaching body through analysis of face-to-face interviews (Galloway, 2009; Mahoney, 2004; Valga, 2015) or data compiled from written surveys of ALTs (Knodell, 2017; Kobayashi, 2000; Suzuki, 2021). Other studies compared the JET programme to similar programmes in Hong Kong and Korea (Lai, 1999; Jeon, 2020; Suzuki, 2021) focusing on a comparison of teacher experiences.

A significant group of studies looked at the JET Programme more generally. Borg (2008) and McConnell (1996a, 2000) engaged with the JET Programme more broadly to look at whether ALTs served a particular governmental aim in achieving internationalisation of local communities in Japan. McConnell spent time living in Japan, visiting classes, interviewing key players in JET programme management and 15 ALT participants. He

also interviewed managerial figures in the programme. Kogawa (2000) and Naka (2003) also dealt with the institutional aspects of the JET programme and its efficacy as a piece of public policy. Rosati (2005a, 2005b) examined JET Programme participant profiles, how their actions may differ from those in the contracting organisations (usually a school or local/prefecture board of education for ALTs and a local or municipal government office for CIRs) who receive them, and the effects of culture shock. However, neither study made any reference to CIRs or Sports Exchange Advisors (SEAs), who make up about 9% and less than 1% of JET Programme participants respectively. Huff (2013) surveyed 141 JET participants—including 18 CIRs—to examine how knowledge of the Japanese language among JET participants may shape their perceptions of their own performance on the programme, their job satisfaction, and their ambitions for their future careers. It was found that there was a correlation between Japanese language knowledge and satisfaction on the JET programme. In addition, a series of works focused on American JET programme alumni and how they continue to engage with Japan as part of JET alumni organisations (Metzgar, 2012, 2017a, 2017b). Metzgar surveyed 500 JET alumni living in the USA for her research—including ALTs, CIRs and SEAs—and used her findings to argue that the JET Programme functions as a tool for soft diplomacy for the Japanese Government as the majority of respondents maintained positive images of Japan upon returning to their home country.

What can be seen from these studies is that there is an existing academic interest in the JET Programme, but that it has so far been aimed largely at ALTs and especially at their relation to micro-level issues of teaching and teacher experience as well as macro-level issues of internationalisation or diplomacy. That is not to say that no previous studies focused on CIR experience exist, and a small number of studies could be found that were devoted to CIR experiences.

Qing (2010) discussed their experience as a privately hired CIR and how expectations of them as a Chinese CIR differed from the previous American CIRs hired through the JET programme. They talked about how they managed to improve various work initiatives such as lectures about culture and Japanese language classes aimed at non-Japanese people in the locality.

Takimoto (2014) interviewed four Australian CIRs and sought to understand their perceptions of their own capabilities and job satisfaction. Many CIRs were perturbed by having to teach English as part of their jobs. Three of those surveyed said that using and improving their Japanese skills through translation was a motivating factor in becoming a CIR. The paper also explored a perceived conflict between ALTs and CIRs as observed by the author. Yamamoto has published two studies (2005, 2007). One arose from surveys of the contracting organisations of CIRs about how they were integrated into the Japanese workplace. The second study reported on how they devised a seminar at a training conference for both CIRs and their supervisors that focused on improving relationships between the two groups.

What can further be seen from this review of academic literature related to the JET Programme, then, is that few authors discuss CIRs' experiences as a focus and none, to the best of my knowledge, deal with the issue of T&I, despite evidence for the significant presence of T&I in CIR duties (see Section 1.3.1) and despite language, internationalisation and diplomacy being noted areas of interest among authors.

The final area of literature that needs to be reviewed before the research gap to be filled by this thesis is summarised is that of agency. It has been suggested that agency may play a role in decision-making, particularly in the context of moral dilemmas (e.g., Strait, Briggs and Scheutz, 2013) and it is therefore a topic of potential relevance to this study. As with ethics, agency is discussed across an extremely broad array of disciplines that would be beyond the scope of this study to review, so the focus in Section 2.3 is on agency as it has been discussed in TIS.

2.3. Literature on Agency

The study of agency in Translation Studies developed from what has come to be known as "the cultural turn" (Tymoczko, 2000). This movement was characterised by a move away from questions of strict linguistic equivalence and fidelity between source and target texts (Inghilleri, 2005a; Chesterman, 2020) and towards questions of power and ideology on behalf of the agents acting upon the translation (Khalifa, 2014). Khalifa

(2014) and Kinnunen and Koskinen (2010) note that little research has been done to create a definition of agency from within the field of TIS itself. However, a number of authors do present their ideas. Kinnunen and Koskinen settle on a definition of agency as a “willingness and ability to act” (Kinnunen & Koskinen, 2010:6). Somewhat similarly, Buzelin (2010:7) defines agency as “the ability to exert power in an intentional way”. Within Interpreting Studies, Inghilleri (2005b:76) defines interpreter agency as “how interpreters position themselves and are positioned within interpreting contexts”. Ahearn (2001) is critical of theories that focus on the intentionality of the actions of an agent, stating that they take focus away from the societal, cultural and political impacts on said agent. She defines agency, therefore, as “the socio-culturally mediated capacity to act” (Ahearn, 2001:112).

The release of *The Translator's Invisibility* brought prominence to the views of Laurence Venuti regarding the leveraging of agency. In this book (Venuti, 1998), and subsequent works he claims that hitherto, translators have been too concerned with notions of fluency, which he defines as the absence of any linguistic peculiarities that would reflect the translator's personality, or “the appearance, in other words, that the translation is not in fact a translation, but the ‘original’” (Venuti, 1995:1) and that translators should be more concerned with making the text read like a foreign text, a process he dubs “foreignization”. This is in order to break the linguistic hegemony of English and give greater visibility to the translator. Looking primarily at literary translation Venuti views agency as unlimited. His proposition presumes an environment free from coercion, editing or conflicting goals between translator or publisher. The translator is encouraged to leverage this agency in order to undermine hegemonic languages and cultures.

Some scholars see agency as a central concern for translators. Pym (2012) states that the ethics of any translator may be shaped entirely by their relationships and relative agency when juxtaposed with that of the other interactants (Pym, 2012:88). Chan (2005) describes the information asymmetry at the heart of agency problems in translation, stating that information asymmetry between professional translators and those who employ them regarding the difficulty of translation leads to poorer status and levels of remuneration, although his description is not framed explicitly in terms of Agency

Theory. For Chan, information asymmetry is an assumed factor in professional translator-employer relationships. However, while Chan's work does show an interesting instance of information asymmetry in agency in T&I, their work focuses solely on a conventional translator-employer relationship and does not concern the complex, multicultural, institutional networks and context of dubious professional status in which CIRs work as translators or interpreters. In addition, Chan explicitly advocates for greater translator agency, while the current study does not seek to make pronouncements regarding whether or not CIRs should be afforded greater status. Instead it seeks to ascertain and describe CIRs' levels of agency and how this may impact on their ethical decision making.

Several different theories of agency have been shown to be useful in TIS literature. For instance, Cadwell, O'Brien and Teixeira (2018) and Olohan (2011) both employ Pickering's (1993, 1995) theory of agency. Pickering's theory of agency decentralises the human as the key leverage of agency insisting on the importance of technology in modern contexts. Agency has been used in both of the above papers to analyse the interplay between technology and humanity in machine translation. For Pickering, technological and human actors engage in "a dance of agency" in engaging in action, where both sides resist and assimilate one another. In contrast, Abdallah (2010) applies a theory of agency as originally envisaged by Eisenhardt (1989) to her analysis of agency among a group of professionals working in the translation industry. Abdallah (2010) situates translators within "production networks" and conducts interviews with eight translators working in the translation industry who accept commissions from translation agencies. The interviews centre on specific principal-agent relationships entered into by these translators. Abdallah finds that all but one of the interviewees experienced a reduction of their agency in their work for the agency. The study shows how Agency Theory could be applied in assessing levels of agency among a group of translators. This notion of Agency Theory as employed by Abdallah and defined by Mitnick (1975) is returned to in Chapter 7 as a tool for structuring and explaining the empirical data collected through the study and answering the question of how a CIR's capacity to act may be supported or inhibited by those in their wider networks.

2.4. Conclusions, Research Gap and Research Questions

This chapter reviewed literature on ethics, agency and CIRs as a first step to understanding how ethical decisions are made by CIRs in T&I.

The first section of the review discussed ethical debates surrounding the practice of translation and interpreting from the three core normative ethics of deontology, teleology and virtue-based ethics, before discussing the small body of empirical research (descriptive ethics) describing the actual decision making of translators and interpreters. It was found that codes of ethics in translation and interpreting advocated for fidelity to the source text, impartiality and for the joining of associations to better professionalise practices. Cognisant of the diverse roles a CIR may play in their placements, a review of codes of ethics for diplomats and civil servants showed that these codes advocated for loyalty to the government of the day and working for the benefit of such a government. Some authorities even demand oaths to a head of state or the government in question.

Other potential avenues offered to guide the ethical practice of translators or interpreters in the literature included teleological perspectives. Examples examined in the review included imperatives to prioritise the function of texts, prioritise cooperation, or prioritise the idea that all ethical perspectives are valid. Virtue theorists primarily advocated for translation or interpreting as resistance against perceived social and political injustices. However, academic theories of translation may not be well known among CIRs who have not studied TIS prior to joining the programme. In addition, as little work has been done to test the applicability of such theories among actual practitioners it is important that the opinions of actual practitioners are gathered to ensure the viability of any particular strategy being followed in a given setting.

The chapter reviewed previous academic studies on CIRs and the JET Programme more broadly across a variety of disciplines and demonstrated that there is an existing academic interest in the JET Programme, but that it has so far been aimed almost exclusively at ALTs and specifically the issues they experience surrounding teaching as well as more macro-level issues of internationalisation or diplomacy. It became clear that few authors discuss CIRs' experiences as a focus and none deal with the issue of

T&I, despite evidence for the significant presence of T&I in CIR duties in addition to the fact that language, internationalisation and diplomacy are noted areas of interest among scholars of the JET Programme.

The chapter also reviewed how the concept of agency features in ongoing discussions and debates in TIS. Agency was positioned as a key influence on the freedom of the T&I practitioner to make their own decisions. It showed how definitions of agency vary to some extent but that the concept has been applied with a reasonable degree of consistency across the disciplines. It further demonstrated that some scholars see agency as a central concern for translators and that it is, therefore, a worthy object of enquiry, especially in relation to ethical or moral questions. It also indicated that a number of theoretical perspectives including Pickering (1993) and Eisenhardt (1989) have been applied usefully in studies of T&I to date.

Overall, this chapter showed that CIRs, a diverse group of largely non-professional translators and interpreters, have remained largely unremarked upon in academia. Still less is known about the contexts of their T&I work, their struggles, and how they solve them. The breadth of thought on translator and interpreter ethics examined in this chapter shows the complexity of circumstances and influences that may impact an individual practitioner when faced with an ethical challenge. Could the same be said of CIRs? Given the CIR's complex role involving T&I tasks as well as intercultural, educational and quasi-diplomatic assignments characteristic of local government administrators, could these potentially competing loyalties create ethical tensions for CIRs and, if so, how do they navigate them? In short, these sorts of questions illustrate the empirical and theoretical gaps that this thesis aims to fill. These gaps came to be formally expressed in the main research question (RQ) and three sub-research questions (SRQs) of this thesis.

RQ: How are ethical decisions made by CIRs in T&I?

SRQ1: Do CIRs struggle with ethical questions in translation or interpreting from Japanese to English?

SRQ2: Do CIRs operate under any existing models of ethics?

SRQ3: What degree of agency do CIRs operate with?

The next chapter, Chapter 3, introduces the research paradigm employed in this thesis in order to answer these research questions.

Chapter 3 – Research Paradigm

The current chapter is dedicated to discussion of the fundamental philosophical assumptions and methodological approach that underpin the research undertaken in this thesis. Section 3.1. introduces the research tradition in which this study is situated, locating it within the sociology of translators and translating. While not a traditional part of the research paradigm, this information is offered to structure the philosophical discussion in later sections as one taking place in the sociological rather than the metaphysical sphere. Section 3.2 introduces three key tenets of a research paradigm: ontology, epistemology and axiology. These three philosophical underpinnings exist independently of the research questions and are personal to the researcher. In Section 3.3. methodological considerations are explored. These methodological considerations are required to be both consistent with the other elements of the research paradigm chosen and also capable of answering the research questions to be investigated. Section 3.3 argues for the appropriateness of a blended ethnographic methodology leveraging netnography to analyse an online space and traditional ethnography to examine communities offline as a methodology in this research context.

3.1. Research Tradition

This research seeks to understand the ways in which ethical decisions are carried out by Coordinators for International Relations (CIRs), a group of largely non-professional practitioners of translation and interpreting (T&I) employed from overseas in local government settings in Japan as part of a wider programme to internationalise Japanese local communities (see Section 1.3). The research situates these practitioners as actors within their environment and focuses on the socially and culturally mediated aspects of translation or interpreting that may impact on their decision making. As such, the thesis is embedded within the domain of the sociology of translation. This school of thought posits that “translation is a social practice.... [in which]...any translation is inevitably bound up within social contexts” (Zheng, 2017:28).

Angelelli (2014) states that the sociological turn in TIS is characterised by an increasing focus on the social factors that permeate T&I and on translator and interpreter agency.

Chesterman (2006, 2009) argues that the sociology of translation consists of three fields: the sociology of *translations*, the sociology of *translators* and the sociology of *translating*. The first refers to how translations as products interact with society in the marketplace, or how they may be received by readers, critics etc. The second refers to elements of the practitioner's identity, including their specific ideologies and ethics. The final field, the sociology of *translating*, refers to the phases in the process of translation, including checks, work processes and relationships with other actors involved in the creation of the text. The current thesis engages with the second and third fields, but not the first. Specifically, it examines CIR's ethical decision-making in their practice of T&I (the sociology of *translators*) and how these decisions might be influenced by the specific institutional circumstances in which CIRs work not only as translators and interpreters, but also as local government administrators involved in intercultural, educational and quasi-diplomatic tasks (the sociology of *translating*).

Having established the academic tradition from which this research was approached, the following sections describe the number of philosophical perspectives that combine to form the research paradigm of this study in order to help the reader understand how the knowledge within has been perceived and created.

3.2. Philosophical Underpinnings

A research paradigm refers to the "patterns of beliefs and practices that regulate inquiry within a discipline, doing so by providing the lenses, frames and processes through which investigation is accomplished" (Weaver & Olson, 2006:40). However, agreement about the usage of this term is not uniform throughout the academic world (Mc Gregor, 2018). Some discuss research paradigms in terms of qualitative and quantitative methods, others discuss them in terms of methodology (ibid.). This thesis adopts Lincoln and Guba's (1985) view, in which a research paradigm consists of four different elements: ontology, epistemology, axiology and methodology. The first three deal with philosophical stances regarding reality, knowledge and the role of the researcher (see this section, Section 3.2). The fourth, methodology, looks at the systematic grouping of methods that is employed to examine questions (see Section 3.3).

3.2.1. Ontology

“Ontology is the branch of philosophy that is concerned with the nature of what exists” (Blaikie, 2007:767). In more practical terms, ontology reveals the beliefs of the researcher about the nature of the world they seek to analyse. If a researcher believes that a certain phenomenon exists, they can set about analysing this phenomenon; if they do not, they cannot. The questions asked by the researcher in any research project are therefore structured either consciously or subconsciously based on the researcher’s perception of the questions that it is possible to answer, i.e., the nature of reality (Haigh *et al.*, 2019). For example, a researcher who believes that a single objective and visible reality exists in the natural world must structure their research questions and subsequently their methodology and methods in a manner that sets out to answer questions about such a world. In this way ontological perspectives will fundamentally impact all aspects of the research project to a greater or lesser extent.

While ontological debate occupies a substantial field within philosophy with a wealth of perspectives posited by different ontological thinkers, given the sociological research tradition in which this research is situated special consideration is offered here to social ontology. Social ontology is concerned with questions of whether social entities are objective phenomena that exist externally to the social actors that are involved with them or whether they are constructed by the perceptions, actions and interpretations of these social actors (Bryman, 2008). A core tenet of social ontology is that social phenomena are different than physically present external phenomena in that they arise as a result of socialising individuals (Pernecky, 2016). The thesis examines the perceptions of CIRs as they relate to the other social actors surrounding them in order to understand how they ultimately make ethical decisions. This emphasis on the social culture of the CIR means that the ontology chosen should take a stance regarding the social world.

Two central poles in ontology are those of **realism** and **relativism**. O’Reilly (2009:182) defines realism as “the belief that things exist in the (social) world that are independent of thought or perceptions”. These things are therefore knowable, measurable, quantifiable or qualifiable to the researcher. An opposing ontological viewpoint is that of

relativism. The most fundamentalist view of relativism states that there is nothing beyond our thoughts and that reality is an entirely subjective experience (Levers, 2013:2). If reality is entirely subjective, the researcher's own subjectivities about the world will logically therefore impact on their reading of this world in their research and that their view of reality as expressed in the findings of reality is no more or less defensible than the findings of anyone else.

3.2.2. Epistemology

A researcher must match their ontological perspective with an epistemological perspective in the creation of a research paradigm. Epistemology asks the question: "What is knowledge?" (Klein, 1998:129). In more tangible terms, epistemology deals with how we understand the reality espoused as part of our ontology and, therefore, how we can justify any supposed knowledge about it that we claim to have uncovered (Coughlan and Brydon-Miller, 2014).

Epistemologies may be divided into those that are realist or relativist (also termed anti-realist). However, there is a considerable range of epistemological stances on this spectrum (Levers, 2013). One common epistemological stance is that of empiricism. Here, knowledge is created exclusively by experience (Miller and Brewer, 2003), or, in other words, we know what we know only by experiencing it through our senses. This viewpoint is often contrasted with rationalism, which is the belief that there are certain truths that exist without the need for empirical verification (Outhwaite and Turner, 2007), pointing to a shared knowable reality with some shared assumptions. Conversely, scepticism, in its most fundamental form known as "academic scepticism", is the belief that knowledge is an entirely subjective phenomenon, and no universal knowledge exists. Nothing can therefore be known (Popkin, 2003). Of course, if we can know nothing and no true knowledge exists, research itself becomes somewhat redundant. However, not all relativist approaches to epistemology are incompatible with academic research. One such relativist epistemological stance commonly employed in social science research is that of interpretivism. Hiller (2016) states that in interpretivist epistemologies, the construction of knowledge by people occurs as they interpret their experiences of the world. Knowledge here is therefore subjective and individual, making

the ontological position of interpretivism relativist. In interpretivist epistemologies the researcher is also a subjective actor, with the researcher's own biases and subjectivities influencing the outcome of the research and results generated.

3.2.3. Axiology and Biases

The third of the four key concepts that Lincoln and Guba (1985) argue constitute a research paradigm is that of axiology. Axiology is the study of values (Madil, 2008). Axiology examines "the role of values in social science research" (Creamer, 2018:43). This implies that a researcher should reveal in their research paradigm any values, biases or subjectivities that may influence the outcome of the research and results generated.

3.2.4. Views Underpinning This Research

The current study is underpinned by the subtle realism attributed to Martyn Hammersly (1992, 2002), a researcher in social sciences who was critical of the growing trend towards relativist thought in social science research. He argued, in line with others such as Dixon (1977), that a relativist ontological position is essentially self-defeating: if one subscribes to the idea the no objective reality exists, then the statements that one makes regarding reality have no more validity than anyone else's and are therefore moot. However, Hammersly also rejected the ontological stance of naïve realism, a sub-branch of realism in which people "people think, or simply assume without giving the matter any thought at all, that their own take on the world enjoys particular authenticity and will be shared by other open-minded perceivers and seekers of truth" (Cronin, Lyn and Ross, 2002:369).

Subtle realism falls between the two perspectives of realism and relativism in asserting that there is a single knowable reality in which both the researcher and the subjects of the research operate. This therefore aligns subtle realism with ontological realism, the idea that there is one knowable reality, that is shared by all, and which exists external to the human mind. However, epistemologically, subtle realists believe knowledge is an interpreted phenomenon derived from one of multiple perspectives. This means that examinations of external phenomena in the social sciences are naturally subject to the researcher's own biases because we can never have entirely full access to external

phenomena (Madill, 2008). In this sense, the epistemology of a subtle realist paradigm shares some overlap with interpretivism in stating that the subjectivities of the researcher cannot be eliminated from the analysis of the data. However, it differs from interpretivism in that Hammersly states that it falls to the researcher to attempt to mitigate this potential subjectivity in as much as is possible and interrogate external phenomena rather than simply reproduce them.

One point worth stressing is that when adopting such an epistemology the existence of an external objective reality does not preclude subjective interpretations of it at an individual level (Duncan and Nicol, 2004). The researcher strives to eliminate these subjectivities as much as is possible. Moreover, they must be able to support assertions that they make in data. Hammersley (2002) likens this approach to an investigator investigating a crime. The investigator gathers clues regarding the outcome of the crime, presenting this evidence as a plausible reality of the case beyond a reasonable doubt. However, even if evidence is gathered in good faith, the potential exists for the conclusion to be incorrect. The importance is placed on the defensibility of the argument and the strength of the evidence. The stance merges aspects of epistemological interpretivism with a realist ontology. Bias and subjectivity are inevitable. However, as there is one knowable reality, it is an imperative for the researcher to attempt to be objective in order to know this reality.

In adopting a subtle realist paradigm, it is acknowledged that it is not possible to fully remove value judgements from the research process; however, objectivity remains as a goal. Subtle realism requires a robust defence of the data collected, an acknowledgement of potential bias and a reflection on subjectivity as it relates to the study. As such, these subjectivities are now laid out.

I served as a CIR for three years (see Section 1.1). I faced many of the same challenges which will be described in later chapters, including crises of agency and identity as a translator or interpreter. This, coupled with my participation in the online forum and interaction with other CIRs was crucial in the evolution of the research questions posed in this study (see Section 1.2). I cannot deny the potential that these experiences have

caused me to empathise with CIRs and the CIRs who participated in this study. I have attempted to engage in the research without prejudice as to the value offered by CIRs in their work as a group, as participants in my study or in the CIR role in general. I believe that many CIRs do add value to their placements. However, I acknowledge that others could do the work of some CIRs better than they could themselves. In my time as a CIR, I was unclear about the role of CLAIR, the body involved in administering the JET Programme on a national level (see Section 1.3), as it related to the work of the CIR and their wellbeing, especially in the context of any dispute between a CIR and their employers. This may have led me to naturally give greater credence to these concerns when raised in the data. I attempted to control this through transparency surrounding theme definitions, coding trees, and by providing transcripts, etc. Finally, in my T&I work as a CIR, I experienced interventions in and corrections of my work by colleagues in local government administration who had limited English proficiency and no experience of translation or interpreting. At times, I experienced this a vexatious waste of time, and this may have influenced some of my views of translator and interpreter agency. Nevertheless, I acknowledge in this research the right of a commissioner of a translation or interpreted assignment to know what they should expect from the translator or interpreter and to intervene if they do not feel it is being delivered.

Having explained and established the philosophical assumptions underpinning this study, it is now necessary to introduce the fourth facet of my research paradigm, an appropriate methodology, to explain how data collection and elicitation strategies in this study have been structured by an ethnographic approach.

3.3. Methodological Considerations

Different definitions of methodology exist. This study views methodology as “the blueprint or roadmap that researchers employ to render their work open to analysis, critique, replication, repetition, and/or adaption, and to choose research methods” (Schensul, 2008: 517). In practice, methodology guides and explains the selection of methods chosen to answer the research questions in a study, and this study, in the tradition of a sociology of translation and under a set of subtle realist assumptions, was guided by ethnography.

3.3.1. Ethnography

Ethnography, originating in the Greek, ‘writing about people’ is an “interpretative and explanatory story about a group of people and their sociality, culture and behaviours” (Madden, 2017:16). Ethnography has traditionally had as its central tenet sustained contact with the group that the research seeks to study (Wilis and Trondman, 2001; O’Reilly, 2009). That is, through a process of repeated interactions with participants in the field site and implementation of a selection of qualitative methods, the researcher can obtain a detailed and rich description of the social group or community in question. Indeed, ethnography emphasizes rich descriptive accounts of small groups (Adler and Adler, 2010) and traditionally involved participant observation, in which the researcher spends extended periods of time living with the group to be studied. Participant observation has been so closely intertwined with the methodology of ethnography that the two terms have previously been used as synonyms (Madden, 2017:16; Morgan-Trimmer and Wood, 2016). However, participant observation is just one of a wealth of methods typically employed in ethnographic research. Other methods employed frequently in ethnographic research include interviews, focus groups and questionnaires (Gottlieb, 2006).

3.3.2. Development of Ethnography

The development of ethnography finds its historical roots in different schools of anthropology, social sciences and postmodernist critique that came into being largely in the late 19th and early 20th centuries. However, the formal label of ethnography seems to have emerged in the 1920s (Milis and Morton, 2013).

In the early 20th century, anthropologists began to engage in what would come to be known as fieldwork, i.e., visiting sites external to the university in order to gather data themselves (Adler and Adler, 2010; Coffey, 2018). This is sometimes referred to as the British school of social anthropology, spearheaded by Malinowski and Radcliffe-Brown. Malinowski’s 1922 work, *Argonauts of the Western Pacific* is heralded as one of the first examples of a complete early ethnography in practice, an account of a researcher travelling to an exotic community and conducting intense fieldwork (Kuper, 1973). These

early works represented a departure from traditional views of society as a naturally evolving phenomenon to more detailed explorations of the lived experiences of those within these societies.

Another important anthropological contribution was made in the US where early ethnographic studies focused on Native American peoples (Coffey, 2018). One prominent practitioner in this respect was Boas who is said to have devised all of the major intellectual paradigms in early ethnographic studies and imbued the field with a renewed focus on methods (Reyes, 2019). Specifically, this renewed focus on methods allowed for a move away from exclusively quantitative treatments of issues in the social sciences and allowing for the incorporation of the qualitative methods such as the interviews, participant observation, etc. traditionally associated with ethnography (Heaney and Hansen, 2006). Boas is also credited with introducing cultural relativism into anthropological discussions, giving rise to an imperative and will to suspend one's cultural assumptions to understand that of others while operating within that culture (Coffey, 2018;4). This remains a core tenet of anthropological research today.

Another historical root for ethnography can be seen in work conducted by Herbert Blumer, who operated out of the influential University of Chicago (Adler and Adler, 1987). The so-called Chicago school is credited with introducing ethnography to the domain of the social sciences rather than the anthropological ethnocentric studies of the anthropologists of the time (Coffey, 2018). Symbolic interactionism, initially principally advocated by Blumer, is another core tenet of ethnographic research that remains to this day. It emphasises the importance of "human interaction in the creation, maintenance and transformation of culture" (Milis, Durepos and Wiebe, 2010; 910). The theory stresses societal structures, values and norms as determinative of human behaviours.

A third important historical influence emerged in the mid-twentieth century, with postmodernist critiques of ethnography emerging surrounding the positioning of the researcher in their practice of ethnography (Millis and Morton, 2013). Postmodernists ontologically posit multiple realities, each as valid as the other. They vary from earlier ethnographies in abandoning a pretence of objectivity (O'Reilly, 2009) and instead

attempt to describe the social world as they perceive it to be: messy, complex and ambiguous. In this way, these postmodernist perspectives demand reflexivity on the part of the researcher and criticise previous ethnographies that claimed neutrality and objectivity, despite the researcher exercising power in the choice of participants, what questions to ask and what to report (Lewis-Black, Bryman and Liao, 2004).

It is important to note that this reflexive school of ethnography ontologically challenges the very notion of truth and reality. However, as all interpretation of knowledge is subjective, the value of the research must be bolstered by making the inherent biases and subjectivities of the researcher explicit. This is flagged as an imperative by advocates of subtle realism.

The reflexive approach in the postmodernist schools as well as the symbolic interactionism borne out of Chicago school form the greatest influence on this thesis. The Chicago school is credited with introducing ethnography to the domain of the social sciences, replacing the anthropological ethnocentric studies of the anthropologists of the time. The postmodernist schools, while differing from the researcher's own epistemological and ontological perspectives in that they do not subscribe to a realist ontology and take a stronger stance than the researcher regarding epistemological subjectivity, still provide increased imperative to respond to ethical questions surrounding bias and subjectivity in ethnographic research, which are key considerations in this study.

Considering ethnography's long and varied history of development, one difficulty in approaching an ethnographic study is that definitions of ethnography are not universal. Nevertheless, there are commonalities in terms of focus and methods that connect ethnographies and are common across a number of studies in various domains. The current study draws on Coffey (2018:2), which brings together many of the common facets:

Ethnography is the name for a collective set of qualitative methods that seeks to understand the lives of a cultural or social group. These methods include

observation, listening, collecting documents, interviews, asking questions and recording information. Methods are used in systematic and reflective ways to generate analyses and understanding.

In the context of this operational definition of ethnography, it is possible to identify a typical method for conducting a contemporary ethnography and a typical method for conducting ethnographies in online environments, sometimes called netnographies.

Having understood some of the historical influences and movements that have created and transformed ethnography through the years, the next section lays out a typical method for the completion of a contemporary ethnographic study.

3.3.3. Conducting Ethnographies and Netnographies

Buscatto (2008) states that the first step in ethnography is identifying a field site, and the ethnographic researcher most often approaches the field in an inductive manner. However, the researcher's own knowledge of the problem space enables them to construct a research question with a specific orientation within a larger inductive plan, which does not prejudice outcomes (ibid.). Indeed, the theoretical approaches and knowledge that the researcher brings with them allow them to figure out what to observe and why (ibid.).

In the field, the researcher maintains detailed notes. These fields notes are "a collection of documents from a researcher's observed experience in a specific setting or environment" (Allen, 2017:563). They are considered a cornerstone of ethnographic practice and are usually completed after a particular observation is made in the field (ibid.). Ethnography also emphasizes the richness of these descriptions, and they should be as detailed as possible. Geertz (1973) argues that thick description allows the researcher to make sense of an often-chaotic social world through describing not only events as they happen but the contexts in which they occur.

Initial analysis in an ethnography centres on an inductive process of approaching the field site with assumptions, engaging in observations, analysing the thick descriptions generated from these observations, fine-tuning these assumptions and re-focusing

observations (Buscatto 2008). To gain particular insights into these working assumptions, this analysis is then supplemented by more targeted data collection and elicitation involving a number of qualitative methods that include interviews, focus groups, surveys and more (Gottlieb, 2006).

Given the importance of social and cultural experience online in the modern world, a set of methodologies for conducting ethnographies of socio-cultural phenomena online were developed³. One of these such methodologies, netnography, was developed by Robert Kozinets. Netnography is defined as “participant-observational research based in online fieldwork” (Kozinets 2012:102). Netnographic research as described by Kozinets defines six clear principles for conducting such research (Kozinets, 2017) which are entirely compatible with traditional ethnography (Costello, McDermott and Wallace, 2017). They are research planning, entrée (i.e. entering into the field site to be observed), data collection (both online or offline in traditional ethnographic methods), data analysis, ethical standards and research representation (Kozinets 2017). The same netnographic approach had earlier been expressed by Kozinets (2015) across five steps, which are also informative and useful. The five steps broadly include: definition of research questions and sites of investigation; selection of a community; engagement and immersion with the community and data collection; data analysis and interpretation; and reporting findings (Kozinets 2015:61).

Kozinets has emphasized the imperative of participant observation and even participation in the online field site (Kozinets 2012). In his view, without this element, the analysis of ethnographic data is described as the two-dimensional archiving of historic conversations (Kozinets, 2015)⁴. However, Kozinets’ view of the importance of participant observation in netnography is not universal. For instance, Langer and Beckman (2005) discuss how anonymity on the part of the researcher can help elicit

³ A number of similar methodologies and monikers for the practice of analysing communities in online spaces have emerged since the beginning of the 21st century; virtual ethnography (Hine, 2000), digital ethnography (Murthy, 2008), digital anthropology (Horst and Miller, 2012).

⁴ It is important to note, however, that Kozinets’ thinking on this situation has evolved somewhat in later writings (Kozinets, 2018) although the emphasis on participation in the field site holds.

richer data that is more valuable for not having been influenced by the presence of the researcher.

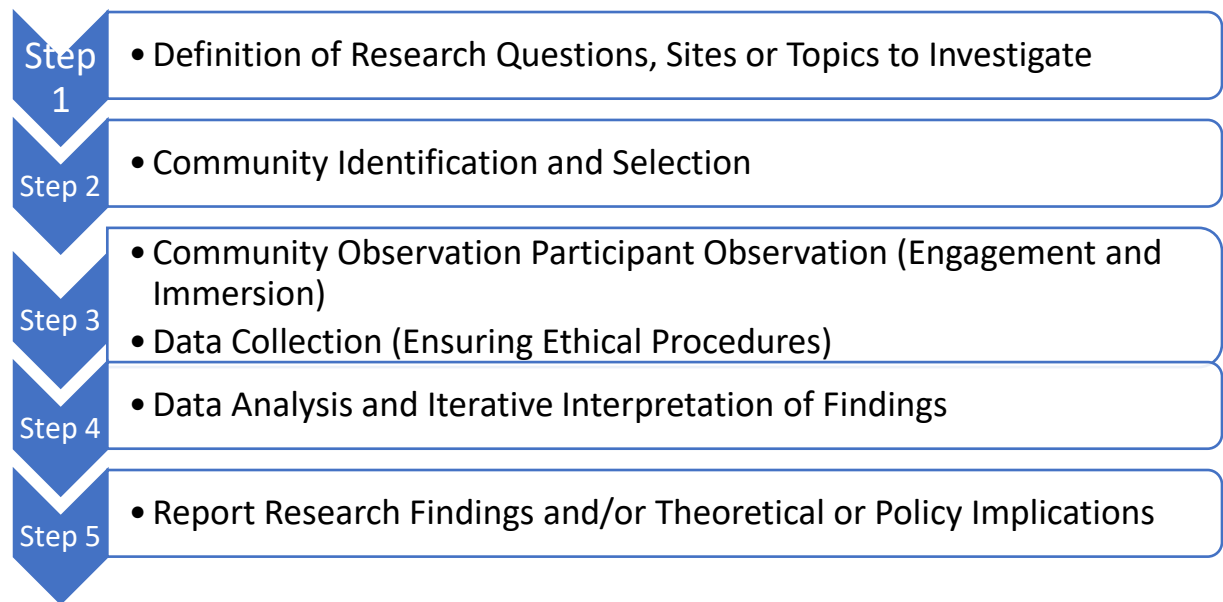


Figure 3.1. Stages in conducting a netnography

3.3.4. Ethnography in T&I Studies

Ethnography has gained prominence in recent years as a topic of discussion and as a methodology in TIS, arising out of interest in viewing translation or interpreting as socially mediated activities.

For some TIS scholars, their interest in ethnography lies in comparisons between the act of T&I and the act of conducting ethnography itself. For Churchill (2005), Bahadir (2004) and Wolf (2002) the act of ethnography represents a form of interpreting the data and presenting it in a comprehensible format for a specific audience. The translator or interpreter is also posited as a navigator of culture and cultural context in the same manner as an ethnographer (Buzelin, 2007).

For others, the application of ethnographic fieldwork allowed them to collect and analyse data about translation and translators in new ways. In some cases, traditional participant observation played a significant role in these methods. For example, Koskinen (2008) leveraged key methods such as participant observation, combined with document analysis and focus groups and examined the process involved in translation in

the EU. Tesseur (2014) also adopted participant observation, document analysis and semi-structured interviews to gain an insight into work in Amnesty International. Similarly, LeBlanc (2013) employed a similar process of traditional ethnographic fieldwork within translation service providers to examine their use of machine translation. Duflou (2016) also looked at the EU institutions, leveraging participant observation of a community of conference interpreters. However, in other cases, TIS scholars' decisions to forego participant observation did not prevent them from taking an ethnographic approach. For instance, Flynn (2004) examined literary translations of Irish poetry by adopting the methods of interviews and questionnaires. Mullamaa (2006) studied the situation of liaison interpreters in Estonia through two stages of interviews and questionnaires, understanding ethnography as an organic and inductive process in which research is conducted in close proximity to the participants. Angelelli (2004b) engaged in an ethnographic study of medical interpreters in the USA, investigating the degree to which they make themselves visible in their practice, while Davidson (2000) similarly explored the role played by medical interpreters in interactions between medical professionals and patients. These studies showed that, while participant observation has formed a key element in some ethnographic research in T&I, it is not essential.

With the increasing role played by technology in our lives, scholars in TIS have also started to apply ethnographic methods to the study of online communities. Yu (2019) discussed how roles are established in processes of collaborative translation online, expressly using participant observation in an online field site, Yeeyan, a translation community which operates out of China. Wongersee (2017) also adopted an ethnographic approach in her analysis of a Thai fan-subbing community, employing interviews and questionnaires as research methods. Lu and Lu (2019) focused on a fan-subbing community in China and immersed themselves in the online field site by becoming fansubbers themselves while engaging in participant observation. Dombek (2014) analysed how community translation of Facebook was undertaken by Polish speakers, examining interactions between translators on the platform.

Section 3.3 so far has indicated the rich historical tradition of ethnography, the varied methods it uses to collect and analyse data about social groups, the increasing importance of applying ethnographic approaches to the online world, and the increasing interest in ethnography as a methodology in TIS. To close this section, a description follows of the manner in which ethnography has guided and explained the selection of methods chosen to answer the research questions in this study.

3.3.5. Ethnography in the Current Study

This section justifies the positioning of the current study within the framework of ethnography and provides clarity as to why it was chosen. Firstly, I worked as a CIR for three years between 2013 and 2016 before I became a researcher (see Sections 1.1 and 3.2.4). I required a methodology that could account for my unique perspective as someone who had lived experience as a member of the group under academic examination and that could help me to take my potential biases into consideration. Ethnography's imperative to reflexivity arising out of postmodernist critiques (described in Section 3.3.2) would allow me to state my biases and tackle difficult questions of subjectivity and objectivity in the research process.

Secondly, the social group studied in this thesis—CIRs—work in a complex network of roles, actors, institutional structures and social structures (see Section 1.3). Previous studies, especially in TIS, have demonstrated how an ethnographic framework allows for the exploration of complex networks and institutions through deeper reflection on a smaller number of subjects (see Section 3.3.4), typically through the combination of a variety of qualitative methods that include, but are not limited to interviews, focus groups, questionnaires and observation (Gottlieb, 2006).

Thirdly, my experience as a CIR indicated that I would require a methodology that would allow me the opportunity to examine traditional offline and online sites. I knew that CIRs used a self-moderated online forum to discuss their experiences (see Section 1.1) and a review of literature in TIS suggested that other groups of practitioners of T&I may use internet message boards or online forums to negotiate ethical dilemmas in their work (see McDonough Dolmaya [2011] in Section 2.1.1.4). Ethnography provides detailed,

robust methodologies for working in both offline and online spaces (see Section 3.3.3) and many of these have already been successfully applied in TIS (see Section 3.3.4).

Finally, while participant observation has long been widely seen as a key characteristic of both offline and online ethnographic study, its predominance has been challenged by the successful completion of ethnographic studies that forego it, including in TIS (see Section 3.3.4). The place of participant observation in my own research was something that I struggled with, but that the varied methodological “blueprints” or “roadmaps” (Schensul 2008) available in ethnography helped to navigate. I was unsure of the value of attempting a period of participant observation in a government office in Japan. The isolated, dispersed and heterogenous nature of CIR work placements (CIRs are typically placed alone in geographically dispersed local government offices throughout Japan; see Section 1.3) meant that my participating in and observing CIR work in a number of offices would have required commitments of time and resources that were beyond the scope of this PhD study. Furthermore, as a member of the online field site (the CIR-moderated online forum) since 2013, I already had intimate knowledge of the CIR membership, workings and types of discussion there. It seemed reasonable to argue that this experience had already qualified me a forum participant and observer, just not one conducting observation concurrent to the analysis.

In summary, the imperative to reflexivity, utility in examining complex networks of actors and social structures, adaptability to the online and offline space as well as its capacity to account for my previous membership of the forum studied meant that ethnography was an ideal methodology for this study.

3.4. Conclusion

This chapter began by situating the current study within a research tradition of the sociology of translators and translating. It discussed the ontological, epistemological and axiological perspectives that can be combined with a methodology to form a research paradigm which explained how subtle realism underpinned the ethnographic and netnographic methodology leveraged in this research. Importantly, it also sought to lay out transparently any potentially relevant researcher biases in order to limit subjectivity

as much as possible and at least aim for objectivity. This chapter demonstrated that the ethnographic and netnographic methodologies chosen were consistent with the research paradigm and were capable of answering the research questions to be investigated in this study. Overall, the chapter showed that ethnographic research comes in many forms. This study claims its validity as an ethnography from the fact that it involved observation of the social group to be studied through an online forum that was then supported by field notes, thick descriptions, questioning and listening and the iterative application of surveys, focus groups, interviews and prompted discussion of ethical statements and hypothetical ethical scenarios. The next chapter, Chapter 4, will explain these methods in more detail.

Chapter 4 - Methods

Chapter 3 argued that the ethnographic methodology chosen for this study—involving observation of an online forum, surveys, focus groups, interviews and prompted discussions of ethical statements of hypothetical ethical scenarios—were consistent with the study’s research paradigm and capable of answering the research questions to be investigated within it. This chapter will once again outline the main research questions and sub-research questions to be answered in this thesis before laying out in chronological order the individual steps taken to answer these questions.

4.1. Research Questions

The main object of enquiry in this thesis is the ethical decision-making of Coordinators for International Relations (CIRs), a particular social group of practitioners of translation and interpreting (T&I) hired from overseas to work for local governments in Japan. This thesis was designed to answer one main research question (RQ) and three sub-research questions (SRQs) about this object of enquiry:

RQ: How are ethical decisions made by CIRs in T&I?

SRQ1: Do CIRs struggle with ethical questions in translation or interpreting from Japanese to English?

SRQ2: Do CIRs operate under any existing models of ethics?

SRQ3: What degree of agency do CIRs operate with?

For more detail on the evolution of these research questions and their relation to ongoing academic debates in TIS, see Sections 1.1 and 2.4. The following section will summarise the data collection and elicitation steps in this thesis before discussing each one in detail in subsequent sections of the chapter.

4.2. Overview of Data Collection and Elicitation Strategies

A preliminary online survey was devised in early 2018 with the aim of identifying basic information regarding CIRs and whether or not they struggle with questions of ethics. A small amount of data was also gathered about the types of struggles that they have

outside of direct questions of ethics to consider other potential avenues for research at the early stages of the study.

Subsequently, in early 2019, an online ethnographic/netnographic study was carried out of a self-moderated online forum of CIRs on which they discuss work-related and non-work-related matters. The purpose of this analysis was to understand the particular facets of translation that CIRs on the forum struggled with from an ethical perspective, how they perceived their own levels of agency in their working environments, as well as their perceptions of their own professionalism.

A focus group question protocol was devised from analysis of this online forum data. Three focus groups were carried out with 13 participants in Japan in autumn/winter 2019 during a four-month period of fieldwork there. Data from the focus groups on the lived experience of CIRs were then combined with the results of the netnography of the online forum to create a set of ethical statements and four potentially ethically challenging hypothetical scenarios related to CIRs' T&I practice.

During the fieldwork period in Japan, interviews were held with ten currently practising CIRs at different locations around Japan. The ethical statements derived after the focus groups were now used as part of these interviews to assess CIR participants' opinions on ethical tenets found in codes of ethics as well as ethical issues particularly pertinent to CIRs. In addition, CIR participants were presented with seven ethical statements and four ethical scenarios and asked to describe the course of action that they would take if faced with the ethical scenarios in question.

Finally, a brief online survey was run with 21 interview participants following the interviews to clarify the degree to which they identified with their different roles as translator, interpreter, civil servant, diplomat, etc.

Figure 4.1 provides an overview of each data collection and elicitation step and how one step fed into subsequent steps in the data collection and elicitation strategy. The next section explains the preliminary online survey in detail.

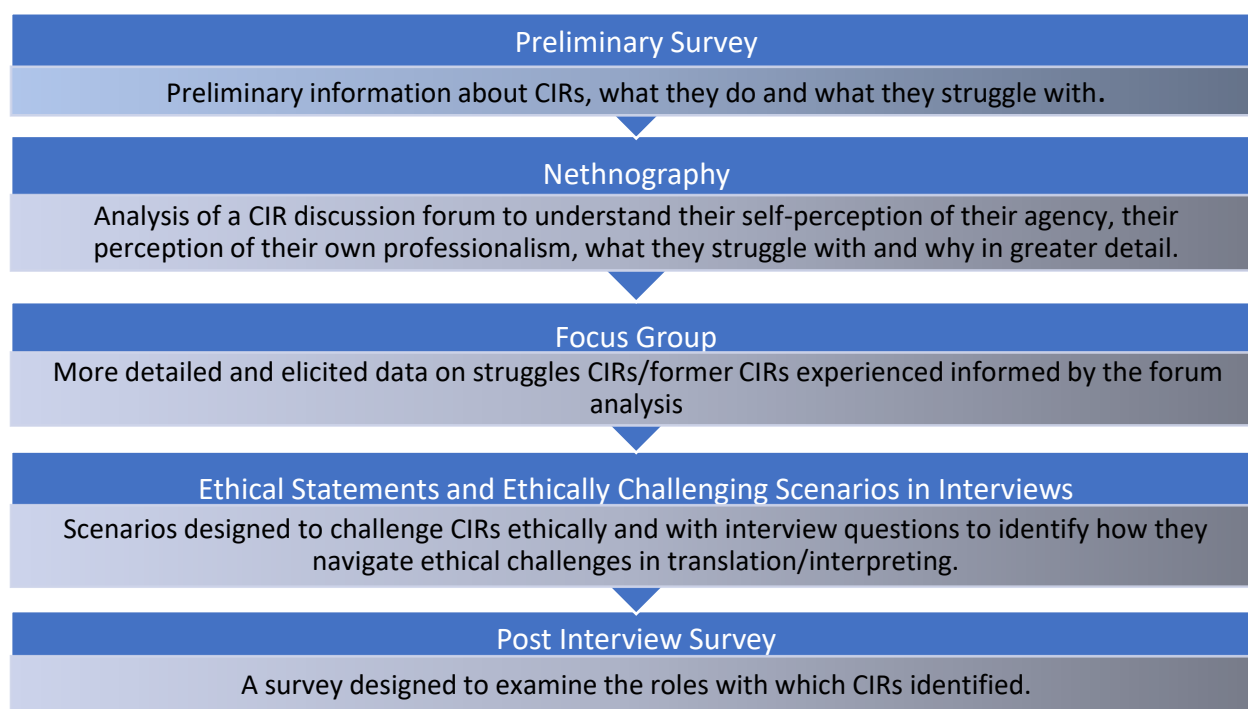


Figure 4.1. Data collection and elicitation strategies

4.3. Preliminary Online Survey

The purpose of the preliminary online survey was to gain a broader picture of CIRs in Japan, the tasks that they carry out, whether or not they struggle with ethical issues in T&I and, if so, what specifically do they struggle with when making ethical choices in these practices. This was seen as an important first step to answer SRQ1 (Do CIRs struggle with ethical questions in translation or interpreting from Japanese to English?). Without empirical evidence of struggles among CIR participants, the other questions examined in the thesis risked becoming less valuable or even redundant.

Surveys, either online or offline, have been used in a number of ethnographic studies in TIS (cf Koskinen, 2008; Wongerseree, 2017; Dombek 2014; among others). Closed ‘Yes/No’ questions, Likert scales, selections from dropdown lists, and a small number of open field questions were used to interrogate CIR participants’ educational background, work placement, roles, materials for translation, terminological struggles and how they overcame them, and any other struggles experienced while translating. The survey was in English (although some examples of terminology were given in Japanese for clarity) as the author wished to ensure maximum coherence on the part of respondents (see Section 1.3). Appendix A provides a full list of the survey questions.

The survey was distributed online in early 2018 using Google Forms, the institutionally recommended tool for online surveys at the time. A link to the survey was posted on an unofficial Facebook group that is open to CIRs and which they are invited to join by their elected representatives on the Association for Japan Exchange and Teaching (AJET) council. AJET is a voluntary group that aims “to foster a successful working relationship between JET Programme sponsors and JET Programme participants” (AJET, 2014: no pagination). A link was also posted to the online forum for CIRs that would form the site of the online netnographic observation leveraged in this study. The survey received 33 valid responses. (See Sections 1.1 and 1.2 for the place of the online forum in the evolution of this study and Section 4.4 below for detail about the forum.)

The questionnaire informed the subsequent data collection strategies in the following ways:

Firstly, the primacy of the roles of translation and interpreting in the practice of CIRs was reinforced. However, the second most common response given by CIRs as to what words they identified with their practice were words connected to theme of diplomacy. Moreover, when asked about struggles outside of the area of sensitive terminology, the most common response was to refer to intervention from their superiors upon their translations. These findings, combined with feedback from peers and colleagues, led the researcher to consider how the translator’s agency may be limited or infringed upon in a situation in which they are required to fulfil a diplomatic role as well as that of a translator/interpreter. The new focus reflected findings that CIRs do struggle with ethical questions but that this struggle exists in a context of varying agency and a multiplicity of roles. This gave a new focus to the online ethnographic study. A more detailed analysis of the results of the preliminary online survey can be found in Chapter 5.

4.4. Netnography

A netnographic study was carried out from December 2018 to June of 2019. The site of the study was an unofficial Internet forum populated by current, former and aspiring CIRs, representing what Bowler (2010:1271) dubs a virtual community “comprised of

people with shared identity or interests coming together for a shared purpose". A "thick description" (Geertz, 1973) of the forum is provided in the findings of ethnographic analysis in Section 5.3.1.

Kozinets (2002) argues that five criteria need to be satisfied in order to leverage a particular ethnographic site online. They are:

1. Relevance to the research question,
2. High levels of traffic,
3. A large number of posters,
4. A large number of interactions between posters relevant to the research question
5. Detailed or descriptively rich research data (Kozinets, 2002:63).

The site proposed for ethnographic/netnographic observation and analysis in this study was an online forum for use by CIRs to discuss their experiences across a range of sub-fora devoted to such topics as translation and interpreting, conference organising, managing sister-city relationships, general non-work discussions and meet-ups between CIRs in different regions. Funding for the original forum was provided by CLAIR, the body involved in administrating the JET Programme on a national level (see Section 1.3). When this funding ended, the initial forum was then replaced by a new forum, now run and moderated entirely by CIRs, modelled on the initial forum and hosted on a free server, with no relationship to CLAIR. As such, it can be argued that the forum is relevant to any research questions attempting to understand CIR experiences of their role, as is the case in this research.

The forum had been active for three years and ten months (as of December 2018) and over 260,000 posts have been made to it by that time. Kozinets (2015) offers no criteria for assessing the subjective concept of high levels of traffic. Nevertheless, this level of posts in the field site was considered voluminous enough to ensure a sufficient amount of data could be obtained.

As of December 12th, 2018, 357 members had registered on the forum. However, 141 registered members had made no posts to the forum as of the same date, leaving 216

currently and formerly active users on the forum at that time. In the time since its inception until December 12th, 2018, an average of 190.73 posts were made daily. Discounting the number of weekend days during this period it is seen that an average of 257.63 posts were made per working day. While the actual numbers of daily views the site achieves is unknown, it can be argued that this appears to be a relatively large number of posters and posts, considering the number of CIRs in Japan in any one year is approximately 500 people.

When assessing the Kozinets' (2002) fourth and fifth criteria for online site selection—relevance of interactions to research questions and richness of the data in the interactions—the fact that the second most popular sub-forum on the forum was labelled for discussion of “Translation/Interpretation” [sic] and the fact that it contained 4,500 posts as of December 2018 convinced me that rich interactions relevant to my research would be available at this site.

Analysing all 260,000 posts on the forum by current, former and aspiring CIRs was beyond the capacity of one researcher working alone and outside of the scope of this study. For this reason, the study initially focused on the two most active sub-fora. The most active sub-forum on the site housed approximately 243,000 posts as of December 2018, was dedicated to general discussion, and covered topics from politics to general work complaints and other issues faced by non-Japanese citizens living in Japan. The next most active sub-forum housed just over 4,500 posts as of December 2018, was dedicated to discussion of T&I, and included discussion of advice on specific T&I tasks, government translation guidelines, specific source or target texts and so on.

This still proved to be too much content for one researcher acting alone to analyse, and a targeted sampling approach was taken. Initial findings from the preliminary online survey suggested that CIRs' agency and professionalism were topics that participants related to ethical decisions and threads on sub-fora that were likely to cover discussion of these topics were selected. More specifically, following the thematic analysis process as explained by Fereday and Muir-Cocherane (2006), a code manual was created with three broad a priori codes; agency, professionalism and translation and interpreting (see

Section 4.10.1. for a discussion of the steps in Fereday and Muir Cocherane's thematic analysis). As of May 12th 2019, 24 of the 394 threads on the general discussion sub-forum and 11 of the 49 threads on the T&I sub-forum contained discussion of these three topics and were selected as samples for analysis. For threads longer than 10 pages, a random number generator was used to select five page numbers for inclusion in the analysis.

In the first instance, all forum posts in the sample were read in the relevant sub-forum. Posts that included any discussion related to the broad *a priori* codes of agency, professionalism and translation or latterly developed codes were copied into the word processing section of the NVivo qualitative data analysis tool (Version 12.0 on the Mac OS) where a database was constructed for subsequent coding via thematic analysis. The apriori codes were kept as broad as possible with the intention of ensuring that all data relevant to the research question, no matter how tenuously related, would be included in the analysis. The thematic analytical strategy that was applied in this study will be explained in detail in Section 4.10., once all data collection and elicitation steps have been described. Following the preliminary online survey and the online ethnography, the next methodological step involved the conduct of focus groups in Japan as part of a four-month period of fieldwork there.

4.5. Focus Groups

In late 2019, I held three small focus groups in the Kanto, Kansai and Kyushu regions of Japan, stretching from the east to southwest sections of Japan's main island. This geographic spread was important to aim to interact with CIR participants working in a variety of local government placements. There were 13 participants in the focus groups in total: six in Kanto, four in Kansai and three in Kyushu.

Arranging a time and location acceptable to all participants was critical. I rented a meeting room in central metropolitan locations in each geographical centre with appropriate transport links to ensure accessibility. I ensured that the walls were clear to avoid influencing any participants (Barbour, 2007) and arranged the room to have participants sit at desks facing each other to increase in-group interaction (Liamputtong,

2011). Participants' transport costs to the venue were to be reimbursed. This was important as some participants in rural placements would have to travel great distances.

Participants were recruited via snowball sampling that "uses a small pool of initial informants to nominate other participants who meet the eligibility criteria for a study" (Morgan, 2008a:815), with an initial call for participants having been made on the online forum. All participants were required to be current CIRs or those who had left their posts within one year of the focus group taking place. These eligibility criteria aimed to generate a sufficient pool of potential participants while maintaining the relevance of the potential data.

A good focus group study should observe four key criteria: focused research, group interactions, in-depth data and a humanistic interview (Stewart et al., 2007). The focus group should have an established focus on specific research questions rather than be a general investigation of the nature of a phenomenon. Against the backdrop of the main RQ about ethical decision-making, the focus groups were designed to provide answers to SRQ2 (existing ethical models), SRQ3 (levels of agency), and then to provide data to be combined with online forum data to create hypothetical ethical scenarios for later discussion. Fostering group interactions was central to my choice to use focus groups at this stage of the study. It was important for me to allow the potential genesis of insight between focus group participants independent of facilitator intervention (Blaxter et al., 2010) to help challenge any preconceived notions I may have held (Saldanha and O'Brien, 2011) and generate new factors for consideration. In order to generate in-depth data from the participants, I iteratively revised the focus group protocol (see Appendix B) to reduce the number of questions used (as recommended in Stewart et al., 2004) and minimise my speaking time as focus group facilitator. Finally, to achieve a humanistic interview, I prioritised empathy, listening, openness to new insights and awareness that I was delving into participants' private lives (Stewart et al., 2004).

The focus group protocol (see Appendix B) covered three main topics: the CIR role (to understand more about possible ethical stances), T&I in the CIR role (to generate authentic examples of practice) and involvement of others in the work of CIRs (to

understand more about agency). I designed a protocol for questioning using Davidson et al. (2010) as a guide in which I aimed to ease participants into the discussion with an introductory question, use transition questions to steer the discussion toward the focus questions—those most closely related to the RQs—before confirming the insights gathered with a summarising question and providing an opportunity for participants to add any extra pertinent information with a concluding question. Nevertheless, I attempted not be bound entirely to any particular question guide and aimed for some flexibility in my facilitation (Liamputtong, 2011).

Sources on the optimal size for focus groups vary. Saldanha and O'Brien (2011) and Morgan (2008b) state that focus groups typically contain six to ten participants. Hennink (2014) states that six to eight is common but acknowledges that smaller numbers are observed. These target sizes aim to encourage diversity of perspectives in the discussion. In addition to diverse perspectives, though, the level of “significant knowledge” (Hennink et al., 2011:152) among members is also important. Moreover, Hennink (2014) notes that smaller groups will afford participants with ample opportunity to speak.

On balance, the geographic spread, the eligibility criteria, the focus group protocol and the average-to-small size of the focus groups convinced me that they would generate diverse, informed and relevant discussion in a format that would allow all participants time to speak.

Prior to the start of each focus group, all participants were asked to fill out a short participant profile sheet (see Appendix C). This enabled the gathering in writing of contextual data about each participant as a CIR that would assist in obtaining a better interpretation of their contributions to the focus group discussion. The sheet asked them to provide some demographic information, some information about their work as a CIR, the proportion of their work devoted to T&I and their awareness of any relevant codes of conduct or ethical codes.

Audio of the focus groups was recorded using a voice recorder. This was preferred over video recording as a less invasive method more likely to ease discussion among participants. I facilitated the focus groups alone and took notes as the participants discussed the topics in the protocol. I transcribed and anonymised all the audio of the focus groups in the days following each appointment and made some small revisions to the protocol based on notes and experiences after each group. One such key change was the insertion of a question prompt regarding diplomacy after the first focus group as this had proven worthy of attention from the forum data but it was not spontaneously raised in the first focus group.

The NVivo qualitative data analysis tool was used (Version 12.0 on the Mac OS) for the coding of the focus group transcripts via thematic analysis (see Section 4.10. for detail on the data analytical strategy). Following the thematic analysis of the focus group transcripts, a set of ethical statements and scenarios were designed that would be used to guide discussion with CIR participants during in-depth, semi-structured interviews.

4.6. Design of Ethical Statements and Scenarios

A set of seven ethical statements and four ethical scenarios (see the interview protocol document in Appendix D) were devised using literature on ethics combined with descriptions of authentic CIR practice provided in the online forum and focus groups. The statements and scenarios served two different but complementary purposes.

The seven ethical statements were created from a review of literature on ethics (see Section 2.1) combined with CIRs' lived experiences as expressed on the online forum and through focus group discussion. The statements were designed to interrogate interview participants' deontological, teleological and virtue-based concerns such as fidelity, loyalty, (in)visibility and the role of the translator or interpreter. In the interviews, the participants' level of agreement with each of the statements was sought leveraging a four-point scale (strongly agree, somewhat agree, somewhat disagree, strongly disagree). The seven statements were as follows:

1. CIRs when interpreting should always speak in the first person as if they are playing the part of both speakers in a conversation.

2. CIRs when translating should never alter or amend the source text in any way.
3. CIRs translations should read like natural texts would in the target language.
4. CIRs are cultural ambassadors and may amend language to suit a cultural context.
5. The most important role for CIRs when interpreting is to ensure the aim of the CO [Note: contracting organisation—usually the local or municipal government office that actually employs the CIR] is achieved.
6. CIRs should feel empowered to use their practice of interpreting to advocate for causes that they believe in.
7. As a product of the CO, supervisors/superiors should have the last word on translations.

In contrast, the scenarios were created exclusively from the experiences of CIRs gathered both on the forums and through the focus groups. I made minor adaptations to the real experiences to protect the anonymity of those who had offered them, to make them more concise and to focus them to spur responses from an interviewee. As such, they became hypothetical scenarios based on authentic data with which I hoped the interview participant would be able to engage. The scenarios aimed to contextualise the ethics around the practice of the CIR specifically, and analysis of the forum and focus group data had indicated the types of ethical challenges that CIRs can face in their practice of T&I. Ethical challenges for CIRs have been operationalised here as conflicts surrounding the deontological practice of CIRs (how translators or interpreters should act as professionals), their teleological ethics (how/if CIRs should act to ensure the purpose of the translation or interpreting act is achieved) or their virtue (how CIRs should operate to ensure their inherent virtuousness as a person). The four ethically challenging scenarios related to: (1) translating a claim about a controversial historical event; (2) being asked by a local resident to give administrative advice during an interpreting assignment; (3) interpreting potentially rude and insulting remarks at a diplomatic event; (4) being asked to withhold information revealed in the translation of intergovernmental correspondence. After reading each scenario, the intention was to follow up with detailed questions related to their ethical decision-making in such a scenario. Specifically, each participant would be asked:

1. How would you proceed?
2. How did you arrive at this decision?
3. Would your superiors be happy with this decision?
4. Are you fully confident in this decision?
5. (If the CIR states that they would struggle with the situation in question) What could assist you in coming to a decision that you would be happier with?

With the ethical scenarios now established, the next methodological step in the study was to leverage them in semi-structured interviews with CIR participants.

4.7. Semi-Structured Interviews

In late 2019, during a four-month period of fieldwork in Japan, I travelled to the cities (or nearby cities) of ten CIRs who were working at that time for various local government offices throughout Japan. My goal was to conduct semi-structured interviews with these CIRs to gather discrete, empirical data—that would be supported by and triangulated with all the other data gathered in this ethnographic project—to answer the main RQ of this thesis: How are ethical decisions made by CIRs in T&I?

All currently practising CIRs recruited from English speaking countries were eligible for participation in this part of the study. In contrast to the focus groups (see Section 4.5), I saw it as a requirement that the CIRs that I interviewed would be currently engaged in work as CIRs to argue more strongly that I elicited valid data about actual CIR practice.

Participants were initially called for through an unofficial Facebook group that is open to CIRs and that they are invited to join by their elected representatives on the Association for Japan Exchange and Teaching (AJET) council as well as through the online forum for CIRs that was the site of online netnographic observation in this study (see Section 4.4). The snowball method of recruitment (cf Saldanha and O'Brien, 2011) was then used to recruit further interview participants.

The decision was made to run individual, semi-structured interviews because the open-ended nature of the questions allows for new concepts to emerge spontaneously in the

course of the interview whilst still ensuring the data required is gathered (Gray, 2004). In addition, the conversational nature of such interviews allows the researcher to word questions in an instinctive manner than allows the researcher to focus on the topic in a way that is natural for all parties (Patton, 2002). Each interview was held face-to-face with a participant in a private meeting room rented by me for the interview and lasted approximately 80 minutes on average. As with the focus groups (see Section 4.5), participants' travel expenses to and from the venue were reimbursed and each participant to fill out a short participant profile sheet to help me to better interpret their data (see Appendix C).

An interview protocol was followed (see Appendix D). However, as stated above, the choice of semi-structured interviewing allowed me the flexibility to adapt the question order or wording, depending on the circumstances of each individual interview (ibid.). While there was some flexibility in how each interview ran, all interviews were conducted in two main parts. In the first part of each interview, I asked the participant to discuss their general work as a CIR, their tasks related to T&I, perceptions of the role from their own and other perspectives, perceptions of their own levels of agency within the role and their future occupational plans. In the second part of the interview, I carried out a guided discussion with each participant using the seven ethical statements and four ethical scenarios that I created for the interviews based on ethical literature and authentic CIR experiences (see Section 4.6).

Audio of the interviews was recorded using a voice recorder. This was preferred over video recording as a less invasive method of recording. I transcribed and anonymised all the audio of the interviews in Autumn 2019, and I used the NVivo qualitative data analysis tool (Version 12.0 on the Mac OS) for coding of the interview transcripts through thematic analysis. The data analytical strategy adopted in this study will be explained in detail in Section 4.9.

Initially, I thought that I had now completed all the various phases of my data collection and elicitation. However, Section 3.3.3 argued that ethnographic approaches typically involve the fine-tuning of assumptions and re-focusing observations (Buscatto 2008). As

I began to analyse the collected data in my study so far in more detail, I realised that the issue of identity appeared to be more important to CIRs than I initially assumed. As a result, I decided to run a final, brief online survey to address these questions.

4.8. Final Online Survey

While it was shown in the online forum and focus groups and during interviews that CIRs talked about identity in various ways, no explicit data was obtained about how CIRs would identify themselves and how they identified their place with respect to the broader JET Programme aim of the internationalisation of local communities in Japan. The purpose of the final online survey was to fill this data gap.

The survey was distributed by me online in June 2020 using the same Google Forms platform via which the first online survey was distributed. This was viewed as appropriate given the high rate of valid responses to the first survey, showing that respondents felt the platform was intuitive. The link of the survey was posted to the online forum that was the subject of the netnographic analysis.

This survey was limited to currently practising CIRs, as it was considered that perceptions of CIR identity may change once the CIR in question had left the programme and was reflecting on their time as a CIR retrospectively. In total 21 valid responses were received.

The main questions covered in the final online survey (see Appendix E) included some demographic questions, some questions on how participants would respond to being asked what they do for a living and a question about their perception of internationalisation, a term that had been identified in other stages of data collection as being somewhat nebulous and ill-defined. Care was taken to include a question about potential postgraduate studies in this survey, as this had been overlooked in the original online survey.

This chapter so far has detailed all the methods used to gather and elicit data in this ethnographic study: a preliminary online survey, online ethnographic (or netnographic)

analysis of an online discussion forum, focus groups, semi-structured interviews and a final online survey to fill a data gap that emerged during analysis. No description of methods would be complete without an indication of the research ethics that were considered in the conduct of these methods (Section 4.9) and the way in which data gathered and elicited in the study have been analysed (Section 4.10).

4.9. Research Ethics

Institutional ethical approval was sought and granted at three points during the conduct of this study. The first approval was granted in early 2018 by DCU's Research Ethics Committee under project reference number DCUREC/2018/080 for the preliminary online survey. The second approval was granted in early 2019 for the conduct of the online ethnography of the online forums, the focus groups and the interviews under project reference number DCUREC/2019/027. In April 2020, approval was granted for the final online survey as an amendment to the previous DCUREC/2019/027 ethical clearance.

In all these applications and throughout the project as a whole, the research ethics guidelines published by DCU were followed (cf DCU, 2018). These principles include the respect of participants, ensuring participation is equitable and beneficial to the research and that no harm will befall the participant either physically or emotionally through participation in the research. In addition to these general principles, consideration of informed consent, researcher visibility and data protection were of particular relevance to this project and are discussed in more detail below.

A principle that informed consent needs to be given by participants before research begins was followed in this study. To this end, any participant in a focus group in this study first read a relevant Plain Language Statement (see Appendix F) and completed a corresponding Informed Consent Form (see Appendix G). Similarly, any participant in an interview read a relevant Plain Language Statement (see Appendix H) and completed a corresponding Informed Consent Form (see Appendix I). Informed consent was not sought from the people who had posted to the discussion threads on the online form that was analysed in this study. These posts were deemed to be in the public domain. As

such, informed consent was not required according to the university guidelines. This approach also aligns with principles outlined in key works on netnography regarding the use of public-domain posts in internet forums (e.g., Kozinets', 2010). Nevertheless, usernames and identifying data was removed from all posts prior to analysis.

The issue of the researcher's position and visibility is also worthy of consideration in any ethnographic project. I needed to negotiate my position as both an insider and outsider to the social group under examination: I was a former CIR and member of the online forum, but I was also a researcher conducting a study about CIRs. Whether or not the researcher remains hidden or not in ethnography is not simply a question of the type of data which they seek to gather but also a question of research ethics and personal ethics. Kozinets (2015) argues that it is seen as a moral imperative for the researchers to be visible. This visibility ensures that the research is not exploiting those who are unwilling or unable to offer consent to participate in the study. In line with this imperative, I sought to be open and transparent with participants at all stages of the research project. At the beginning of the project, I announced myself and my research in a thread dedicated to the project on the online CIR discussion forum. In addition, I changed my username to include the word "researcher". Moreover, I added that any participant may opt out of the forum study at any time by sending a message to them via the forum's private messaging service; however, none did. Finally, I did not include any of the forum posts that I made in my time as a CIR in the data to be analysed.

A final research ethics principle followed in the conduct of this study related to information security and personal data protection. In this regard, all data was stored securely on password protected cloud-based folders on a DCU-federated Google Drive. All transcript data stored in these folders has already been anonymised in line with the EU's General Data Protection Regulation.

Having now discussed the way in which research ethics were considered and enacted in this research, the final methodological step to be described and explained is how the data collected and elicited in the study were analysed.

4.10. Analytical Strategy – Thematic Analysis

A number of qualitative strategies for data analysis could have been compatible with the research questions and research paradigm in this study. To a certain extent, the final choice among suitable alternatives then becomes subjective. Thematic analysis was ultimately chosen because of its applicability to a wide range of data, contexts and methodologies (Clarke and Braun, 2013) and its use in ethnographic projects in translation studies (Cadwell, 2015; Yu, 2017), such as this study's aim to understand ethical decision-making processes among CIRs in their T&I work.

Lapadat (2010:925-926) defines thematic analysis as:

“a systematic approach to the analysis of qualitative data that involves identifying themes or patterns of cultural meaning; coding and classifying data, usually textual, according to themes; and interpreting the resulting thematic structures by seeking commonalities, relationships, overarching patterns, theoretical constructs, or explanatory principles”.

A number of approaches are widely used in qualitative studies in the Humanities and Social Sciences: Braun and Clarke (2006), Fereday and Muir-Cochrane (2006), Boyatzis (1998), Crabtree and Miller (1992), King (1998, 2012), King and Brooks (2017), Nadin and Cassell (2004) and Ritchie and Lewis (2003). The approaches share similarities and even overlap at points.

In this study, one strategy has been used for deriving themes from the online ethnography of the CIR discussion forum, that of Fereday and Muir-Cochrane (2006), while another strategy for deriving themes has been used for the focus group and interview data, that of Ritchie and Lewis (2003). This is because the nature of the unstructured data on the forums was suited to the more free-form combination of *a priori* and *a posteriori* coding in Fereday and Muir-Cochrane's (2006) coding manual approach. In contrast, the semi-structured nature of the focus group and interview transcripts led to a more repetitive and predictable set of transcript data that was suited

to the use of coding charts (also called matrices) in Ritchie and Lewis's (2003) framework approach.

4.10.1. Stages of Analysis in Fereday and Muir-Cochrane (2006)

Fereday and Muir-Cochrane (2006) propose six stages in their approach to deriving themes from data that I explain below.

First, the researcher creates a coding manual of *a priori* code labels and their related rules for inclusion to know when units of meaning relative to this code label are present in the data (ibid.). I derived these *a priori* codes from my research questions, findings from the preliminary online survey and relevant academic literature.

Second, the researcher determines the applicability of the code to the raw data (ibid.). This is typically achieved through a comparison between coders. My subtle realist philosophical assumptions see subjectivity as unavoidable but aim for objectivity nonetheless. For this reason, while I did not see intercoder reliability as an achievable step, I aimed to cultivate trust in my research outcomes by asking my supervisors to conduct a reasonableness check of my coding manual and to be open and transparent about my methods and strategies.

Third, the researcher reads, re-reads and summarises the data to generate initial themes (ibid.). I used the NVivo qualitative data analysis tool (Version 12.0 on the Mac OS) to facilitate this process, record my work and annotate my data for my notions of initial themes based on this reading and summarising step.

Fourth, the researcher applies the codes present in the coding manual to the data to identify corresponding meaningful units of text and derive new codes as necessary (ibid.). The unstructured nature of the forum data and early stage of forum analysis in the overall ethnographic project made this an important analytical step that allowed me to be open to new discoveries beyond my initial view of the research problem space.

Fifth, the researcher identifies themes through a process of pattern connection and clustering (ibid.). The connections of patterns and clusters in my data was ultimately structured by my RQs and the place of the derived themes in answering these questions.

Sixth, the final step involves confirming the findings of the thematic analysis (ibid.). After re-reading the raw transcripts, I revisited each piece of coded data to ensure that it was consistent with its rule for inclusion and revisited each theme to ensure that the clusters and connections were relevant, internally consistent and externally coherent.

While Fereday and Muir-Cochrane's (2006) was rigorous when dealing with *single* contributions from a number of different forum members, when approaching a more complex data set with numerous speakers in focus groups and interviews speaking for over an hour a more structured manner of organising the data was required to ensure that due attention was paid to each speaker's individual contributions and that all of their contributions could be viewed collectively but also under the same theme. The matrices provided for in Framework Analysis allowed me to more quickly parse and organise complex data sets with numerous speakers.

4.10.2. Stages of Analysis in Framework Analysis (Ritchie and Lewis, 2003)

I chose Ritchie and Lewis's (2003) framework analysis as a strategy to derive themes from the focus group and interview data in this study. Ritchie and Lewis (2003:221) propose five steps to be followed when conducting a framework analysis: familiarisation, identifying thematic network, indexing, charting, and mapping and interpretation.



Figure 4.2. Stages in framework analysis (Ritchie and Lewis, 2003)

The first step (post transcription of the data), or *familiarisation*, involves the reading and rereading of transcripts, listening to recordings and reading observational notes (Ritchie and Lewis, 2003). The process of familiarisation allows for the scrutinization of the assumptions that the researcher brings to the data. While familiarising one's self with the data the researcher is noting down recurring ideas and concepts discussed in order to frame the analysis. This will lead to the next step where a thematic framework can be developed. The approach allows for the thematic framework to be created both from the inductive observations made in the familiarisation phase but also from *a priori* issues (deductive).

In the current study, issues arising from forum study are used in the foundation of the thematic framework employed in the focus group study. *A priori* issues included in this framework were **agency, intervention, professionalism** and **diplomacy**.

Indexing refers to the linkage of extracts of the data to the concepts and issues identified in the thematic framework. This process is referred to as coding by Gale et al. (2013) in their implementation of framework analysis. They recommend the use of Computer Assisted Qualitative Data Analysis Software (CAQDAS) to quicken and organise this process. The researcher used NVivo 10 in order to carry out the indexing of the data. Table 4.1. shows the full index created for focus group 1 as an example of how this was implemented in the current story. A detailed breakdown of the data found using this method is provided in Chapter 6. In the index themes are broken down into headline themes, broader categorisations of key areas of focus, with sub categorisations of these larger domains into smaller categories of meaningful insights, sub-themes.

Index
Agency <ul style="list-style-type: none"> - Being underutilised - Bureaucracy - Challenges to agency - CIRs trusted by the CO - High levels of agency - Lack of support - Successful leveraging of agency

<ul style="list-style-type: none"> - The budget - Personnel Transfer
<p>CIRs as outsiders</p>
<p>Interpreting as a CIR</p> <ul style="list-style-type: none"> - Don't do much - Community Interpreting - Sister-City - Tourism
<p>Job Dissatisfaction</p> <ul style="list-style-type: none"> - CO lacking knowledge of how to use the CIR - Lack of cultural exchange work - Lack of importance placed on Translation and Interpreting - Use of Google Translate - Lack of preparation for tasks - Lack of preparation for foreign guests - Prefectural Advisor
<p>Professional status</p> <ul style="list-style-type: none"> - CIRs identifying as professional - Experience - Lack of training - The subjectivity of professionalism - Quality of professionals in Japan - Technical language
<p>Role of the CIR</p> <ul style="list-style-type: none"> - Assisting non-Japanese local residents - CIR as an agent for soft diplomacy - Cultural exchange - Connecting Japan and their home country - Introducing their culture to Japan - Depends on the placement - Distinctions between ALTs and CIRs - English language teaching - Event planning - Ill-defined - Interpreting - Jack of all trades - PA - Translation - Native checking - Varies depending on events - Varies depending on staff
<p>Training as a CIR</p>
<p>Translation</p> <ul style="list-style-type: none"> - Community Translation - Don't do much - Native Checking - Tourism - Translation into 2nd or Subsequent Languages

Table 4.2.- Framework analysis index for focus group 1

Table 4.3. shows a small extract of the data from focus group 1 and how this data was subsequently indexed in the context of the current study.

Transcript	Index
<p>If I had support, then maybe. But the fact was that like I got shifted around, I got moved to so many different seats over the course of three years. First, I was with my actual department, then I got moved down to the other end of that department and then I got put into the like department that creates the monthly magazine, but I was still a member of the old department, like I was just sat there for no reason. And then I got moved to like the next department and then I didn't actually <i>idou</i> (personnel transfer) there until like, I spent seven months just sitting there and then I eventually was like actually made part of the international division. So, like no one was actually like, oh you actually belong here, because you actually belong to the other departments so we can't use you but you are just sat here. So it was sort of like very like what.... Am I that department or am I this department? Like what am I actually supposed to do? And there was very little guidance.</p>	<p>Headline Theme - Agency Sub-theme: Lack of Support</p> <p>Theme: CIR as an Outsider</p> <p>Headline Theme: Agency Sub Theme: Being Underutilised</p>

Table 4.3. - Sample of indexing (Focus Group 1)

The next phase of the analysis consisted of the creation of charts. A chart was created for each key topic that the researcher wished to present. The chart may be organised by theme or in any format the researcher wishes to present to the audience (Ritchie and Lewis, 2013) guided by the answering of the research questions. The charts map cases, or interviews/focus groups, and how each of the subject areas to be focused on, themes, were parsed by participants. Ritchie and Lewis draw a contrast here between framework analysis and other forms of analysis because summaries of the data are what is focused on in these charts rather than specific quotations. All charts used in the analysis of the focus groups and interviews are included in Chapter 6.

The final phase of framework analysis as employed in this study was the data analysis and interpretation phase. In this phase, the data summarised in the charts is combined with notes taken from the field and subsequently condensed by the researcher to create concepts, typologies, explanations and plots of phenomena among other things.

Importantly, Ritchie and Lewis state that, “Piecing together the overall picture is not simply a question of aggregating patterns, but of weighing up the salience and dynamics of issues and searching for a structure rather than a multiplicity of evidence” (Ritchie and Lewis, 2013:186). Therefore, the focus in interpreting data is not simply about the amount of times a particular topic is mentioned but rather the importance of issues raised in answering the research questions posed.

4.11. Conclusion

This chapter began by reminding the reader of the research questions to be answered in this thesis. It then summarised the steps that were used to collect and elicit the data needed to answer these research questions. These steps were all conducted under a set of subtle realist assumptions, and guided by ethnography, as has been explained in the preceding chapter. The methods employed within this ethnographic methodology were in chronological order: a preliminary online survey of CIRs; online ethnographic/netnographic analysis of posts to a CIR online discussion forum; focus groups with former and current CIRs; the design of ethical statements and scenarios based on forum and focus group data; in-depth semi-structured interviews with current CIRs, including guided discussion around the ethical statements and scenarios; and a final online survey of CIRs. The methods were structured in order to move from more open-ended inductive data collection to more structured and guided data elicitation. The research ethics involved in the collection and elicitation of the rich and diverse empirical data was then discussed before the two thematic analytical strategies to be used to analyse the data was presented.

The next two chapters of the thesis will present findings from data analysis. Chapter 5 will describe findings from the preliminary online survey, the final online survey and a thematic analysis of posts to the CIR online discussion forum. The final survey findings are presented out of the chronological order of methods in this thesis as the final survey sought to underpin and solidify findings from other rounds of data collection that concerned the complexity of CIR identity. These findings provide fundamental grounding for the conceptualisation of CIRs that permeates the entire thesis and therefore are provided earlier in the thesis to establish a clearer image of what CIRs view themselves

to be. Chapter 6 will describe findings from the framework analysis of the three focus groups and ten in-depth, semi-structured interviews.

Chapter 5 - Findings: Surveys and Online Forum

This thesis used an ethnographic methodology—involving online surveys, netnography, focus groups, interviews, and discussion of hypothetical ethical scenarios—to examine how Coordinators for International Relations (CIRs), a group of largely non-professional translators and interpreters brought to Japan to work in local government, make ethical decisions in their practice of translation and interpreting (T&I). The current chapter will present findings from the two online surveys of CIRs conducted as part of this study (Sections 5.1. and 5.2.) before presenting findings of the netnographic observation and analysis of an online discussion forum run and moderated by CIRs to talk about their work and their experiences in Japan (Section 5.3).

5.1. Findings from Preliminary Online Survey

There were two primary objectives with the preliminary survey (see Section 4.6.) Firstly, it was necessary to confirm some background information about CIRs. What sort of work did they do? Did this vary between prefectural and municipal CIRs? What was their educational background? Secondly the survey aimed to gain empirical data about the ethical issues they face in T&I in particular. This was an important first step to answer SRQ1 (Do CIRs struggle with ethical questions in translation or interpreting from Japanese to English?) on which the value of other RQs in the study also depended.

Participants were asked to answer 13 questions in English—mostly in a closed, scalar or list selection format—about their educational background, work placement, roles, materials for translation, terminological struggles and how they overcame them, and any other struggles experienced while translating. (See Appendix A for the survey questions and Section 4.3 for detail about the survey and its place in the research design.)

The survey was open to current and former CIRs recruited through a CIR Facebook group and online forum, all participants were above the age of 18 and gave informed consent, and 33 valid responses were received.

5.1.1 Educational Background and Placement

JET Programme organisers mandate that participants achieve a bachelor's degree in any discipline to be eligible to work on the programme. Participants were asked their major field of study with an open field for them to provide as much information as they wished. As Figure 5.1 shows, most CIR participants in this study stated that Japanese, Linguistics or Languages were one of their major fields of study at undergraduate level; an undergraduate qualification in T&I was not mentioned by any participant. That is not to say that T&I could not have formed part of their study of languages or linguistic subjects, but they did not isolate translation or interpreting as a major. International relations was the fourth most prevalent major among participants, perhaps related to the internationalisation aim of the JET Programme (see Section 1.3). However, participants with backgrounds seemingly unrelated to JET Programme aims, such as Business, Sociology or Physics also worked as CIRs. This data shows that CIR participants in this survey appear not to meet one of the key features found in TIS literature to differentiate professional translators and interpreters from other practitioners of T&I: academic training (see Section 2.1.1.4). It also suggests that CIR participants would bring a diverse range of educational perspectives to any T&I work they were tasked with.

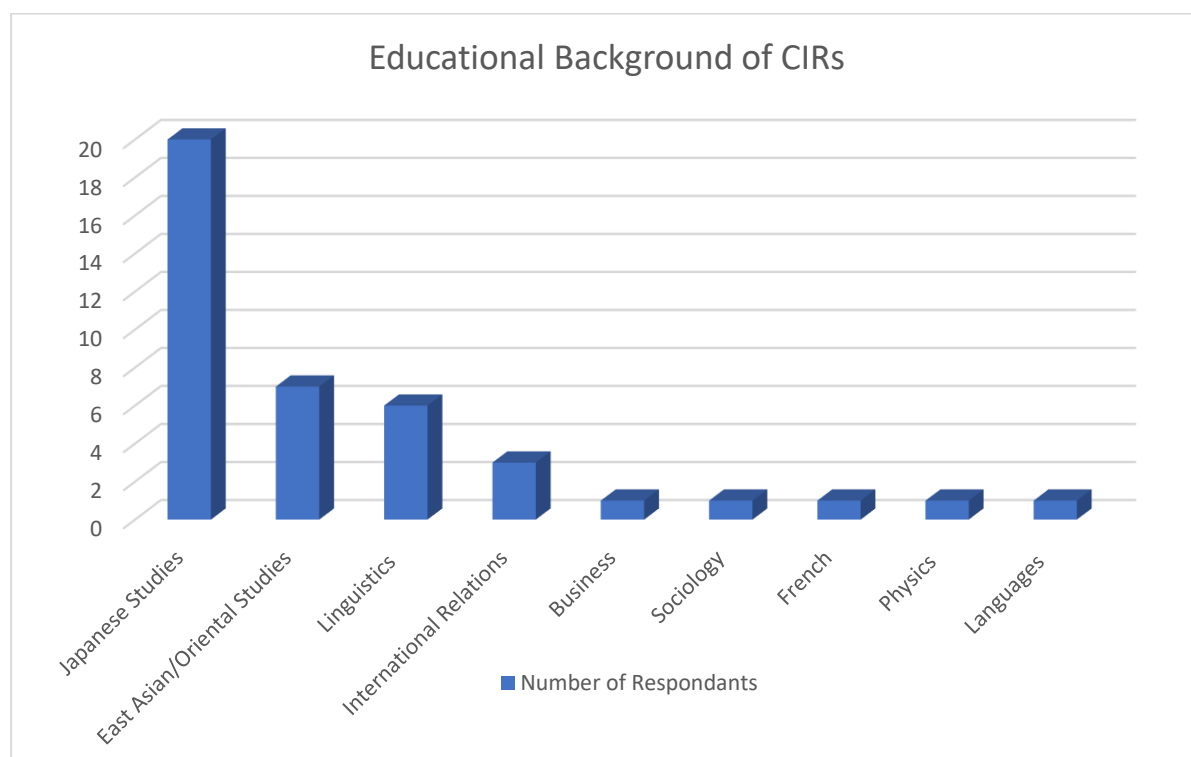


Figure 5.1. Educational background of CIRs

Section 1.3 explained that CIRs on the JET Programme are contracted to local government offices in Japan, either at the village, town, city or prefectural level and that they typically work in those local government offices to which they are contracted. Findings from this survey affirmed this: 55% (17/33) of CIR participants worked at municipal level, i.e., in village or city offices; 39% (14/33) worked at prefectural level; one participant worked in a museum; and one worked at both municipal and prefectural level (see Figure 5.2). Based on my own experience as a CIR, I would suggest that this participant may split their time between an international association (run by a prefecture) and a municipal body.

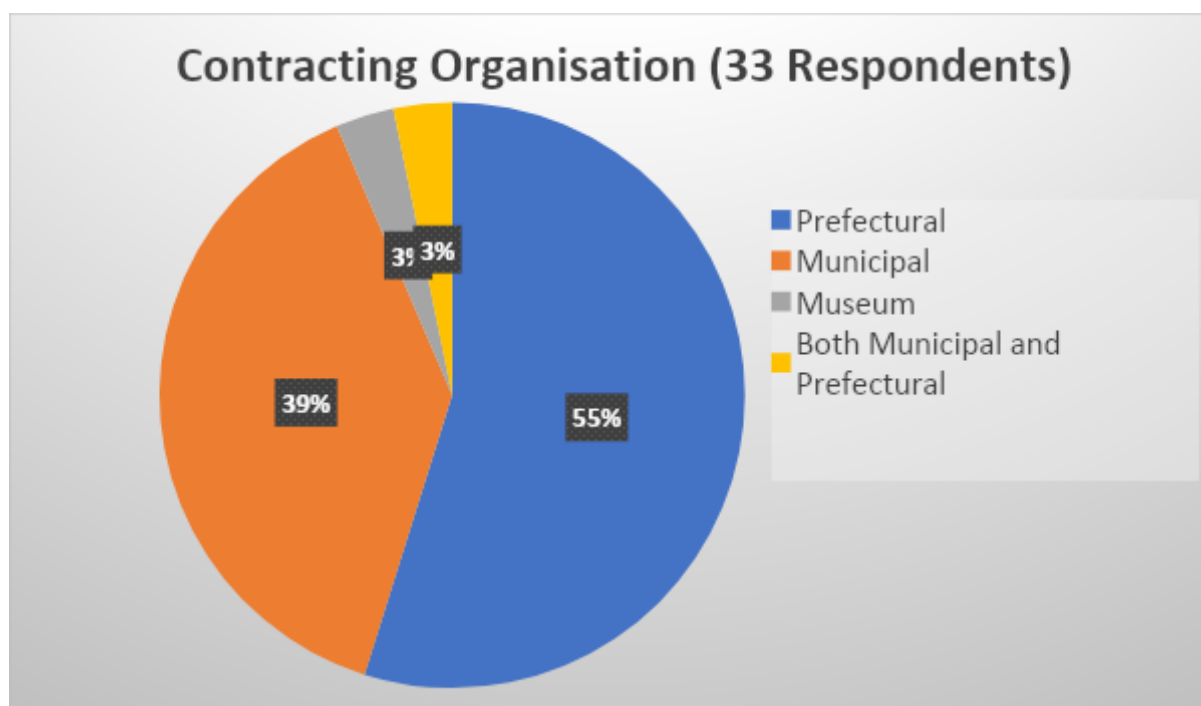


Figure 5.2. Where CIRs work

5.1.2 Perceptions of CIR Role

Participants were asked in the survey how the CIR role had been defined to them before their participation on the programme. Table 5.1 demonstrates that 61% (20/33) of participants were told before they came on the programme that either or both of T&I would be part of the role. In addition, cultural exchange was an aspect that 25% (8/33)

of participants in the survey had been made aware of prior to their employment. Interestingly, for two respondents the role was not defined at all, and four other participants highlighted the vagueness of the role definition they were given. This data suggests that, while many CIRs who participated in this survey knew that they would be tasked with T&I, many were not clear on this aspect. It also confirms the variety of work related to interculturalism, education, and government administration/diplomacy that a CIR can expect to be tasked with before they start in the role.

Item Mentioned	No. of Respondents who Mentioned the Item
Translation and Interpreting	20
Cultural Exchange	8
PA Roles	6
Teacher	5
Event Planning	4
Necessity of Japanese Competence	4
Vagueness of Definition	4
Job varies by region	3
Community work	3
Sister-city work	3
Diplomacy	2
Internationalisation	2
As per JET website	2
Tourism promotion	2
School visits	2
Not defined	2

Table 5.1. Definition of role prior to coming on the programme

Participants in the survey were also asked to provide five key words that come to mind when they think of the CIR role. This was to allow a comparison of prior awareness with current perceptions now that participants were either in the role or had completed it. Table 5.2 displays the keywords thematically, and a central theme is listed before the actual keywords provided by participants is given in brackets.

Concept	No. of Respondents who mentioned the concept
Translation	30
Interpretation (Interpreting)	23
Diplomacy (Cultural Ambassador, Bridge, Cultural Mediation, Attend)	8
Events (Event Planning)	8
Exchange (Cultural, International)	7
Teaching (English teaching, educator)	6
Government (Bureaucracy)	6
Requiring Flexibility (Every Situation is Different, Flexible, Weekend-Overtime)	6
Japanese (Language)	5
PA (Outreach, ALT Wrangling)	5
Internationalisation	4

Table 5.2 Keywords associated with the CIR role

Translation and interpreting (note that participants almost universally used the term interpretation to refer to this mode of practice) were associated by most participants with the CIR role. This suggests that regardless of prior awareness, T&I are associated strongly by participants with the CIR role once they are working or have completed their employment. This finding was critical in the evolution of this study as it highlighted the importance of interpreting to participants' experience and encouraged a move from an initial focus on translation alone to a study examining both T&I (see Section 1.2). Similarly, while prior awareness of a diplomatic aspect to the role was limited among participants, it featured much more strongly in their current perceptions of what they do.

5.1.3 Translation Tasks and Challenges

Bearing in mind that prior to this preliminary online survey the study aimed to focus on CIRs' work as translators and on the translation of taboo language, participants were also asked about kinds of materials they translated and the challenges, if any, that they experienced in doing so. First, participants were presented with a set of translation source text categories that I developed from my experience as a CIR. The options included correspondence, administrative documents, information on events and tourist information, and participants could choose more than one option. Figure 5.3 demonstrates that a majority of all of participants surveyed picked every option listed,

showing that administrative, intercultural, tourism and diplomatic texts for translation seem to predominate.

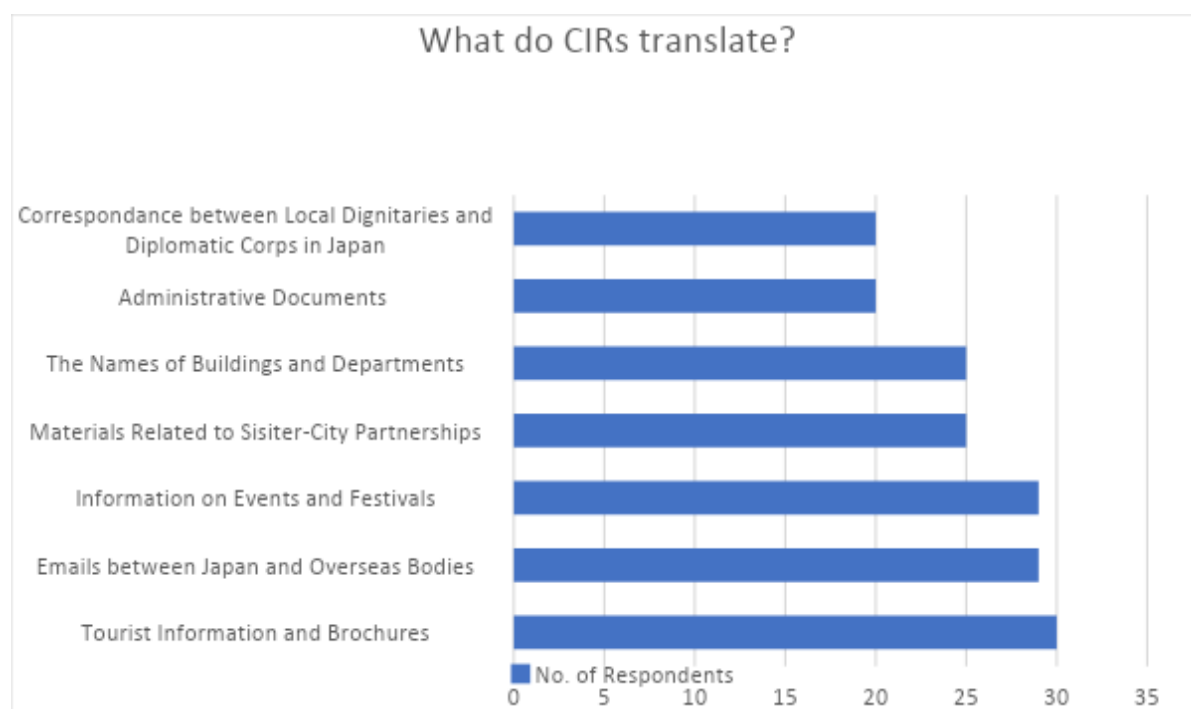


Figure 5.3. What CIRs translate

Participants were also given an open-ended “Other” option. There were 17 varied responses given to this open question that ranged from academic articles to radio programme scripts. Three broad patterns could be distinguished, however. Four participants noted that they translated information about disaster preparedness and response, four participants noted that they translated materials for museums such as booklets, descriptions to be displayed at exhibitions and signs, and three participants mentioned not only translating but also interpreting for other JET participants or local residents. This data suggests that CIRs who participated in this survey required generalist translation skills in a variety of subject fields and text types that do, however, include some specialised areas. The findings further reaffirmed that interpreting as well as translation was part of their work and warranted inclusion in this study.

The survey closed by asking participants to explain any aspects of their translation practice that they struggled with. Table 5.3 summarises their responses.

Topic	Occurrence
Intervention by Colleagues	5
Language Used to Label Minority Groups	5
Technical Language	5
Cultural Background of the Translator	4
Linguistic Features of Japanese	3
Space Constraints	3
Unclear Nature of Japanese	3
Translating Uniquely Japanese concepts	3
Unrealistic deadlines	2
Bureaucracy	2
Influence of the Previous CIR	1
Lack of Trust	1
<i>Yasashii Eigo</i> (Easily understood English)	1
Translating Into Japanese	1
Repetition of Buzzwords	1
Nuances in English	1

Table 5.3. Challenges experienced by CIRs

Three issues appeared to be significant for a larger number of participants. One of these could be considered moral: language used to label minority groups. Another concerns the agency afforded to CIRs which enables them to act in a manner perceived as moral: intervention. The third could be considered more competence-based: the challenge of technical language.

Five participants in this survey described struggling with interventions by different local government colleagues in the translation process or the translation itself. This appeared to be supported by other participants who mentioned bureaucracy or lack of trust as their struggles. For instance, two other participants maligned the fact that colleagues often insisted on directly equivalent translations or translations that the CIRs described as less “natural”. Another participant echoed this, explaining that the intervention came from senior staff in another department of the local government administration:

Other departments changing our translations st [sic] the whim of their senior Japanese staff because they felt they knew a “better” translation. So, when it is published you discover unnatural English has been put back in

This data seemed to indicate that participants to the survey struggled with ethical questions of professional identity and their purpose as translators within a local government setting.

Others described struggling with language use, especially in relation to minority communities in Japan, especially related to disability but also gender expression as participant comments taken from the survey indicate:

Cultural differences when referring to people with disabilities, the way that Japanese words have such broad meanings that are hard to translate into English

Linguistic features of Japanese and Japanese governmental classification systems, particularly regarding so-called “grade(s) of disabilities” and what “kinds” of disabilities are eligible for things like obtaining a disability certificate.

Relating to the above [referring to the previous questions in the survey], I found that different English-speaking countries have different concepts of what is considered polite when talking about different topics, such as people with disabilities. It was important for me to discuss with colleagues from other English-speaking countries what was considered polite or impolite [sic] in order to make sure we weren't using any potentially offensive language”

Another participant wrote of an incident in which they wished to include an “other” category in their translation of the gender field on a form but was told it would cause confusion:

I requested to have an 'other' option on a survey asking for the writer to list their gender (the only options provided in the original Japanese were 'male' and 'female'), and provided explanations about why an alternative option is important/necessary for people who do not identify with gender as a binary (e.g. non-CIS, transgender, agender). My request was denied over concerns this would cause confusion.

This data seems to indicate that participants to the survey also struggled with ethical questions of the type of language that was morally right to use in their work and with their own desire to consider social justice when translating.

Despite the presence of significant ethical themes in the survey data, it is also worth noting that many participants also talked about much more practical linguistic and cultural struggles in their practice of translation: dealing with linguistic features of Japanese, managing different cultural expectations or handling culturally specific items were all cited by participants. In addition, technical language and the challenges of dealing with specialised subject fields were highlighted by several survey participants, as one representative comment shows:

[I struggle with] Technical words, since most of the technical texts I have to translate focused on fields I feel I don't know have enough knowledge about

Another complained of the specialised language they were asked to translate for old Buddhist texts, providing insight into the breadth of content some CIRs are tasked with translating.

5.1.3. Summary

The preliminary online survey produced interesting findings in the context of the current study. It provided empirical support from a group of 33 current and former CIRs for a lack of T&I academic training—suggesting questionable professional status for these CIRs as translators or interpreters—and for their diverse educational backgrounds. It demonstrated that many participants were aware they would be tasked with T&I before beginning their role, but equally that many were not. It also demonstrated convincingly that, once they had started the role, not just translating in a variety of domains and text types but also interpreting and diplomacy became strongly associated by participants with the CIR role. This finding altered the course of the study and encouraged a focus examining both translation and interpreting. Most importantly, findings from the survey indicated that participants struggled with ethical questions of professional identity, their purpose as translators within a local government setting and morally appropriate language use, especially in relation to minority communities in Japan. This provided initial empirical data to answer SRQ1 (that CIRs do indeed struggle with ethical questions in T&I from Japanese to English?) and suggested that answering the other RQs in the study could be of value to CIRs and other stakeholders inside and outside of academia.

As explained in Chapter 4, it was initially intended that only one online survey would be run as part of the entire ethnographic project. However, it became clear at the end of fieldwork in Japan that there was a gap in the empirical data.

Given how varied the responsibilities placed on a CIR are, it was difficult to discern precisely how these CIR participants identified themselves. In order to help better interpret the ethnographic data gathered through netnography, focus groups and interviews, another online survey was run after fieldwork to clarify what a group of CIR participants thought about identity in relation to their CIR role.

5.2. Findings from Final Online Survey

Diverse roles and CIRs' sense of their positions were themes that were derived from data across the ethnographic project. To help interpret these themes and to support eventual answers to SRQ3 (What degree of agency do CIRs operate with?), a short online survey was undertaken to ask how CIRs would identify themselves to different groups and what they understood of internationalisation.

Participants were asked to answer 11 questions in English—mostly in an open-ended format—about their backgrounds, how they would respond to being asked what they do for a living in a variety of settings and about their perceptions of internationalisation. (See Appendix E for the survey questions and Section 4.8 for detail about the survey and its place in the methodology.)

The survey was open to current CIRs recruited through a CIR Facebook group and online forum. In addition, all participants were above the age of 18 and gave informed consent. It was important that this survey was only open to currently practising CIRs as their image of the role may be skewed after leaving the programme. There were 21 valid responses obtained for inclusion in the results listed here. Two of the 21 participants in this final online survey also participated in the preliminary online survey whose findings were presented in Section 5.1.

5.2.1. Educational Background and Placement

Findings about educational background and placement broadly mirrored the findings from the preliminary online survey described in Section 5.1.1. Overall, the educational backgrounds were diverse, with a majority of CIR participants having studied a Japanese or Japanese-related degree at undergraduate level and not claiming T&I as a major field of undergraduate study. However, this time one participant did answer that they hold a degree in Translation Studies. In this survey, too, the ratio of placements in municipal versus prefectural government administrations was approximately 2:1 (61% in municipal and 29% in prefectural administrations). This approximately 2:1 ratio found in both surveys in this study echoes latest available statistics from CLAIR (2021), one of the bodies responsible for the administration of the JET Programme (see Section 1.3). There were three CIRs who had completed a master's degree, one of whom did not specify the discipline, one was in "International Affairs", and one was in "Translation Studies".

5.2.2. Translation and Interpreting Tasks

It had already been established in the preliminary online survey that CIRs associated translation, interpreting, and other tasks with their role as CIRs. In this survey, more detail about the breakdown of these tasks was sought. Participants were asked how much of their time was spent on translation, interpreting and all other activities. Sixteen participants answered this question. Figure 5.4 represents the median time spent on the three sets of activities by these participants.

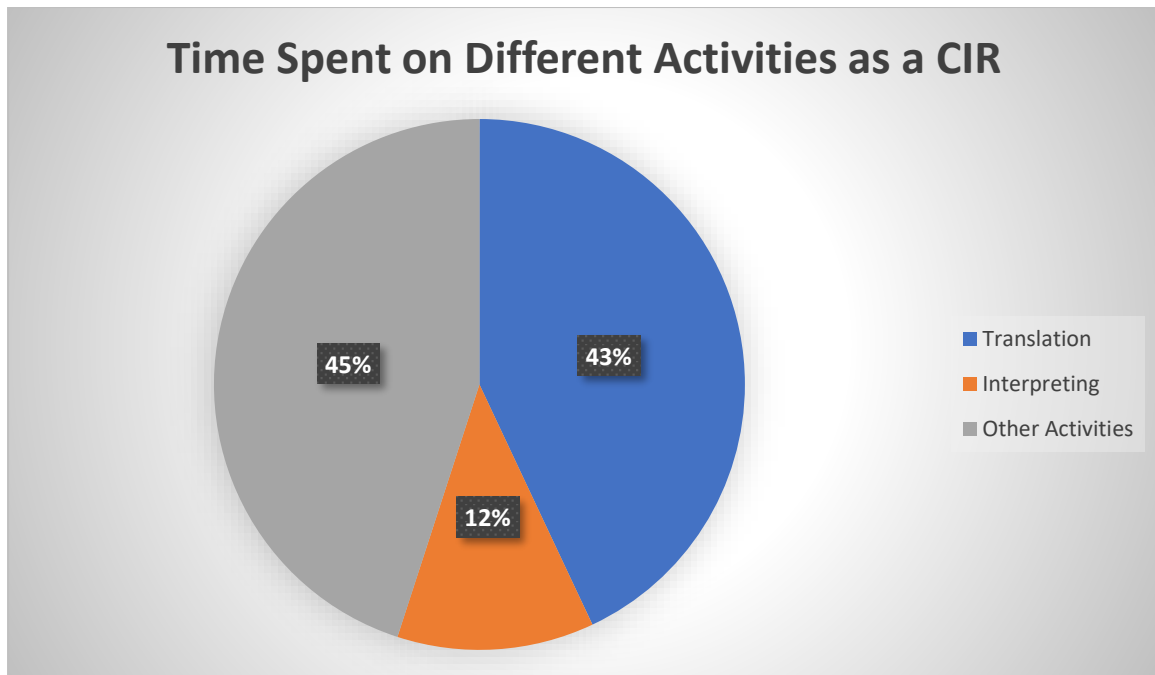


Figure 5.4. Median time spend on translation, interpreting and other activities

It was found that the median time spent on translation for these 16 respondents was approximately 44% of total work time, on interpreting was approximately 12% of total work time and on other activities was approximately 44% of total work time. These descriptive patterns are provided not to claim any statistical significance, which is inconsistent with the philosophical assumptions underpinning this study (see Section 3.2), but merely to argue that translation and, to a lesser extent, interpreting could be argued to occupy about half of the work time of some of the CIRs surveyed in this study.

Respondents were also asked the percentage of their translation work that consisted of translation from English into Japanese or from a second or subsequent language into Japanese. On average participants responded that about 24% of their translation work was into Japanese. In total, 18 of the 21 participants in this survey stated that translation into Japanese was a part of their work as a CIR. Given the predominance of speakers of English as a first language hired on the JET Programme (see Section 1.3), this finding suggests that these CIR participants in this survey spend a surprising amount of time working into what is likely a second or subsequent language.

5.2.3. Expressions of Identity

The next set of questions were open-ended and asked the CIRs to describe how they would respond when asked what they did for a living in three different scenarios: by a Japanese person of the same age met casually at a bar or restaurant, by a grandparent who wants to know what they are doing in Japan and by an official at an airport. The different scenarios were proposed to acknowledge that people can choose to identify themselves differently depending on the level of formality of the situation (with a relative or at a border), the perceived importance of the description (to make an acquaintance or to move internationally) or by the perceived background understanding of the other party (someone who lives in Japan with a standard level of knowledge of local Japanese Government and someone who does not). Participants were able to write multiple descriptors in the open field, and many chose more than one way of identifying themselves for each scenario. Strikingly, translation and interpreting were the most frequently noted descriptions in two of the three scenarios and still significant in the third, as can be seen in Figures 5.5, 5.6 and 5.7.

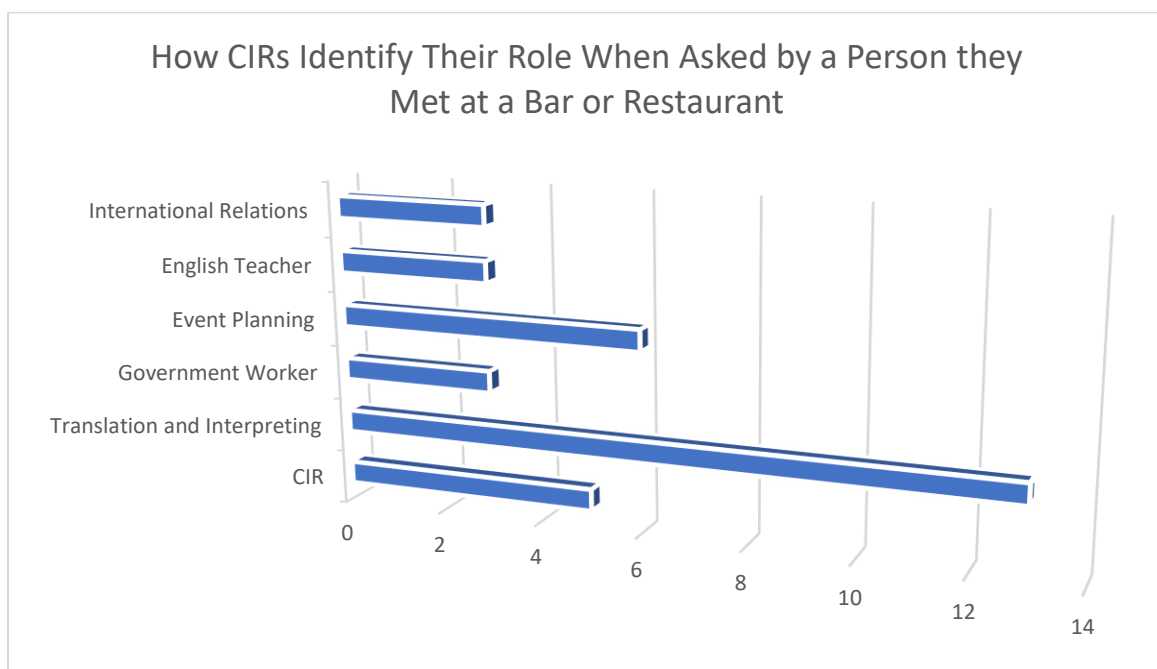


Figure 5.5. How CIRs would identify themselves to someone they met at a bar

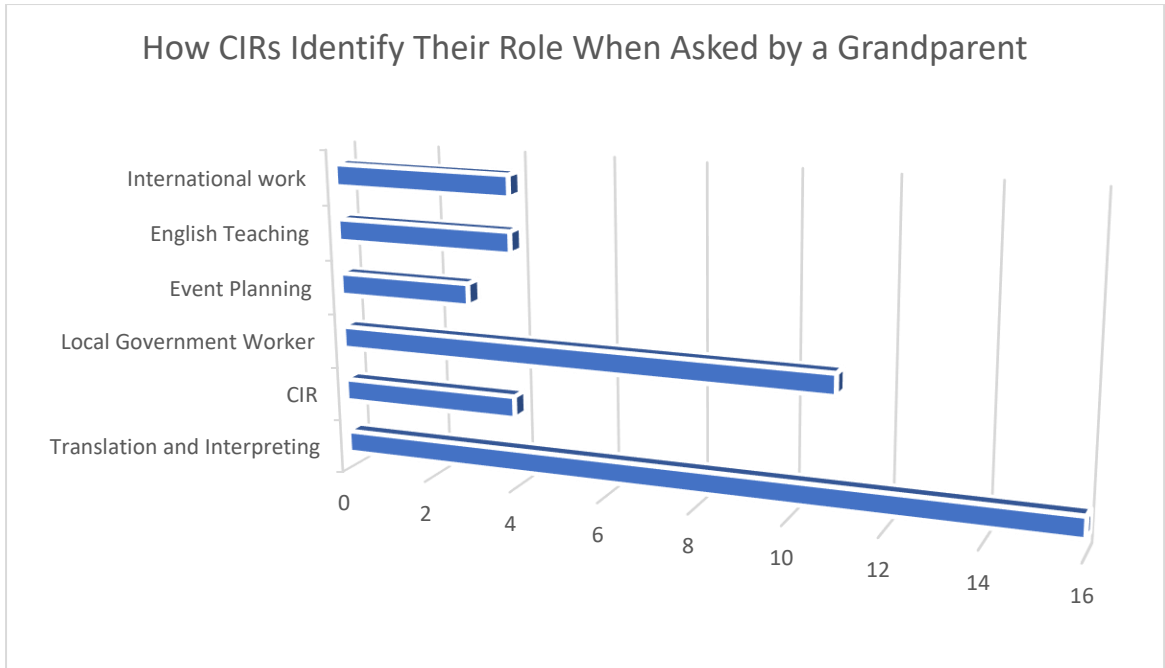


Figure 5.6. How CIRs would identify themselves to a grandparent

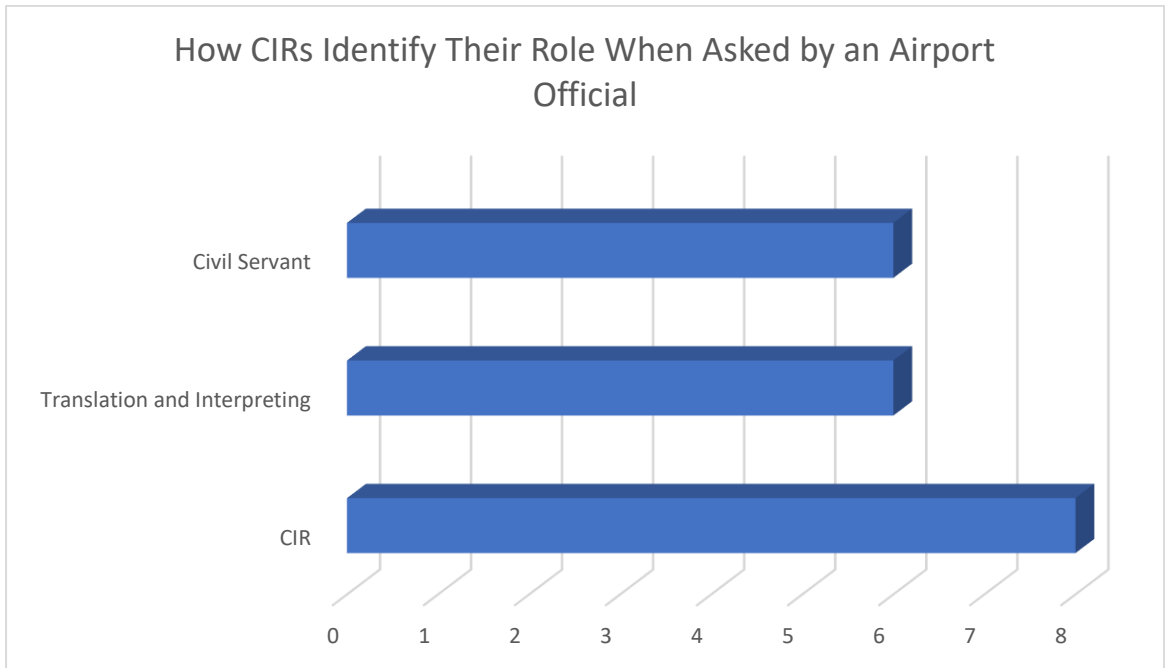


Figure 5.7. How CIRs would identify themselves to an airport official

Interestingly, variations on civil servant or local government worker were noted across all three scenarios, while use of the term CIR (or a variation thereof, e.g., 国際交流員 *kokusai kouryu in*, the Japanese for CIR) appeared to be reserved by participants for more official settings.

5.2.4. Perceptions of Internationalisation

The final question in the survey examined how the CIRs understood the term “internationalisation”. Internationalisation is a term used by CLAIR to describe the overall aim of the JET Programme and, by consequence, a prime reason for CIRs to be employed to work in local government in Japan (see Section 1.3.). Previous data collection had shown that this term was felt by CIRs to have been poorly defined.

Responses were very diverse. Nevertheless, some broad patterns could be discerned. For many participants, internationalisation was about a form of education. In particular, this meant educating Japanese people about cultures that are different from their own: e.g., “providing opportunities for Japanese residents to become familiar with foreign cultures”. In contrast, a small number of participants also suggested that internationalisation was about showing Japanese people the similarities between Japan and other countries. One respondent stated that, beyond introducing their own culture to Japanese people, they also believed that they had a role in highlighting minority communities within Japan such as the LGBTQ community. Another participant framed this educational dimension as a way to combat “*nihonjinron*” (beliefs in Japanese exceptionalism).

Another significant pattern suggested that internationalisation was about creating opportunities for interaction between Japanese and non-Japanese residents. A number of participants believed that their presence in the local community as CIRs and, therefore, one of the missions of internationalisation was to alleviate the potential anxiety of the local Japanese population in dealing with non-Japanese residents. In particular, some saw their internationalising role as making younger children excited for when they could visit their sister city in junior high school.

A final pattern among participants related to tourism. For one participant, internationalisation meant “creating a tourism environment that meets the needs and attracts western travellers”. More specifically, a number of participants described internationalisation as being about translating information about the local area to improve multilingual accessibility.

In summary, this data indicated potential identities outside out of translator and interpreter that are held by CIRs: intercultural educator, a kind of template non-Japanese resident or an agent of accessibility and tourism promotion.

5.2.5. Summary

For those who completed the final survey, it was found that translation and, to a lesser extent, interpreting appeared to occupy about half of their work time, with a significant minority of this work being practised into Japanese, a likely second or subsequent language. Not only was it found again that T&I were significant to CIR participants' work, these two practices were also found to be represented significantly in how CIRs would identify themselves to others, along with variations on the role of civil servant, CIR, intercultural educator, model non-Japanese resident and accessibility or tourism promoter.

Now that findings from the two surveys conducted as part of this ethnographic project have been presented, and a tentative answer to SRQ1 has begun to be proposed based on initial empirical data (that CIRs do struggle with ethical questions in T&I from Japanese to English), it is necessary to show how findings from netnographic analysis of a CIR online discussion forum further answered this RQ and began to provide data to answer SRQ2 (Do CIRs operate under any existing models of ethics?) and SRQ3 (What degree of agency do CIRs operate with?).

5.3. Findings from Netnographic Study of Online Forum

Before netnographic findings from analysis of the forum can be described, a crucial first step in the presentation of netnographic or ethnographic findings is to present a typically "thick description" (Geertz, 1973) of the field site. In this case, the field site was an online forum run and moderated by CIRs where they discuss topics related to their work.

5.3.1. Thick Description of the Online Forum

The online forum under investigation was established in February 2015 by two CIRs following the closure of an earlier online forum that had been supported by CLAIR, one of the bodies responsible for the administration of the JET Programme (see Section 1.3).

CLAIR initially established and funded a discussion online forum as a place for geographically dispersed CIRs to come together to discuss their work. In the months before February 2015, CLAIR notified forum members that the online forum was to be closed and that their support for it would end. The reasons for CLAIR ending their support of the forum were not disclosed to the forum members. Once the forum would go offline, all posts to it would be rendered inaccessible.

In response, two CIR forum members set up a separate unofficial forum in February 2015, which is hosted on a free forum hosting site. (The name of the hosting site is not given here out of consideration for participant anonymity.) The design and layout of the original forum were copied as closely as possible and many of the individual forum threads were copied over to the new forum. The new forum is entirely independent of JET Programme administrators and is run and moderated by CIRs. While the forum does not have a set of strictly established rules written down in any thread, there are two moderators elected every year with the power to enforce posting bans and shut down threads viewed as irrelevant. The forum acts as the primary method for current and former CIRs to interact with one another online. Nevertheless, the community also operates a group on the messaging application Discord, and members sometimes communicate via the social media application LINE. The CIR forum also goes beyond discussion and provides links to other resources shared with members online. These include online dictionaries, cultural materials carried over from the previous CLAIR-funded, PowerPoint presentations for use in classes or lectures, examples of speeches, and ideas for newsletter articles.

I had been a member of the original CLAIR-funded forum since 2013. I joined when I learned that I had been accepted onto the JET programme as a CIR. In February 2015, I registered for the new forum that the two CIRs had created, along with the vast majority

of the original forum's members. Becoming a member is entirely voluntary and members regulate the extent of their participation. A sub-section of the forums is dedicated specifically to organising meetups in the various areas in which CIRs live. Therefore, there is a considerable level of offline interaction between members, as well as the forum mediated communications. This lessens the potential for falsified testimonies from CIRs in their postings. The forum in question is free to join, although some sub-sections of the forum are not visible to non-members. These invisible sections are unlocked upon logging in, and there is no screening of potential members. Kozinets (2015) states that anonymity may be seen as one factor that characterises online or computer mediated communications when compared with offline communications. However, in the case of the CIR forum, this is less of a factor. While there is no verification process of one's CIR status in order to become a member, the small number of CIRs means that in most cases members are known personally to at least a small subset of the other members. Moreover, forum users meet up with each other in person usually at least once a year when all CIRs are required to attend a training conference in the suburbs of Tokyo.

Section 4.4 argued that the CIR forum was a relevant, interactive online site with high levels of traffic, and data from December 2018 (when netnographic observation of discussion posts began) was used to justify this. Since those initial observations, the site has continued to be an active forum for online discussion among CIRs. As of May 30th, 2020, the forum had 503 registered members, 63 of whom had made more than 1,000 posts each. Overall, there had been more than 350,000 posts on the forum up to that point. There were 80 posters who had logged into the forum in the past 3 months (to May 30th, 2020) and who had posted to it at some point in the past. The upper limit on a CIR's term of service is five years, and many members disengage from the forum when their status as a CIR terminates. I actively used the forum between 2013 and 2016 during my time as a CIR. By the time I started the current netnographic observation, I had significantly reduced my own interactions with the forum and knew only four of the 80 active members.

In short, an online discussion forum now run and moderated entirely by CIRs proved to be a useful site of online fieldwork to attempt to answer questions about CIR experiences in general and about their experiences of T&I in particular. As such, it can be argued that the forum is relevant to any research questions attempting to understand CIR experiences of their role, as is the case in this research. Through a data collection process guided by netnography (see Section 4.4) and using a thematic analytical strategy (see Section 4.10.1), a targeted sample of the more than 247,000 posts on the two most active sub-fora were analysed. These sub-fora were dedicated to general discussion and T&I. The codes and themes derived from this analysis will now be described.

5.3.2. Codes and Themes

The 19 codes and their respective rules for inclusion that were derived from thematic analysis of the selection of online forum posts are listed in Table 5.4.

Code	Rule for inclusion
Taboo language	Posts in which the CIR stated a struggle to translate/interpret language surrounding topics which may be considered taboo, e.g., excretion, swearing etc or posts relating to the discussion of same.
Language labelling minorities	Posts surrounding discussions of the translation of language labelling minority groups such as the disabled, LGBT persons, racial/ethnic minorities, the elderly etc.
CIRs lacking agency	Instances where a CIR discusses a lack of an ability to effect change personally or among CIRs in general.
Others changing CIRs' working conditions	Discussion of superiors effecting changes in the work processes of a CIR.
Translations being changed	Discussions of exclusively unwelcome changes to the translations of CIRs.
Other documents being changed	Discussions of changes to documents created by CIRs, i.e., not translated by them.
Interventions in interpreting	Discussions of times when others intervened when a CIR was supposed to be interpreting.

Are CIRs professionals?	Discussions of the levels of professionalism of CIRs.
CIRs as professionals in T&I	Specific discussions of CIRs professionalism as it pertains to T&I.
Registration with professional associations	Any discussion of T&I professional associations.
Lacking knowledge of protocol	Discussions of the challenges involved in navigating diplomatic protocols surrounding language.
CIRs identifying as diplomats	Any discussion involving whether CIRs consider themselves to be diplomats or maintain a diplomatic role.
Technology	Discussions of issues CIRs have in accessing technology that they feel is adequate to complete their roles.
Bureaucracy	Discussion of how bureaucracy impacts the work processes of CIRs.
Lacking work	Complaints or discussions of CIRs lacking enough work to do.
Non-translation or interpreting work	Any posts relating to instances where CIRs discuss work outside of the fields of translation and interpreting.
Native checks	Any posts in which discussion occurs of a CIR completing a native check of a translation made by someone else.
PA work	Any post related to the work of a Prefectural Advisor as carried out by a CIR.
School visits	Discussion of visits by a CIR to a school.

Table 5.4. Forum analysis codes and their rules for inclusion

The codes are structured across a thematic structure of seven major themes listed in Table 5.5.

Theme
Translation of Ethically Challenging Utterances
Agency
Intervention
Professionalism

Diplomacy
Non-Translation-or-Interpreting-Related Struggles
CIRs as Outsiders

Table 5.5. Seven themes derived from thematic analysis of online forum posts

The findings from each of the seven themes—translation of ethically challenging utterances, agency, intervention, professionalism, diplomacy, non-translation-or-interpreting-related struggles, and CIRs as outsiders— will be presented in turn in the remainder of this chapter. Japanese script has not been transliterated in the quoted extracts below to maintain the character of the data as it appeared on the forum. In most cases, understanding the Japanese characters is not relevant to a reader’s interpretation of the finding the quote represents. If understanding the Japanese characters is relevant, it is transliterated and explained in square brackets.

5.3.3. Translation of Ethically Challenging Utterances

Data regarding ethically challenging utterances (defined here as language used to label minority groups) did not feature heavily in the posts examined. This finding further justified the decision to move the focus of the study away from taboo language to CIRs’ broader concerns related to T&I. Despite the relative lack of data on this topic, there were some instances where CIRs engaged in discussion about these issues in the context of certain phrases or words causing them difficulty.

In the preliminary online survey carried out in this study prior to netnography (see Section 4.3), participants were asked about whether they struggled with words used to identify three specific minority groups: non-Japanese citizens living in Japan, members identified as part of the LGBTQ community and those living with special needs or disabilities. One discussion pertaining to descriptions of people with disabilities in Japanese and English was found in the forum posts analysed:

I can't seem to find an already existing English translation for the three terms below. Handbooks (notebooks? certificates? booklets?) for those with disabilities seems like an awfully important subject which should have an official translation, but I can't find anything resembling these terms in the Japanese Law Translation

page or the MHLW website. Has anyone found translations for these online, or translated them for work??? Please advise.

身体障害者手帳: translated as "Handicapped person's notebook" by my native check

依頼者療育手帳: translated as "handicapped child notebook"

児童養護割引証: translated as "child care discount certificate"

I saw on some other threads that *身体障害者手帳* has been translated as "Handbook for the Physically Disabled" and "Physical Disability Certificate" before.

The subsequent discussion focused on whether the term 'handicapped' or 'disabled' should be preferred in the above, with the original poster settling on disabled. This discussion was a clear ethical question of right and wrong for the poster as they saw it as an "awfully important subject which should have an official translation" and wanted ethical guidance. The only other post in the data set that also seemed to be about a CIR's ethical discomfort at a challenging utterance related to use of the expression "gay". The CIR in question was unhappy that a translation that they were required to post-edit was to be included in a magazine that also included the following text that they perceived as problematic:

"President of speech and gestures will become like a gay and tiring."

Well, so is going on here,

"was especially gay like when you have been saying. Is is a neat Uncle usually.

Also had his wife."

..... I cannot.

This is just a BIT of what was published. I did not native check this, nor was I asked, nor will I ask to native check it. But I am burdened that I have to contribute an article to this magazine. D:

In this case, it is not entirely clear whether the source of the CIR's frustration is with the quality of the English phrase in quotes or the content of that phrased.

5.3.4. Agency

As discussed in Chapter 2, agency may play a role in ethical decision-making and became a topic of potential relevance to this study. Agency featured strongly in the forum data.

Much of the discussion around the agency of CIRs centred around their perceived lack of agency in general, as this representative post segment illustrates:

Reflecting on my time here, I think it might be dangerous to spend too long in an organization like a local government with little ability to take initiative or work independently (depending on what sort of career you want to have.)

There were fewer instances of CIRs recounting explicit cases of where their agency was contravened in relation to T&I. However, there were some such cases in the data set. In the following illustrative case, a CIR complains that their translation suggestions for the English translation of promotional materials about the prefecture in which they worked were not listened to:

This isn't a HUGE miff because I'm used to it by now but they just put up some new tourism posters (that I was an consultant on) and as usual they have listened to absolutely nothing and kept them 100% as is. So now not only do we have the good old "We found Zen in eating. FUKUI HAPPINESS will make you happy" but we also have the new-and-improved "Welcome to the abundance that is this region. FUKUI HAPPINESS will make you happy." Wonderful job guys, I would expect nothing less of you. This got me thinking about how I could possibly make them actually take my opinions seriously. But seeing as I can't exactly transform myself into an old Japanese man at will (what I wouldn't give to be one of the Sailor Moon Stars), it's a bit tricky.

Not only does this incident appear to be an example of how a CIR's capacity to act as a translator can be diminished by the social structures around them at work—seen when the CIR implies that old Japanese men get listened to more than the CIR who translated the text—but it also appears to be part of a repeated pattern: the CIR starts the post by emphasising that they are “used to it by now”.

This pattern of the translation and proofreading work of CIRs being ignored was repeated in another post below. However, this post also reminds us that CIRs can feel empowered to act, as was the case of this CIR probably having been listened to in a “very serious meeting”. In other words, the data on the forum is not an unbroken account of a lack of agency among CIRs, and experiences seem diverse and dependent on placements.

I won't go over the entire story, but let me just say that my favourite chapter of the saga was when they had [another CIR] correct English for a pamphlet they were planning to make, ignore his corrections, and then print up several thousand copies of full-colour gibberish that they ultimately did not even use (I suspect this has something to do with a very serious meeting we had where I pointed out that nothing on it made any sense and that handing it out would only embarrass everyone involved). I still have a copy. It's glorious.

5.3.5. Intervention

Rather than just being ignored in the translation process, participants in the preliminary online survey (see Section 5.1.3) highlighted how challenging they found interventions by different local government colleagues in the translation itself. For this reason, interventions were highlighted as a theme in the forum data. Instances recounted in the data set were few in number but still qualitatively important. For instance, one poster described struggling to interpret while the mayor of a city kept interrupting and adding interpretations or, as in the case below, another poster bemoaned colleagues who think their English is “good enough” adding lines to a translation without consulting the CIR.

*I randomly checked the English tourist page on my village's website and saw that they have indeed changed it.... MINIMALLY. They took my English and plopped it in to replace the originally awkward English, but also decided that they had "good enough" English to add some lines without consulting me and ended up with "Northern landing port" and assorted typos *facepalm**

Intervention was also seen in the other direction by CIRs in the posts studied in the sense that part of their role involved intervening in translations produced by others: so-called native checks, in which the native speaker CIR verifies that a translation is accurate and appropriate. Most frequently, this took the form of critiquing the quality of the English in translations produced by others, often colleagues in local government, the suspected use of low-quality machine translation output or the fact that “native checks” on translations were being conducted by non-natives. However, there were also posts featuring more general critiques of the broader translation industry in Japan. For instance, referring to poor quality translations one poster states:

The problem is that it's so frequent, and there's no sign of improvement in the situation. The last 'translation' I had the priviledge [sic] to native check was

extremely awkwardly phrased, and a quick Google Translate check made it clear from the sentence structures that this literally was a Google Translate-product with some editing of proper nouns. I just hate the fact that these companies can actually make money with this kind of unprofessional garbage.

Interestingly, there was no similar critique of the services provided by external interpreters in Japan to be found in the data set.

5.3.6. Professionalism

Another theme in the online data related to discussion of professionalism. Discussions about professional associations were almost non-existent in the data set. However, one thread involved discussion of the pros and cons of becoming a member of a translator and interpreter association (specifically the Japan Association of Translators, JAT). None of the posters were members. Two of the four posters to this thread expressed a muted interest in joining in the future and saw membership as potentially good value:

I don't know anything about it, but it seems good for #networking and ichiman [10,000] [yen] per year doesn't seem so bad. Maybe I'll join in a few years (if I remember) (someone remind me).

No post was found in the data set where participants discussed or even mentioned the codes of ethics or codes of conduct of any professional association. Similarly, no detailed discussion of academic training in T&I appeared in the threads examined except for one poster who wished to pursue a master's in T&I after leaving the JET programme and one other poster who alluded to having taken a class in interpreting as part of an academic degree. In addition, the small number of comments related to remuneration in the posts examined appear to indicate that posters believe that they receive a fair or good wage.

Aside from the above more abstract or tangential discussions of professionalism, there were also instances in the data set of explicit discussion of the posters' own perceived status as a professional. In many cases, it appeared that CIRs in the posts studied did not see themselves as professional interpreters or translators. For instance, a number of posts contained discussion of the idea of hiring a "professional" in a case where the CIR felt unable to act as an interpreter or translator:

I will try to suggest that they employ a professional but in case I end up having to interpret for it anyway please give me all the advice on beforehand preparations.

In a similar vein, a CIR poster on another thread contrasted themselves with an interpreter employed in their department who they nicknamed the “pro” and some CIRs advised others to let clients know that they were “amateurs” or “not professionals” as a way to manage expectations of their performance.

Beyond discussion of CIRs as professional translators or interpreters, the posts studied also contained a more general critique of the role of a CIR as something for which many are not professionally qualified and that could even be described as akin to an internship rather than a full position within the local government, as these quotes from two different posters suggest:

what stresses me out the most at work is that i can do so much more and instead am left with tasks that anyone who actually stfu in english class when they were in hs could do. this, along with the fact that nationwide there are hundreds of us are simultaneously being randomly dealt the responsibility of essentially being the voice of foreign correspondence between our local governments and foreign dignitaries when i'd say 95% of us dont even have any professional translation credentials or qualifications freaks me out. there's absolutely no consistency with this job. either you're doing something that a kid going to an international school could do or you're doing something that someone who works in the foreign services has to do, for much better pay too. worst of all, no matter if it's translating a newsletter or interpreting for an ambassador (and having your japanese ability being put on the spot along with your credibility on the line), your coworkers and most likely your job just wont care as much as you do and will just see it as being all the same type of work.

Visiting 保育所 [Hoikusho, creche] is my lifeblood, but no this is not adulthood in my opinion haha. It's more like that one year abroad that European students get before joining the real world + some useful language skills + a decent salary to [fuck] around + アルファ [plus alpha, meaning “and more”].

5.3.7. Diplomacy

A number of issues were raised around the area of diplomacy. Most prominent and frequent in the area of translation were questions about protocol. One poster wondered if the phrase *chargés d'affaires* should be feminised when talking about a female

occupying that role. Another poster questioned how the titles of certain nations should be translated or how to address a letter in English when translating from Japanese.

There were two instances in the data where CIRs struggled with the phrasing of diplomatic correspondence to municipalities overseas. On one occasion, a CIR who had been informed by superiors that they would like to request that those receiving them overseas hold a reception for them struggles how to appropriately phrase this request in English (having been supplied with a Japanese text), taking into consideration diplomatic sensitivities and possible cultural differences.

CIRs posting to the threads studied identified their work explicitly as something akin to diplomatic in a small number of instances. For example, returning to the second last quote in Section 5.3.6 about professionalism, it appears that some posters see CIR work as work the “foreign services” would do, but at a discount:

there's absolutely no consistency with this job. either you're doing something that a kid going to an international school could do or you're doing something that someone who works in the foreign services has to do, for much better pay too.

There were also instances in which CIRs acknowledged that their work as a translator or interpreter may come into conflict with their diplomatic work. For example, the poster below copied extracts to the forum from a handover packet given to them by their predecessor in which the predecessor offers advice about their potentially conflicting roles:

Even when acting as an interpreter, it is important to remember that you are also a City staff member. Juggling the roles of interpreter, CIR, and City staff member can lead to conflicts of expectation. Generally speaking, just follow the guidance of your superiors, and don't forget that you have an active responsibility to protect the City's interests when acting as a go-between for staff members and guests. Below is a simple introduction to the common kinds of interpreting work, and the expectations attached.

5.3.8. Non-Translation-or-Interpreting-Related Struggles

The data found on the forums was also representative of the diversity of the CIR role as described in Section 1.3.1. While some forum members did seem to enjoy work outside of T&I, a large number of posts expressed dissatisfaction with other aspects of CIR work. For example, CIRs' work as Prefectural Advisors (PAs)—a non-formalised JET programme role in which CIRs support ALTs, run conferences for them, collecting them when they arrive in Japan, etc.—was experienced especially negatively:

..... my job sucks. people are being wankers. Soup [supervisor] is stressed out and projecting. got hit by a bike. was then asked to give bike seminar. excel sheets are my life. excel sheets should not be my life. why am I a glorified babysitter. being asked to do the dirty work for soup. feeling guilty about doing the dirty work for my soup. because I want to help people. and deep down the ALTs are my children. I care too much. need to stop caring. and stop doing excel sheets.

School visits—either explicitly to teach English or to introduce the CIR's home culture—were also critiqued as undesirable by a number of CIRs, with some resenting being presented as essentially an ALT:

I'm so sick of my constant work only ever being preschool and elementary school visits to "teach" English. I plan the curriculum myself and the elementary schools have kept asking for pronunciation and alphabet and phonics practice, which I've refused to do so far on the ground that I'm not an ALT. But I'm practically at preschools more than city hall due to how many of them there are.

Another CIR offered:

.....one of the main reasons (as is with many CIRs) why I applied for this position is that I really didn't want to teach English. Though I have the training, I don't have the passion for it. However, being a BoE CIR, I don't really feel like I was able to break away from the teaching bubble and unfortunately my BoE doesn't really have much experience with the CIR position and therefore have no idea what to do with me half of the time. I often make the joke with a lot of the ALTs here that my position is "two for the price of one" because I pretty much have to wear both hats. I have even been called "the ALT who is fluent in Japanese". -_-

In addition, numerous posters complained about the lack of technology available to them in the workplace and the inefficient nature of Japanese bureaucratic structure.

5.3.9. CIRs as Outsiders

The final theme derived from analysis of the CIR online forum posts related to CIRs' perceptions that they are somehow outsiders in their workplaces. Numerous posts referenced how the CIR in question felt treated differently to full-time or non-CIR staff at the local government office in which they worked. Some CIRs posting to the forum threads examined made explicit their wish to be treated more as a member of the team:

more "passive" stress, if you can call it that, probably stems from the fact that i would really love to be involved in the team more. heck, i'd love for our office to work as a team before that, and once they learn to work as a team, i'd love for them to value me and use me as a member whose abilities may be comparatively slightly lacking in terms of language and 公務員性(←making that word up) [a word made up by the CIR meaning something like "civil servant-ness"] but make up for in terms of outside perspectives, out of the box ideas, and lack of inhibitions that would usually prevent other comments from being said/other jobs from being done.

Beyond, the status of the CIR in the workplace, othering also occurred in relation to general assumptions or broad criticisms; for example, about other nationalities or about a CIR's ability to speak Japanese. Some CIRs in the posts took issue with not being referred to using a standard Japanese honorific or by being referred to by their first names (when a Japanese colleague would be referred to by their last name). Some CIRs described more extreme othering experiences. In one extraordinary instance, a CIR made reference to a man they described as racist calling the CIR's department in the local government repeatedly:

that horrible guy that like[s] to call us and be racist called again [...] This time it was, How many foriegn children live in Long Fields? [...] and ANTA, NIHONJIN JANAI NO? NE? NE?! [You are not Japanese, right? Right?] last time it was ANTA, GAIJIN JANAI? [You are a foreigner right?]

5.4. Conclusion

This chapter began with a presentation of the findings of two surveys: a preliminary online survey of 33 current and former CIRs; and a final online survey of a similar cohort of 21 current CIRs, two of whom had also participated in the preliminary survey. Survey

findings affirmed similar findings from other literature on the JET Programme (see Section 2.2) that CIRs tend to lack academic training in T&I, hold diverse educational backgrounds and associate translation, interpreting and diplomacy strongly with the CIR role. The findings also indicated that T&I occupied about half of the work time of the CIRs who participated—with a significant minority of this work being practised into Japanese, a likely second or subsequent language. It was also found that participants would frequently identify themselves to others as translators and interpreters, along with variations on civil servant, CIR, intercultural educator, model non-Japanese resident and accessibility or tourism promoter. Most importantly, the survey findings provided initial empirical data to answer SRQ1 by demonstrating that participants did struggle with ethical questions of professional identity, their purpose as translators within a local government setting and morally appropriate language use, especially in relation to minority communities in Japan.

The chapter then presented the results of netnographic analysis of a CIR online discussion forum to further answer SRQ1 and begin to provide data to answer SRQ2. First, the forum was described in rich detail before the seven themes that were derived through the application of Fereday and Muir-Cochrane’s (2006)’s approach to thematic analysis—translation of ethically challenging utterances, agency, intervention, professionalism, diplomacy, non-translation-or-interpreting-related struggles, and CIRs as outsiders—were presented in turn. According to the fifth stage of Fereday and Muir-Cochrane’s approach, codes should be linked to themes to show how they answer RQs. Tables 5.6, 5.7. and 5.8. describe the code connecting strategy employed in the forum analysis.

<i>Research Question</i>	<i>Theme</i>	<i>Codes</i>	<i>Data</i>
SRQ1: Do CIRs struggle with ethical questions in translation or interpreting from Japanese to English?	Translation of Ethically Challenging Utterances	Taboo language	CIR expressing concern about use of the expression “gay” in a magazine to which they were contributing

		Language labelling minorities	CIR wondering how to translate a term for an elderly person CIRs requiring assistance with terms dealing with the those with disabilities.
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Table 5.6. Code connection strategy for SRQ1 in online forum data

The thematic analysis of the online forum data provided further empirical evidence that CIRs sometimes struggle with ethical questions in T&I, further answering SRQ1. The ethical questions that the CIRs posting on the forum struggled with include micro-level issues concerning morally appropriate use of certain language in Japanese and English, especially related to minority groups and some potentially taboo topics, as well as macro-level issues about the rights and wrongs of intervening in the translation process to make changes to other people’s work and considerations about the ethics of doing a job for which one might not be professionally qualified.

Research Question	Theme	Codes	Data
SRQ2: Do CIRs operate under any existing models of ethics?	Professionalism	Are CIRs Professionals?	Discussion of CIRs as amateurs taking on the roles of diplomat, counsellor to ALTs etc. with zero training or experience.
		CIRs as Professionals in T&I	CIRs discussing telling clients of the CO that they are not professionals. CIRs recommending the CO hire a professional for high profile interpreting situations.
		Registration with professional associations	No CIR who posted about professional associations was registered with one. Some didn’t know about the existence of such associations.

Table 5.7. Code connection strategy for SRQ2 in online forum data

In addition, it was found that there was no post in the data set where participants discussed or even mentioned the codes of ethics or codes of conduct of any professional association. Moreover, there was no data concerning how CIRs endeavour to resolve these ethical questions beyond their use of the forum. This suggests that the CIRs posting to the forum might not be aware of existing deontological models of professional ethics potentially related to their jobs or that, if they are aware of them, they do not see them as relevant to mention when discussion of professional ethics takes place. This began to provide an answer SRQ2, as in Table 5.7. and suggested that further examination of this topic in the focus groups and interviews was worthwhile. A specific question was added to a questionnaire distributed to all focus group and interview participants as a result of these findings from online forum analysis.

Research Question	Theme	Codes	Data
SRQ3: What degree of agency do CIRs operate with?	Agency	CIRs lacking agency	Direct interventions on the translations and interpreting of CIRs.
	Non-Translation-or-Interpreting-Related Struggles	Others	Advice requested not being listened to.
		Changing CIRs working conditions	CIRs believing Japanese staff to be more credible as agents of change.

Table 5.8. Code connection strategy for SRQ3 in online forum data

Finally, in relation to SRQ3, the prominence of agency and othering began to suggest that CIRs capacity to act as a translator or interpreter may be constrained by social structures around them in local government administration in Japan, as can be seen in Table 5.8. Hierarchy, bureaucracy and perceived outsider status seemed to encourage many interventions and threats to agency both as translators and interpreters. CIRs who posted to the forum posts studied also appeared to be asked at times to do jobs which they did not expect to be part of their remit. They expressed dissatisfaction, too, at operating outside of the traditional Japanese office structure, with some feeling isolated

and underutilised to the point of becoming apathetic and despondent. The work circumstances of the CIR as juxtaposed with those of their Japanese colleagues as well as their reduced concept of their own agency, were also identified as areas worthy of further investigation in the focus groups.

Finally, the area of professionalism threw up some contradictions for future exploration. Blistering criticism of the Japanese translation industry was woven throughout the data, with CIRs claiming they could do better than third party translations. However, they were also seen to distance themselves clearly and repeatedly from any suggestion that they could be dubbed as professionals themselves, particularly in relation to interpreting, where errors were seen as more likely and the cognitive burden greater.

In summary, this chapter began to provide initial answers for the three SRQs in this thesis and also helped to structure some of the key topics to be covered later in the study during the focus groups and interviews. The next chapter, Chapter 6, will describe findings from thematic analysis of the three focus groups and ten in-depth, semi-structured interviews carried out in this research project.

Chapter 6 - Findings: Focus Groups and Interviews

Findings in the thesis so far have demonstrated that members of the social group being ethnographically examined come from diverse educational backgrounds that mostly do not include training in T&I. Despite this, CIRs in this study described spending a significant amount of their work time on T&I and tended to identify themselves to others as translators and/or interpreters. CIR participants described struggling with micro-level ethical issues concerning morally appropriate use of certain language in Japanese and English and macro-level issues about their professional identity, their purpose as translators within a local government setting and the rights and wrongs of intervening in the translation process to make changes to other people's work. They also appeared to experience issues surrounding social structures related to hierarchy, bureaucracy and perceived outsider status among CIR participants, and their perceived lack of Japanese proficiency infringed on their capacity to act, either as translators/interpreters or local government administrators.

With these findings in mind, three focus groups were run with a total of 13 CIRs attending (see Section 4.5 for discussion of this methodological step) as well as semi-structured interviews with ten CIRs (see Sections 4.6 and 4.7) during a four-month period of fieldwork in Japan to interrogate the above issues in more detail and begin to propose an answer to the main RQ of this thesis: How are ethical decisions made by CIRs in T&I?

In this chapter, the demographic profile of focus group members (Section 6.1.1) is presented before discussing the content of the thematic frames that were derived from the focus group data using Ritchie and Lewis's (2003) framework analysis (Sections 6.1.2-6.1.7). Subsequently, the demographic profile of interview participants is presented (Section 6.2.1.) before discussing the content of the thematic matrices derived from the interview data (Sections 6.2.2-6.2.7). Finally, a separate analysis is introduced of the seven ethical statements and four ethical scenarios that were used during the semi-structured interviews to interrogate interview participants' deontological, teleological and virtue-based concerns such as fidelity, loyalty,

(in)visibility and the role of the translator or interpreter, and to contextualise the ethics around the practice of the CIR specifically.

6.1. Focus Groups

Focus groups were held in three geographic regions across Japan: Tokyo, Fukuoka and Kyoto. The protocol used in each of the three focus groups covered the CIR role, T&I in the CIR role and involvement of others in the work of CIRs (see Appendix B for the protocol). The aims of the focus groups were to understand more about participants' possible ethical stances, to generate authentic examples of CIR practice and to understand their experience of agency in greater depth.

6.1.1. Demographic Profiles

Focus group 1 was held in September 2019 in the Ikebukuro District of Tokyo with six participants. All participants in the focus group were female, and all except one were former CIRs who were now working in Tokyo or the Greater Tokyo Area. Three participants were placed in smaller cities in rural areas during their JET experience, with two CIRs in placements in the same prefectural capital and the final CIR placed in a city of more than 500,000 people (see Table 6.1.).

Focus group 1			
Respondent no.	Gender	Current/Former CIR	Placement
R1-1	F	Former	City Hall (<50,000 people)
R1-2	F	Former	City Hall (> 500,000 people)
R1-3	F	Current	Prefectural
R1-4	F	Former	City (<50,000 people)
R1-5	F	Former	Prefectural (same as R1-3)
R1-6	F	Former	City (<75,000 people)

Table 6.1.- Composition of focus group 1

The second focus group was held in Fukuoka City in October 2019 with three participants. It was attended by two current CIRs and one CIR who had recently completed their time on the programme and was preparing to leave Japan. Two of the CIRs were from large cities, with the third from a more rural placement (see Table 6.2).

Focus group 2			
Respondent no.	Gender	Current/Former CIR	Placement
R2-1	M	Former	City Hall (>500,000 people)
R2-2	F	Current	City Hall (>450,000 people)
R2-3	F	Current	City Hall (<50,000 people)

Table 6.2. - Composition of focus group 2

The final focus group was also held in October 2019, in Kyoto City with four participants. Of the four CIRs in attendance, two were working in prefectural placements (one of whom worked part of their week at an international centre), one was working in an arts centre in a rural placement and the fourth was working in a City Hall in a rural placement (see Table 6.3).

Focus group 3			
Respondent no.	Gender	Current/Former CIR	Placement
R3-1	F	Current	Prefectural
R3-2	F	Current	Arts Centre (< 100,000 people)
R3-3	M	Current	City Hall (< 50,000 people)
R3-4	F	Current	Prefectural

Table 6.3. - Composition of focus group 3

Focus groups lasted between one hour and 90 minutes. After transcribing the audio recordings of the focus groups, six thematic matrices were created through which to analyse the transcript data and focus group notes. This framework approach to thematic analysis (see Section 4.10.2 for a detailed explanation of Richie and Lewis's [2003] approach) enabled the summation of data extracted from the focus groups and the linkage of it to concepts and issues within the matrices. The summarised data in the matrices was then divided into headline themes and sub-themes to allow for meaningful thematic discussion. Each of the six thematic matrices that were derived and analysed—the role of the CIR, agency, professionalism, CIRs as outsiders, training, and diplomacy—will now be discussed in turn.

6.1.2. The Role of the CIR

The headline theme in this matrix was the role of the CIR. After indexing coded instances from the focus groups and then charting the indexed data to a matrix, I decided that participant contributions could be largely divided into three sub-themes. The first was the general aim for the CIR in question, i.e., focus group participants discussed what the contracting organisation (CO; usually the local or municipal government office that actually employs the CIR) wished for the CIR to achieve. The second was the general work responsibilities of the CIR, i.e., the participants discussed tasks that the CIR completes in order to achieve the aim of the CO. The third theme related to the centrality of T&I to the CIR role, i.e., participants discussed their practice (or not) of T&I in the context of their work. (See Appendix J for the summarised focus group data contained within this frame.)

It was found in analysis of this theme that there was some variation among participants about the aim of CIR placements. Generally, however, it could be said CIR participants in the focus groups perceived that the aim is focused on cultural exchange, and this is what they saw the main purpose of the JET programme to be. How to achieve or realise this aim, though, was found to vary depending on the individual CO. In rural placements, the CIR was observed to have more direct interaction with the local residents through cultural presentations or events. In contrast, in most prefectural placements as well as placements in urban areas of over 500,000 inhabitants, T&I were foregrounded as a way to achieve cultural exchange. Figure 6.1 indicates that all but two focus group participants described spending a significant amount of time (more than 50% of work time) on T&I.

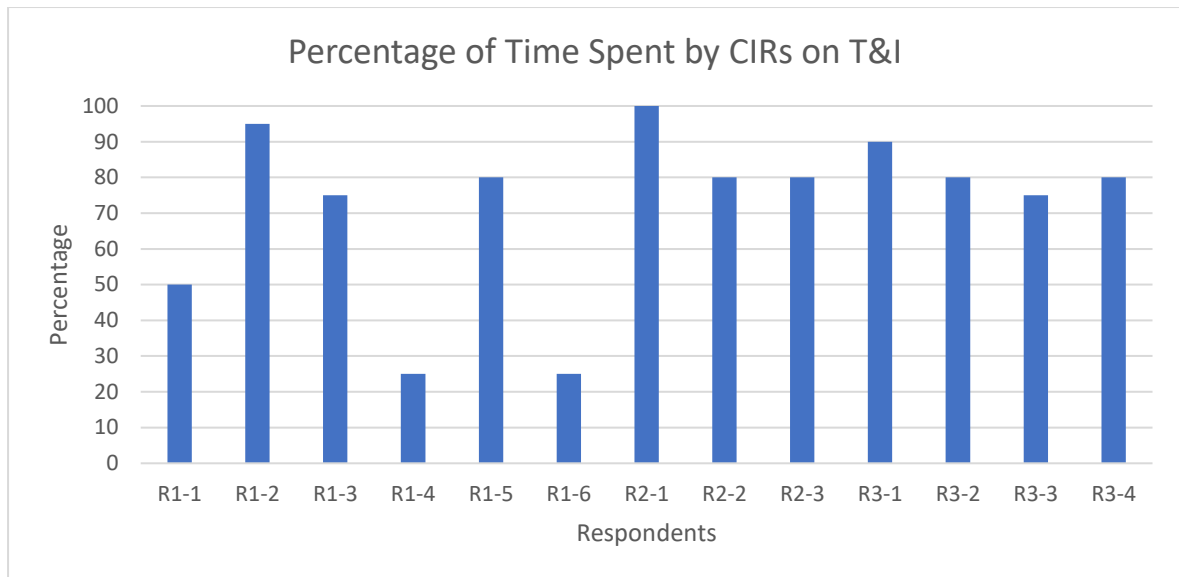


Figure 6.1.- Focus groups - Percentage of time spent by CIRs on T&I

It is worth noting here that all participants except one stated that they expected to engage in T&I before coming on the programme. The one exception was participant R3-1, who stated that they expected to participate in translation but not interpreting as they had a degree in translation studies but not interpreting.

6.1.3. Agency

In order to interrogate focus group participants' perceptions and experiences of agency, they were asked whether they were independent—i.e., whether they could act without the intervention of the CO—and whether they had the ability to effect change. They were also asked for specific examples of interventions made by others into their practice of T&I. As a result, the three sub-themes under the headline theme of agency in this frame became independence, ability to implement change and agency in T&I (see Appendix K).

It was found that CIR participants in prefectural placements described experiencing greater oversight from the CO as regards work tasks and schedules than the other participants. Oversight and its relationship to agency were perceived differently by participants. Some prefectural participants (R1-3 and R3-4) experienced a lot of oversight, saw their role as CIRs as too focused on translation and wanted more freedom to explore tasks outside of T&I. Other participants—especially those in more rural placements with less oversight on their work (R1-1, R1-4, R1-6, R2-3 and R3-2)—

experienced a lack of oversight as a lack of support that consequently hinders their ability as CIRs to enact change in their work. These participants felt that low levels of support from colleagues and a lack of knowledge of the role of the CIR meant that they had no assistance to improve their circumstances and felt underutilised in their positions. Overall, it was found that some CIR participants had high levels of autonomy and did not perceive that superiors restricted what they can do within the scope of their pre-existing work responsibilities. At the same time, other participants felt their agency was reduced because the CO did not support them and dismissed any of the CIRs' proposals for change and improvement. It is worth noting here, too, that all focus group participants were asked in a short participant profile sheet filled out before the start of the focus groups (see Appendix C) to confirm whether they were subject to any code of ethics governing T&I in their placement. All participants stated that such a code was not in place, meaning that there appeared to be no deontological measures in place to restrict these participants' agency or guide their ethical practice.

Participants in the focus groups did not mention a great deal of direct intervention on the part of superiors on the specific completed translations created by CIRs, except in the cases of R2-1, and R3-2. A lack of checks of a translator's work runs contrary to translation service best practice in which translation revision steps and quality checks of a translator's work by another party are recommended (e.g. as expressed in ISO 17100:2015, the international standard on requirements for translation services). This may indicate a lack of awareness at institutional level of what steps are recommended in a translation process to better assure quality. Indeed, where participants did talk about interventions in their translations by others, a pattern seen throughout the focus groups was that participants raised questions about the CO's knowledge of the issues involved in T&I and the level of expertise afforded to CIRs by COs as practitioners of T&I. CIR participants felt that they should be held in greater esteem than they are. Many participants described having translation work that they completed not being used by the CO or requests by the CIR to be allowed to translate something for the perceived betterment of the local community being refused.

Another pattern derived from the data concerned ethical discomfort experienced by CIRs in instances of T&I when they were trying to decide their capacity to act in way that felt appropriate for them. There were several reports by participants in the focus groups of situations in which they were asked to interpret or translate information that they did not feel comfortable with, indicating some ethical discomfort surrounding their roles. For instance, participant R2-1 was asked to complete a native check of a translation by a Japanese translator concerning a student exchange in which the CO wished for students from the Japanese side be placed in a home-stay abroad with heterosexual couples as opposed to gay couples. The CIR wondered whether to raise this issue with the CO or risk damaging the relationship with the sister city by leaving the wish in the translation. The participant expressed experiencing a conflict between their role as translator and CIR, tasked with bringing their own cultural perspective to initiatives. This could point to teleological and virtue-based struggles on the part of the CIR. What is the function of a CIR as translator in a situation where the CIR is also empowered as a cultural expert and civil servant? Should they work to amend the source text to ensure a culturally sensitive and diplomatic translation should be produced? Should a good and virtuous person oppose a desire to limit student exchange home-stays to heterosexual couples only? Ultimately, the participant decided against raising the issue with their CO in this case. Similarly, participant R2-2 noted some ethical conflict about being asked to interpret information about a local government policy that they did not perceive to be beneficial or ethical. Specifically, the policy related to providing foreign residents with vouchers or coupons instead of direct payment of money as a form of welfare. The participant framed this as a question of virtue: would a good person interpret information that supports what they perceive to be poor public policy? In this instance the CIR did not elaborate as to what they would ultimately have done. In addition, Participants R2-3 and R3-2 described struggles at having to interpret content that made them uncomfortable. For R2-3, they provided an account of discomfort interpreting for a member of an overseas delegation who “overshared” and said inappropriate things, while R3-2 detailed unease when whisper interpreting a dramatic performance that contained content of a sexual nature. Both participants did ultimately interpret the content. Finally, Participant R2-3 also talked about the difficulty of creating a high-quality target text when colleagues asked them to alter some historically sensitive material in that

translation. The CIR believed that the text should be rendered faithfully and struggled with the idea of inserting a note about the historically sensitive nature of some of the content. Ultimately the note was inserted by the CIR.

6.1.4. Professionalism

Two sub-themes help to describe the headline theme of professionalism in the focus group data: what differentiates a CIR from a professional and criticism of professional translators in Japan (see Appendix L).

To explain the data under the first sub-theme, it is worth noting that a majority of participants in the focus groups stated clearly that they did not believe that CIRs as a group could be considered professional translators and interpreters. For instance, all of the participants in Focus Group One responded with the word “no” when asked if CIRs were professional translators and interpreters. This finding relates importantly to CIRs “as an overall group”. However, participants in the focus groups were also reluctant to identify themselves individually as professionals, and only three of the 13 participants were happy to call themselves professionals in translation. For example, Participant R1-5 stated that they might consider themselves a professional due to the experience they had in spending five years on the programme. R1-1 agreed that that seemed to them like a reasonable position. For R2-1, professionalism differed depending on the CIR, some being more competent than others. For them, professionalism was linked to being skilled and proficient in the language group in question. While two respondents (R1-2 and R3-1) held undergraduate degrees in translation and a further participant (R2-2) held a postgraduate qualification in the same, only two of them (R3-1, R2-2) identified themselves as professionals. For R2-2 professionalism was associated with demanding quality in the translation product and qualifications. For R3-1 “background, education and experience” were the key factors in defining professionalism in translation.

The second sub-theme in this thematic frame related to criticism of professional translators in Japan. A number of comments in the focus groups portrayed participants’ negative impressions of some of the quality produced by some professional translators in Japan. While CIRs in these focus groups did not, on the whole, consider themselves

professionals, they position themselves as able to discern what professional-level quality entails in T&I. There were no similar comments from participants regarding some poor quality produced by professional interpreters in Japan, indicating that either these participants had not experienced a poor quality service or felt less able to make judgments on this topic.

It is interesting to note that a majority of respondents do not see themselves or CIRs more generally as professional translators and interpreters. However, the translation industry in Japan is maligned by a majority of participants also. R1-5 notes that they were surprised upon attending a conference in Japan and talking to attendees that CIRs would likely be accepted as professionals by the industry in Japan. Critically, CIRs did not parse their reduced professional status as a reason for them to be subject to lesser levels of agency than those who may possess greater experience or training. Exceptions to this were R2-2 and R2-3, who stated that their poor performance may have resulted in their removal from interpreting assignments.

6.1.5. CIRs as Outsiders

This theme appeared strongly across the data set and did not benefit from further division into sub-themes (see Appendix M). Manifestation of this outsider status came in a number of different forms. Because of their non-Japanese status, participants reported how their ability to understand the Japanese language was questioned in their placements, despite them being hired based on language skills. Their non-permanent status was perceived as a barrier to their agency in certain circumstances, too: they perceived that their capacity to effect a change in their local government administrations or work circumstances was limited by colleagues because colleagues thought that either the CIR or they themselves would not be in the placement long enough to be accountable for the change. Outsider status was also described as bringing with it certain potential privileges. For instance, Participant R1-2 noted that they were not scolded for behaviour that they felt they should have been reprimanded for and they were not given paperwork to file that others would be expected to. Similarly, Participant R1-3 noted how CIRs might be excluded from certain menial tasks at work because of their status as perceived outsiders, i.e. a type of guest. It is important to

note, however, that regardless of more positive or negative CO intent—either to exclude the CIR or to protect them from challenges experienced by Japanese staff—the CIRs reported experiencing these actions by colleagues as isolating.

6.1.6. Training

Participants in Focus Group 1 devoted a significant amount of discussion to training. However, the theme was largely absent from the other two focus groups. Two sub-themes could be derived under the headline theme of training: issues with existing training and what training is required (see Appendix N).

Participants expressed dissatisfaction with the current CIR training in T&I, especially of a T&I course managed by CLAIR, a body responsible for administration of the JET Programme. The course consists of six textbooks sent to CIRs for perusal at their leisure. From each of these textbooks, CIRs are required to submit one short T&I task online for grading. All participants in the course also attend a one week in-person interpreting course in central Japan. Participants described how this course is open to all JET participants, is not tailored to CIR work and CIRs can only attend if their CO is willing to pay for it.

Participants also asserted that training specifically in translation and business Japanese is a type of training that is required by CIRs and needs to be addressed in the JET Programme. Interestingly, two participants expressed a wish that training would be made available to COs. In particular, they expressed the opinion that it would be useful to train employers of CIRs that CIRs may not immediately understand Japanese working culture and should be kept up to date about relevant work-related matters.

It is important to note however, that the lack of training of CIRs, just as their reduced professional status, is not seen as a justifiable reason to reduce CIR agency.

6.1.7. Diplomacy

Participants in Focus Groups Two and Three were asked specifically if they believed that there was a diplomatic role to the work of the CIR. This explicit question was added to the focus group protocol after participants in the first focus group did not discuss issues

related to the diplomatic aspect of CIR work. While findings under this headline theme of diplomacy were diverse, the thematic frame did not benefit from further division into sub-themes (see Appendix O).

Participants interpreted diplomacy in different ways: either as a way of communicating or as interactions with counterparts to facilitate international relations. For instance, Participant R3-2 answered that CIRs require diplomatic skills in dealing with co-workers, while Participant R2-1 felt as though they do engage in diplomacy in communications with others as they were aware that everything they did reflected on their employer. In addition, both prefectural level CIRs in Focus Group 3 stated that they do believe there is an inherent diplomatic aspect to the process of translation. In contrast, in terms of interactions, Participants R2-1, R2-3 and R3-2 all said that what they do does not rise to the level of diplomacy. Participant R3-3 agreed, despite the fact that this CIR convinced their superiors to let them email the mayor of their sister city about starting a pen-pal programme, in what could be interpreted as an example of international diplomacy in some definitions.

Overall, the focus group data seem to indicate that, for some CIR participants, what they do in terms of T&I may be subject to amendment based on diplomatic considerations, regardless of whether these CIRs consider their role as a diplomatic one or not.

6.1.8. Summary

Thematic analysis of focus group data generated a number of findings about CIR participants' experiences of T&I, ethics and agency—the main topics of interest in this thesis.

Participants engaged significantly in T&I in their CIR work, and most were aware that this would be part of their role before coming on the programme. Some participants questioned the level of knowledge that their employing COs have of the issues involved in T&I. Overall, participants did not identify CIRs as a group as professional translators or interpreters and were reluctant to identify themselves individually as such. While participants did not, on the whole, consider themselves professionals, they appeared to

consider themselves able to discern what professional-level quality entails in T&I. In addition, participants expressed dissatisfaction with the current CIR training in T&I and suggested that training for CIRs in translation and business is needed, while training for COs in how to work effectively with CIRs would be helpful. Participants also agreed that translations by CIRs may reasonably be subject to amendment based on diplomatic considerations, regardless of whether these CIRs consider their role as a diplomatic one or not.

With respect to ethics, focus group data revealed a number of examples of ethical discomfort experienced by CIRs in instances of T&I. Broadly, these examples involved CIRs being asked to translate government policies that they perceived to be ethically questionable or being asked to interpret content for dignitaries or guests that they felt was morally or diplomatically inappropriate.

Finally, it was found that some CIR participants were given high levels of autonomy, i.e., that they were able to make decisions independently of intervention. However, this did not always equate to agency, as it was believed that this autonomy often equated to the CIR being ignored and not provided with the supports to effect change. Colleagues' perceptions of the CIR's Japanese language proficiency, non-permanency and ambiguous status as employees or guests were proposed as factors that led to the ostracisation of CIRs and their capacity to act on their decisions.

Having gained a greater understanding of the context of CIRs' work in translation and interpreting and their levels of agency, as well as having gathered authentic examples of some of their ethical struggles, the next step was to engage in semi-structured interviews. The goal of the semi-structured interviews was not only to further examine issues of T&I, ethics and agency with CIR participants, but also to gather discrete, empirical data to help answer the main RQ of this thesis: How are ethical decisions made by CIRs in T&I? This second goal would be achieved by discussing ethical statements and ethical scenarios with interview participants (see Sections 4.6 and 4.7 for more detail on these methods). The next section presents the findings of these semi-structured interviews.

6.2. Interviews

Semi-structured interviews were run with ten practising CIRs recruited from English-speaking countries throughout November and December of 2020 at six different sites across Japan. The protocol used in each interview involved questions about CIR participants' work, agency and future plans, as well as discussion of seven ethical statements and four ethical scenarios that were created for the interviews (see Appendix D for the protocol).

6.2.1 Demographic Profiles

As with the focus groups, there were more female participants than male participants in the interviews. Three participants were working in prefectural placements, five were working in municipal placements and two participants were working for a designated city and/or international centre at the time of interview (see Table 6.4).

Data regarding Interviewees		
Interviewee	Gender	Placement
I-1	F	City - Prefectural Capital - >300,000 people
I-2	M	City - Prefectural Capital - >350,000 people
I-3	F	Prefectural
I-4	F	Prefectural (same placement as I-3)
I-5	F	Designated City – City Office and International Centre
I-6	F	City Hall >30,000
I-7	F	City Hall >30,000
I-8	F	International Exchange Centre - City Population >40,000
I-9	F	City Hall >40,000
I-10	M	Prefectural

Table 6.4. Gender and placement details of interviewees

Note that a designated city is a large urban centre subdivided into separate wards. Each of these wards has its own ward office, which takes on some of the responsibilities of a city hall in a non-designated city. This means that responsibilities for a CIR in a designated city may not be exactly parallel to those in a smaller city hall.

Interviews lasted between 40 and 90 minutes. After transcribing the audio recordings of the interviews, I created five thematic frames (see Section 4.10.2). Each of the five thematic frames that I derived and analysed—the role of the CIR, agency, professionalism, CIRs as outsiders, and diplomacy—will now be discussed in turn before the findings related to the ethical statements (Section 6.3) and ethical scenarios (Section 6.4) discussed with participants during the interviews are presented.

6.2.2. The Role of the CIR

All participants were asked to talk about their workplace responsibilities. Having learned from the focus groups that the COs' aims for the CIR varied based on placement, participants were asked if there was anything that the CO may want them to be doing more or less of. Added to this was a question about what they believed CLAIR would wish for them to be doing more or less of. This meant that a logical set of sub-themes under the headline theme of the role of the CIR for interview data became what the CO would want more or less of and what CLAIR would want more or less of (see the thematic frame in Appendix P).

Translation was the most common work responsibility given to the CIRs interviewed. Only one CIR interviewed (participant I-3) stated that T&I formed less than 50% of their work responsibilities. However, there was a substantial difference in the amount of translation work given to some of the CIRs interviewed as opposed to interpreting. Participants I-7, I-9 and I-10 all noted that interpreting was much less common in their practice than translation: Participant I-7 engaged in it twice, participant I-9 engaged in it less than once per month and participant I-10 said it formed 10% of their total work responsibilities, with translation comprising 80%. When asked about community interpreting specifically, in the sense of helping residents at the interface of public services, few municipal CIRs interviewed described engaging in that activity. Reasons given for this included the office within the city hall to which they were attached not being public facing (participants I-8, I-6) and a lack of non-Japanese residents in their area (participants I-7 and I-9). For participant I-2, they engaged in interpreting for local residents on just three occasions in their four years on the programme. However, they stated that they believed the reason this figure was so low is because the office which

they are attached to is removed from the main City Hall building where members of the public are likely to present. Participant I-1 was the only municipal-level CIR interviewed who engaged in community interpreting on a regular basis.

Regarding what tasks their CO would like CIRs to be more engaged in, many of the participants' responses seemed related to their individual placement and unlikely to be comments on the CIR role more generally (e.g., Participant I-5 being asked to start a blog or Participant I-7 being asked to improve the quality of their translations). Nevertheless, one more general pattern could be discerned, and three out of the ten participants perceived that COs would prefer CIRs to be more engaged in the organisation of cultural events. This echoes a finding from the focus group data that CIR participants perceived cultural exchange to be the main goal of the JET programme and that T&I and cultural events are the way to realise this goal.

Regarding what tasks CLAIR would like CIRs to be more engaged in, again it was noticeable that cultural exchange was a pattern. CLAIR was seen by four CIRs interviewed as likely to want CIRs to organise more cultural events or strengthen sister city relationships. Only one CIR stated that they believed the CLAIR would want them to do more translation. It is worth noting that this question regarding CLAIR's expectations of them as CIRs surprised many of the participants. Some stated that they found it hard to imagine what CLAIR would want from them, indicating a possible distance between CIR participants' experiences and the main body responsible for the administration of the JET Programme.

6.2.3. Agency

As was the case in the framework analysis of the focus group data, the three sub-themes under the headline theme of agency for the interview data were independence, ability to implement change and agency in T&I (see Appendix Q).

The findings here support earlier findings (see Section 6.1.3) that a CIR's level of perceived agency can vary significantly by placement. Participants put forward a number of reasons for this variation such as budgetary issues (Participant I-4), the fact that they

as CIRs were not Japanese (Participant I-1) or the necessity of relying on others for change (Participants I-8 and I-10). Overall, while some participants did perceive CIRs as able to effect change and be free to act in their placements (Participants I-1, I-2, I-3, I-8, I-9 and I-10) they cautioned that this capacity was potentially constricted (Participants I-1, I-3, I-4, I-9, I-10). This echoes an assertion from Participant I-5 that CIRs have agency but that implementing a desired action or effecting a change may take time. Specifically, this participant explained that they were told at orientation that change was difficult to implement and took time, showing a recognition on the part of CLAIR that change was not immediately achievable by CIRs. Three of the ten participants believed that change was not possible for a CIR (Participants I-5, I-6 and I-7).

The findings from the interviews also raise the question of how much more agency participants would actually want. A number of participants (Participants I-2, I-8 and I-4) described contentment with their current levels of perceived agency in their work and did not feel as though their agency in T&I was impeded to a significant extent. Whether or not the limiting of CIR agency is valid or not is beyond the scope of the current study. However, it is interesting to note that Participant I-3 was unique among all participants in this study in stating that “of course” their independence would be limited as a CIR. While they stated that they knew who to go to “get things done” they could understand how CIRs, who did not have the same responsibilities or overtime requirements as full-time employees, would not have the same ability to effect change.

When asked about their experiences and perceptions of direct interventions by others in their translations, findings echoed earlier insights from the focus groups that formalised checks of CIR translations were present for a minority of CIRs: only Participant I-5 stated that translations were always subject to checks, and the person checking that participant’s translations had themselves previously worked as a translator. As argued in Section 6.1.3, this lack of checking of a translator’s work runs contrary to translation service best practice. In the interviews, however, it appeared that in some cases, a CIR could ask for a check of their work, and Participant I-2 stated that they would ask for such a check when translating into Japanese. For CIRs, when interventions were present, they were almost universally viewed as a negative because those checking the

translations were not viewed as adequately qualified to carry out the task. However, equally a lack of translation checking indicates that there may be a lack of institutional understanding of T&I best practices (see Sections 6.1.3 and 6.1.5).

6.2.4. Professionalism

This frame did not lend itself into division into further sub-themes, so only the headline theme of professionalism was indexed here during thematic analysis (see Appendix R). While a majority of participants (eight out of ten) stated that CIRs were not professionals, there were two (Participants I-3 and I-10) who stated that they would consider themselves to be professionals. One had a degree in translation, the other had no background in translation and was hired from a pool of ALTs in their area to change job to a CIR⁵. A further CIR (I-9) stated that some CIRs may be professionals and others are not. They did not consider themselves to be a professional and if they were forced to generalise they would say that CIRs are generally not professionals. This finding echoes earlier findings (see Section 6.1.5) that CIRs as a group were not perceived as professionals in this study. However, individually participants did occasionally see themselves as professionals based on their individual experiences and circumstances.

Professionalism was linked to experience by three CIRs in the interviews (Participants I-7, I-8 and I-10). However, training was the most common reason offered as to what differentiates professionals from non-professionals (Participants I-2, I-5, I-6, I-8 and I-9). One respondent, who had completed a degree in translation, referenced codes of ethics in the demarcation between professionals and non-professionals (I-4).

A main point of difference in the findings of the interviews compared to the focus groups is that there was little critique of the Japanese professional translation industry in the interview data because interview participants did not raise this as a topic for discussion or appear to associate it with their experiences as CIRs.

⁵ A small minority of CIRs may be sourced from the local pool of currently practising JET Programme ALTs. Generally, these CIRs work in Boards of Education and are heavily involved with ALTs, through planning ALT conferences or visiting schools, as is the case with I-3.

6.2.5. CIRs as Outsiders

Originally emerging from the forum analysis as an element of inductive coding, the theme of CIRs feeling othered and outside of the general office system in local government administration was also prominent in the interview section of the study. Nevertheless, there were also instances of participants' experiencing high levels of integration within their workplaces. Once again, this frame did not lend itself to division into further sub-themes, so only the headline theme of CIRs as outsiders was indexed here during the framework analysis (see Appendix S).

A number of interview participants described feeling isolated professionally. The manifestation of this isolation differed from person to person. Participant I-1 wished to be treated more like a permanent member of staff and expressed that they actively tried to ensure they were not treated as the "foreign girl". Participants I-3, I-7 and I-8 felt that they were excluded from meetings or that they were not informed of certain things that they believed it was important for them to hear in their work. This exclusion was attributed to Japanese culture by Participant I-3. I-8 similarly believed that their exclusion from professional conversations was cultural.

In contrast, Participants I-2 and I-6 believed that they were well integrated. This may be evidenced by the fact that they are allowed to take classes and seminars designed for permanent staff when they request to do so. Participant I-3 noted that they understand why they were not informed of certain information or invited to certain meetings. They believe that this is a trade-off for "working a 35-hour week". Interestingly, Participant I-10 complained about a change in how they can take their holidays. This change was seen as disadvantageous to them and more in line with how permanent staff are allowed to take holidays. There it can be seen that there is both privilege and disadvantage afforded to CIRs from their ambiguous non-permanent / partial guest status.

6.2.6. Diplomacy

The headline theme of diplomacy was indexed in the interviews (see Appendix T) and is the last framework to be presented in the findings of this study. In significant contrast to the focus group findings, almost all interview participants recognised a diplomatic

element to their work as CIRs: only one interview participant was clear that they did not believe that CIRs had a diplomatic role. This CIR's primary responsibilities involved working with the ALT group in that area, which is in contrast to all other interviewees who engaged in the more traditional CIR practices of translation, interpreting, event planning etc. Participants who acknowledged the CIR's diplomatic role described its manifestation in their work differently. For Participants I-4, I-6, I-7 and I-10, the diplomatic element of CIR work was identified as a responsibility to represent either their home country or their place of employment appropriately. For Participants I-1, I-5 and I-9, the actual responsibilities of the CIR such as interacting with sister cities, members of the diplomatic corps and the diplomatic endeavours such as hosting Olympic athletes were what they associated with the diplomatic role of the CIR.

6.2.7. Summary

Thematic analysis of the interview data generated a number of findings that were in line with focus group findings. However, it is also important to equally acknowledge points of divergence in the data to obtain a holistic and triangulated view.

CIRs who participated in the interviews, just like in the focus groups, explained that translation comprised a significant element of their work as CIRs with interpreting comprising a significant portion of the work of some CIRs. They also did not perceive CIRs as a group as professional translators or interpreters, though some may identify themselves individually as such. Interview participants saw training as key to differentiating professionals from non-professionals. They perceived that their employing COs and CLAIR would like them to engage more in the organisation of cultural events and deepening of sister city relationships, further underlining the key place of cultural exchange in participants' understanding of the JET programme and the CIR role. Bolstering the finding from the focus groups that CIRs' perceived levels of agency can vary significantly by placement, reasons put forward in the interview for this variation included budgetary issues, the fact that they as CIRs were not Japanese and the necessity of relying on others for change. Interview participants also made clear that some CIRs do appear to have agency, while for some it is restricted. Furthermore, change was observed to take time. A number of participants in the interviews expressed

contentment with their current levels of perceived agency. A similarity with focus group findings was a lack of translation revision or quality checking, indicating potentially a limited institutional understanding of what is perceived to be translation best practice.

Interview participants diverged from focus group participants along three main dimensions. Firstly, and most notably, CIRs who participated in the interviews more strongly recognised a diplomatic element to their work as CIRs than those who participated in the focus groups. In particular, interview participants saw this diplomatic element manifesting in a responsibility to represent either their home country or their place of employment appropriately and in their interactions with sister cities, members of the diplomatic corps and visiting dignitaries. Secondly, while some interview participants expressed feeling isolated professionally in their placements and described being excluded from meetings or not made aware of information that they should be told about, interview participants on the whole expressed being better integrated into their workplaces than focus group participants. Finally, interview data contained little critique of the Japanese professional translation industry.

These findings provided further data to answer to SRQ1 (about ethical questions), SRQ2 (about existing ethical models) and SRQ3 (about degree of agency). Nevertheless, more empirical data was still needed to answer the main RQ of this thesis: how are ethical decisions made by CIRs in T&I? For this reason, guided discussions were conducted with each interview participant concerning the seven ethical statements and four ethical scenarios that had been created based on ethical literature and authentic CIR experiences (see again Sections 4.6 and 4.7 for detail on this process). The next two sections of this chapter present findings from analysis of interview participants' discussion of the ethical statements (Section 6.3) and ethical scenarios (Section 6.4).

6.3. Ethical Statements

Participants' level of agreement with each of the seven statements found in Table 5.3. was sought using a four-point scale; strongly agree, somewhat agree, somewhat disagree, strongly disagree. The table also summarises how the participants rated their levels of agreement.

Statements	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Other
Q.1 CIRs when interpreting should always speak in the first person as if they are playing the part of both speakers in a conversation.	0	2	5	3	
Q.2 CIRs when translating should never alter or amend the source text in any way.	3	3	2	2	
Q.3. CIR translations should read like natural texts would in the target language.	0	0	5	5	
Q.4. CIRs are cultural ambassadors and may amend language to suit a cultural context.	0	1	4	4	1 ⁶
Q.5 The most important role for CIRs when interpreting is to ensure the aim of the contracting organisation is achieved.	3	0	2	4	1 ⁷
Q.6 CIRs should feel empowered to use their practice of interpreting to use to advocate for causes that the believe in.	6	2	1	1	
Q.7 As a product of the CO, supervisors or superiors should have the last word on translations.	3	4	2	1	

Table 6.5. Stances on ethical statements

6.3.1. Statement 1

CIRs when interpreting should always speak in the first person as if they are playing the part of both speakers in a conversation.

⁶ One participant stated that they would strongly agree for the role of the interpreter and somewhat agree for the role of the translator. The immediacy of interpreting was the main factor in them feeling that amending language was unavoidable.

⁷ For this question, one participant struggled to make a decision saying that they somewhat agree and somewhat disagree. The reason for this was that they stated they were not privy to the aim of the CO in most cases.

Eight participants agreed with the statement that CIRs should speak in the first person when interpreting, with only two somewhat disagreeing. In reality half of the participants then described that they commonly contravened the principle. Training appeared to be a factor in participants' ethical stances. Of the three who strongly agreed, one had a degree in translation studies and had completed a class in interpreting studies in college. The other two also said that they believed this was correct as this was how they had been taught to do it. For the five who somewhat agreed, three said that while they may believe that this is best way to interpret, they commonly interpret in the third person. Again, it was identified by them that interpreting in the first person can feel awkward. For Participant I-10, they stated that interpreting in the third person was their personal preference, and Participant I-1 stated that, for some community interpreting, there was an understanding that not everything would be interpreted as Japanese contains "flowery" language and she wanted to be more direct. In addition, I-5 stated that it can "feel weird" to use the first person when it is not you speaking and that in informal situations, they may change to third person. This discomfort with the use of the first person in certain situations was exemplified by I-8, a former student of translation:

Somewhat agree. But its, I think, technically you are meant to do this but it doesn't always feel appropriate or natural to do it so I tend do... What do I do it? I usually try to do first person but sometimes in the sense that I do some translating related to specifically rugby and we are out on the pitch training and there is like a coach and let's say the coach is like a guy from Australia, rugby player and then there is me, like we are just so different...that I feel it is difficult to say I am so and so, so it just kind of depends on the situation.

Interestingly, while eight respondents agreed with the sentiment of the proposition, in reality half of the interviewees said that they commonly contravened the principle.

6.3.2. Statement 2

CIRs when translating should never alter or amend the source text in any way.

This statement looked at amending the source text in the translation, a key tenet in codes of ethics, in order to examine the degree to which this had been internalised as a norm among the group. Results were mixed. Two participants each strongly and

somewhat agreed with the statement and three participants each somewhat or strongly disagreed. Participants I-6 and I-9 both strongly agreed. Nevertheless, Participant I-6 said that it was something that they struggle with. They said that the different nuances of the languages meant that being 100% “accurate” is impossible and this is a source of discomfort for them. Of the two participants who somewhat agreed with the statement, Participant I-1 stated that they believe that specialised terminology must not be amended; however, culturally specific terminology (such as a uniquely Japanese way of referring to years) needs to be amended to be understood. Participant I-2 said that they believe translators “should be invisible” and will translate the text as given. At the same time, they explained that they may try to make recommendations to the source text author about the text before it is finalised. For those that stated that they did not agree with the statement, disagreement centred around the idea that finding direct equivalents for Japanese words in English results in unnatural sounding English. Participant I-5 stressed that what is important is the function of the text and stated that they appeal to the source text author for changes to be made to the text in order that it meets the intended function.

6.3.3. Statement 3

CIR translations should read like natural texts would in the target language.

Statement 3 was included to investigate issues around domestication or foreignisation, to assess the degree to which CIRs had interacted with academic discussions of translation as resistance or internalised such a norm independently. While all participants agreed that in general texts should read like natural texts as this was the aim of translation, Participant I-5 stated that there were some situations in which they may choose to produce an unnatural sounding text. Participant I-5 was again guided by the function of the text in question. This meant that they could envisage translating a document with unnatural English if it was required by non-native speakers. Moreover, Participant I-3 stated that, while they did agree that CIRs should try to produce natural sounding texts, they also stated that there are different types of English and CIRs should be cognisant of this.

6.3.4. Statement 4

CIRs are cultural ambassadors and may amend language to suit a cultural context.

This statement, which questioned whether CIRs believe that their status as cultural ambassadors gives them the power to amend texts, was designed to get the interviewee to think about the cultural role of the CIR and how this may impact their practice of translation. Eight CIRs agreed with this statement to some extent, explaining that the reader's comprehension of the text may be damaged without the CIR amending or inserting explanations of certain Japanese phrases. However, answers from some participants presented interesting contradictions in their opinions across the different statements. For instance, two CIRs who had strongly agreed with the previous statement about ensuring the target text reads as a natural text (Participants I-7 and I-6) stated that they somewhat disagree or only somewhat agree with CIRs amending language to suit a cultural context. They explained that they strongly disliked cultural localisation in English translations of anime, such as a Japanese rice ball being redrawn as a hamburger.

6.3.5. Statement 5

The most important role for CIRs when interpreting is to ensure the aim of the contracting organisation is achieved.

This statement about interpreting was designed to interrogate loyalty to the aim of the CO and to see how CIRs viewed themselves in relation to parties in an interpreting encounter. There were six participants who strongly agreed with the proposition that the CIR should ensure the aim of the CO is achieved in instances of interpreting. Participant I-1 stated that, if the conversation is going off course and the CIR has the opportunity to place it back on track, they can do so. Participant I-5 somewhat agreed, although they stated that in their situation, there is often no aim to the interaction outside of ensuring everyone has a pleasant interaction and that the mayor does not look stupid. Participant I-9 stated that the CIR "may get in trouble" if their aim and the CO's aim did not align and that adherence to the aim of the CO could be a form of protection for the CIR. Three CIRs strongly disagreed with the proposition. They all stated that the CIRs' job is to translate what the CO says. In contrast, Participant I-10 stated they do not care what the CO's aim is. Only one participant—Participant I-4—

mentioned the possible aims of the other party to the interpreted encounter: they explained that, when showing a guest around an area, they said they are most like a “mediator” rather than an interpreter, ensuring the needs of the guest are met. No participant mentioned neutrality or a similar concept in discussion of this statement.

6.3.6. Statement 6

CIRs should feel empowered to use their practice of interpreting to advocate for causes that they believe in.

The second last statement was intended to elicit CIR’s feelings towards theories of translation as resistance. These ideas were expressly rejected by eight of the CIRs. For those who disagreed, reasons included damaging the accuracy of the interpreted speech. Even for the two participants who agreed with the statement and saw this form of CIR empowerment as a noble goal, they still qualified their agreement. Participant I-3 nominally agreed with the idea of empowering translators and interpreters. However, they conversely also stated that “Interpreting is not advocacy. It’s kind of... you are interpreting what another party is having and that party is invested with another party and they are trying to have a dialogue amongst themselves and interpreting is not the place to bring your own values into”. Participant I-10, who also agreed with the proposition, stated that they simply did not know how to do this in their placement.

6.3.7. Statement 7

As a product of the CO, supervisors or superiors should have the last word on translations.

The final statement intended to interrogate the CIR’s trust in the commissioner of the translation, the CO. Seven participants disagreed with the proposition to some extent, and Participant I-7 even stated they wished to “disagree with this so much”. Several of these participants explained that those who checked CIRs’ translations in their placements were not native speakers of English. As a result, attempts to amend the translation sometimes might include instances where English grammar and punctuation were wrongly changed without CIR consent or agreement. In a similar vein, Participant I-1 stated that they as a CIR “should be trusted” to complete the translation considering that they were hired as a native speaker. In contrast, Participants I-10 and I-3 both

stated that, in practice, the CO does have the last word on translations. Participant I-10 stated that they do their best to ensure the highest quality translation is provided to the CO; however; if the CO wishes to change the translation after that, then that is their prerogative. Participant I-3 stated that, while they sympathise with those who are irritated by CO interventions on translations, the translator is not an author. They further expressed that they did not expect any CIRs would believe that they should have the final say.

6.4. Ethical Scenarios

After CIRs who participated in the interviews explained their stances on the ethical statements, they were asked to read four ethical scenarios. They were then engaged in a guided discussion surrounding the scenario featuring four major questions:

1. How would they proceed?
2. Why they made this decision?
3. Would they struggle to come to this decision?
4. Did they believe this response would be welcomed by their superiors at work?

The purpose of the discussion of the hypothetical scenarios was to discover how CIRs believed they would behave when faced with certain ethical challenges that they would be likely to confront in their practice of T&I. The scenarios and analysis of their discussion are provided in the sub-sections that follow.

6.4.1. Scenario 1

You are asked to translate an academic paper for circulation at an upcoming international academic conference to be held in your city and attended by scholars from all over Asia. The paper makes claims about Japanese historical events with which you personally disagree and believe to be factually dubious based on your understanding of history.

The scenario aimed to examine CIRs' ethical decisions when faced with a source text of dubious accuracy. Appendix U details the responses of interviewees to this scenario in detail, with a summary provided here.

When presented with scenario 1, most CIRs said that they would struggle with this, and the most common strategy to be employed by CIRs was to consult with superiors. Participant I-9 stated that they would suggest a different less controversial text. They also stated that they would try to get someone else from their office to agree with them. Similarly, Participant I-1 stated that “Japanese is a very hierarchical society” and, therefore, if they could get someone more senior in the office on side, they would have greater leverage. They also wished to consult with someone because they are not a history expert. However, if it was the case that it was about the culture of their home country, then they would wish to change the text. Participant I-10 also stated that they would consult with their supervisor if they did not feel as though the text was propaganda.

When asked about the likely result of consulting a superior in this scenario, six of the CIRs believed that their supervisors would want them to translate it, one stated they were not sure and three stated that their superiors would want to be informed of the CIR’s feelings on the issue.

While seeking advice from superiors was the most common strategy for dealing with this scenario, several participants asserted that they would translate the document, but with reservations and qualifications. Participant I-6 said they would translate the text and explained that a similar situation had arisen in their placement while translating for a museum and that they completed it simply because it was a request from their superiors: “I would do it because they are asking me to do it and at the end of the day if they are telling me to do something, then sure I would do it”. Participant I-3 ultimately stated that they think they would translate the text and leave it to the academics to debate the merits of it. Participant I-7 stated that they would push to change it if they could confirm online that it was definitely wrong. However, if they were not listened to, they would “just translate it”. They also explained that, in similar situations in the past, they had attempted to institute changes and been unsuccessful.

Not all participants felt that they would struggle, and four CIRs were already quite clear on how they would proceed. Three of these participants were those who had studied

translation at university. It cannot be said from this data that training caused a reduction in ethical struggles for these participants. Nevertheless, this is an interesting pattern worthy of further investigation, which suggests that academic training may play a role in some CIRs ethical decision-making. Participant I-8, who had studied translation, stated that they would translate the text as is because their own views are irrelevant. For Participant I-10, who had also studied translation, they stated that they would not translate the text if they believed it to be “propaganda”. Participant I-4, the third of those participants who had studied translation at university, stated that they may similarly refuse to translate the text if it was propaganda. However, if it was a simple disagreement, they would inform the commissioner of their bias to ensure that they were aware that the translation may reflect this bias unconsciously. Participant I-2 was the only interviewee without a translation degree who stated that they would not struggle with translating this document as they said that they believe the translator should be invisible.

6.4.2. Scenario 2

You are tasked with interpreting the conversations between your colleagues and non-Japanese speaking local residents who come to your office in order to get information about different municipal/prefectural services. A non-Japanese speaker is enquiring about the process of obtaining a divorce from their spouse. Your colleague leaves the conversation momentarily in order to obtain more information about the request of the local resident. While they are gone, the local resident non-Japanese speaker begins to ask you further questions about obtaining a My Number Card [a Japanese administrative document] and renewing their visa.

The scenario aimed to establish a CIRs’ ethical decisions when put in a situation of being asked to provide information beyond the scope of an interpreted encounter. Appendix V details the responses of interviewees to this scenario in detail, with a summary provided here.

The second scenario, which was included to examine interactions between CIRs’ possible roles as interpreters while also working as civil servants who are tasked with aiding local citizens, provided some of the strongest consensus in the data. All

participants expressed that they were confident in their decision and most participants said that they would provide the administrative information to the resident.

There were six participants who stated that they would provide the information to the resident. Participant I-3 stated: “My job is like 75% provision of information to JETs so like I’m very used to doing this type of thing”. Participant I-9 asserted: “I would explain to them [the information that they needed] while my co-worker was gone”. There were three participants who said that they would take this action because they are more than just an interpreter. One participant compared helping a resident to escorting a dignitary around their locality, while another stated it was their role “as a staff member” to help the resident. Still another participant said that they would empathise with the resident as a foreigner, wanting to help them as much as possible, especially because they could not speak the language.

Conversely, some participants preferred to take no action and wait for the return of the colleague. Participant I-2 stated that they would tell the person that they are “just a translator” and that they would have to wait for their supervisor to come back. Another CIR (Participant I-1) said they would wait for the colleague for fear of providing incorrect information. Moreover, Participant I-7 stated that they would wait for their colleague to come back because they had been recently scolded by their supervisor for doing something without permission. The CIR described this as a “very Japanese thing”, showing the influence of their perception of Japanese cultural norms on their practice.

Despite these latter comments about possible sanction of acting before checking, a majority of participants said that their supervisors likely would not see an issue with the CIR helping the resident.

6.4.3. Scenario 3

You and your immediate co-workers have been heavily involved in the planning of an event to bring a delegation from overseas to your locality in order to sign a Memorandum of Understanding (MOA) for a future Olympic Training camp. You are interpreting between the Mayor/Governor of your city/prefecture and the equivalent lead of the delegation from abroad. They are having lunch before

signing the Memorandum of Understanding. A member of the visiting delegation is, unbeknownst to themselves, saying things that you perceive to be rude and insulting while speaking to the Japanese staff. You are charged with interpreting this.

This scenario aimed to examine CIRs' ethical decisions when faced with potential moral distress. Detailed responses to the third scenario are laid out in Appendix W with a summary provided in the following paragraphs.

Responses to Scenario 3 showed that six CIRs would struggle with what to do. Strategies to deal with the scenario were more diverse. Some CIRs stated that they would try to soften the language. For instance, Participant I-5 stated: "I would maybe soften what they said." Similarly, Participant I-9 explained: "I think I would still interpret but try to word it in a probably not completely direct way of what they were saying but maybe try to word it in a way that sounds softer in Japanese". Others claimed that they would interpret the interaction as is. Interestingly, it was the three participants who had received formal academic training in translation who stated that it was the interpreter's job to interpret as is and decided on this action. I-8, one such former student of Translation Studies stated that they would be concerned that they would not have the linguistic competency to accurately portray the veracity of the insult. Still others suggested that they would inform the parties making the remarks of the potential for offence. For instance, Participant I-7 stated that they would ask the speaker in the moment if they really wanted them to interpret the utterance in question. This would help to assuage the personal guilt of translating the utterance or not.

Participant I-2—who did not have translator/interpreter training—stated that they would make sure the person was informed that what was being said was inappropriate and that this was a moral imperative. Participant I-4 said that they would check the speaker's intentions after the interpreting assignment was finished.

For some participants, an important factor in this ethical scenario was the intentionality of the speaker. Participant I-1 used an example of often being called "big" in Japanese. While this may be offensive in English, the CIR believed that in Japanese they were

referring to the CIRs height and therefore meant no offense. Participant I-9 similarly related an incident where a guest was very angry with the CO and wanted something done. The Japanese staff were “brushing it off” so the CIR took them aside and stated “.... they are really angry. [...] You probably want to listen to them right now.”

6.4.4. Scenario 4

You are your city’s main contact point with your sister city/state abroad. You are supposed to translate each correspondence from your counterpart abroad and hand the translation to your Section Chief. Your division is supposed to be holding a reception for a visiting delegation from the sister city/prefecture in two months. In their latest correspondence to you, you have been told that the plans may fall through but were requested not to pass this information on to your superiors as no ultimate decision has been made.

This scenario aimed to examine CIRs’ ethical decisions when faced with questions of loyalty. Appendix X lays out the responses of the interviewees regarding the fourth scenario in detail, with the following paragraphs summarising participants’ discussion of the issues raised by the scenario.

For scenario 4, eight CIRs stated that they would tell their CO the information that they were asked not to. All CIRs agreed that this is the course of action that the CO would wish them to take. There were six CIRs who stated that the reason that they would tell the CO is because that otherwise it is unfair to the CO. Participant I-2 stated that, as well as protecting themselves, they also “need to protect [their] CO”.

Participant I-1 stated that their decision would depend on the impact on the CO. If it meant the CO would lose money, then they would likely tell them. Two CIRs stated they would ask the sister-city why they should withhold this information. Nevertheless, both ultimately said that they would tell the CO. Finally, Participant I-6 said that, because they know that their CO would want to see the English and the Japanese translation, they would request the sister city send a revised e-mail with the part in question taken out. Five participants stated that they would struggle with what to do when faced with this scenario, four participants said they would not, and one participant did not offer an opinion.

6.5. Conclusion and Answers to SRQs

This chapter began with a presentation of findings derived from thematic analysis of three focus groups held in Japan with a total of 13 current or very recent CIRs. Participants' demographic profiles were described briefly, and relevant findings were then discussed under six themes: the role of the CIR, agency, professionalism, CIRs as outsiders, training and diplomacy. Subsequently, the results of what was found in thematic analysis of semi-structured interviews with ten practising CIRs was presented. Again, demographic profiles were summarised, and findings were discussed under a similar selection of themes: the role of the CIR, agency, professionalism, CIRs as outsiders and diplomacy. The final set of findings in this thesis was then presented. This consisted of data taken from guided discussions held with interview participants about seven ethical statements and four ethical scenarios that were designed specifically to cover issues relevant to this study.

To conclude this chapter, it will be shown how these empirical findings from the online surveys and netnographic analysis of the online CIR discussion forum (see Chapter 5) can be combined with findings from the focus groups, interviews, ethical statements and scenarios (this chapter) to provide data to answer the SRQs of this thesis.

SRQ1: Do CIRs struggle with ethical questions in translation or interpreting from Japanese to English?

Initially, survey findings demonstrated that participants struggled with ethical questions of professional identity, their purpose as translators within a local government setting and morally appropriate language use, especially in relation to minority communities in Japan. They also suggested that CIRs may struggle not just when working from Japanese into English, but also when translating into Japanese because it was found that a significant minority of CIR T&I work was conducted into Japanese, their likely second or subsequent language.

Thematic analysis of data taken from the online forum supported these general survey findings about ethical struggles and illustrated that, while the primary micro-level issues concern ethical language use, macro-level issues include the rights and wrongs of intervening in the translation process to make changes to other people's work and considerations about the ethics of doing a job for which one might not be professionally qualified.

Focus group data revealed a number of other examples of ethical discomfort experienced by CIRs in instances of T&I. Broadly, these examples involved CIRs being asked to translate government policies that they perceived to be ethically questionable or being asked to interpret content for dignitaries that they felt was morally or diplomatically inappropriate.

Discussions in interviews illuminated participants' stances on seven ethical statements, providing further empirical evidence that the CIRs who participated in the study struggled with ethical questions in T&I. The ethical statements concerned a variety of topics: use of first-person voice in interpreting, altering or amending a source text to suit a cultural context or in any other situation, making target texts read naturally, practising interpreting to advocate for causes, achieving the aim of the CO in interpreting encounters and giving the CO final say on translations. It was found that at least one and often a number of the interviewees struggled with making a decision as to their stance when faced with these statements.

Similarly, discussion of four ethical scenarios in the interviews showed that a large proportion of CIRs interviewed would struggle to make a decision in all but one of the ethical scenarios. It was also found that those who more frequently stated that they would not struggle in some of the scenarios were those participants who held an academic qualification in translation.

SRQ2: Do CIRs operate under any existing models of ethics?

Netnographic analysis of online forum posts by CIRs did not reveal any discussion or mention of the codes of ethics or codes of conduct any professional association, neither in relation to associations of translators and interpreters nor to diplomats or civil servants. This finding suggested that the CIRs posting to the forum either might not be aware of existing deontological models of professional ethics potentially related to their jobs or that, if they are aware of them, they do not see them as relevant to mention when discussion of professional ethics in a CIR context takes place.

This does not mean that the CIR participants in this study do not operate without some existing ethical principles. Firstly, the discussion with interview participants of their stances on seven ethical statements provided some evidence of existing ethical stances internalised by CIRs.

With respect to interpreting, it was interesting first to note that the ethical stance and ethical practice of participants in the interviews diverged. When asked about whether to use the first-person voice when interpreting, while a majority agreed that this should be done, in reality half of the participants admitted that they commonly contravened the principle. Participants were very clear on their stance that interpreting should not be used to advocate for causes that they believe in, as advocated for by proponents of translation as resistance. At the same time, participants did not appear to universally consider interpreting as a neutral activity. None mentioned this or similar concepts in their ethical discussions of interpreting encounters, and a number of participants described how they would assure that the aim of the CO (only one party to the encounter) would be achieved in instances of interpreting.

All participants agreed and were clear on the position that texts should read naturally in the target language. They mostly agreed with the idea that amending source texts was acceptable, especially to avoid frustrating a reader's comprehension of the text or to improve their intercultural understanding of it. In addition, they mostly agreed, and some quite strongly, that their supervisors/superiors—even as frequent commissioners of translations—should not have the last word on translations done by a CIR, usually

because these supervisors/superiors were perceived to lack the linguistic competence to do so.

SRQ3: What degree of agency do CIRs operate with?

A netnographic analysis of the online discussion forum revealed prominent discussion of agency and othering. Hierarchy, bureaucracy, perceived outsider status and perceived lack of Japanese proficiency were found to be some of the perceptions and structures that mediated CIR participants' capacity to act, both as translators and interpreters and as local government workers. CIRs who posted to the forum expressed dissatisfaction at operating outside of the traditional Japanese office structure, with some feeling isolated and underutilised to the point of becoming apathetic and despondent.

While netnographic analysis appeared to present a relatively low degree of agency, focus group data painted a slightly more mixed picture. While some focus group participants described feeling unsupported, undervalued and unable to make decisions and act accordingly, there were also some CIR participants who were given high levels of autonomy to make decisions and act in their work. Participants in the focus groups proposed colleagues' perceptions of the CIR's Japanese language proficiency as well as the CIR's non-permanent status and ambiguous status as employees or guests as factors that appear to lower a CIR's degree of agency in their work.

Interview data largely supported focus group findings. Overall, it became clear that a CIR's perceived level of agency can vary significantly by placement. Reasons advanced in the interviews for this variation included budgetary issues, the fact that they as CIRs were not Japanese and the necessity of relying on others in order to effect change. Some CIRs were certainly dissatisfied with their levels of agency on some occasions. They particularly disliked having their translations amended without their consent before publication or being completely removed from interpreting. At the same time, other interview participants stated that they do have agency, but that it is restricted, and that change may take considerable time. A small number believed that this is probably reasonable. In addition, a number of participants in the interviews expressed

contentment with their current levels of perceived agency. In short, the overall answer appears to be that a CIR's degree of agency will depend to a large extent on their individual work circumstances. Nevertheless, on the whole, participants in this study seemed to operate with some restrictions on their agency and while there were some who were content with this, others found it a significant source of frustration. Indeed, for some CIRs, an experience of unlimited autonomy—being able to do whatever they want in their jobs—was negative and perceived as a sign that the CO did not care about the CIR's work.

Main RQ: How are ethical decisions made by CIRs in T&I?

While robust, empirical data has been provided to answer the three SRQs of this thesis, empirical findings can be supported by employing an explanatory theoretical framework to provide a fuller answer to the main research question of this thesis; how are ethical decisions made by CIRs in T&I?

Empirical data from the netographic analysis and discussion of the ethical scenarios provide some initial hints about how this question may be answered. First of all, it was found that CIRs used the online discussion forum as one way to endeavour to resolve ethical questions that they encountered. Secondly, participants mentioned consulting superiors or waiting for the return of a colleague before making ethical decisions. Thirdly, participants talked in the ethical scenarios of having to protect their CO or feeling a moral responsibility to the party in an interpreted encounter whose speech was causing offense when deciding on an ethical course of action. Finally, some focused on particular translation or interpreting procedures, such as softening language while others called on deontological principles that they may have been introduced to during their experience of T&I in higher education.

Nevertheless, these empirical observations alone are unsystematic and insufficient. To propose a fuller answer to this “how” question, theory will be employed. The theoretical

framework used in this study centres on Role Identity Theory. The next chapter, Chapter 7, explains the fundamentals of this theory and how it has been used to create an explanatory framework for CIR decision making. Then in Chapter 8, the components of the framework elaborated will be applied to findings to answer the main RQ.

Chapter 7 – Role Identity, Agency and Internalised Norms: The Ethical Decision Making of CIRs

Chapters 5 and 6 provided a rich empirical data set that explained the work carried out by CIRs, their perceptions of their own occupational identity, the tasks they undertake in the course of their service, their stances in response to commonly held ethical positions in translation and interpreting and their purported responses to potential ethical challenges. The current chapter seeks to analyse these empirical findings to generate insights grounded in theory.

The current chapter introduces key notions in the development of the theoretical framework that will be used to answer the main RQ of this study: how are ethical decisions made by CIRs in T&I? In the preceding chapters, the various roles with which CIRs are tasked have been highlighted and discussions of agency and professionalism have been associated with these roles. As a result, a theoretical framework affording primacy to agency and the complex nature of CIRs occupational identity was required in order to provide a full account of their ethical decision making. Therefore, a theoretical framework centred on Role Identity Theory (Styker, 1968) and Agency Theory (Mitnick, 1975) was selected. The core assumption of Role Identity Theory is that the self is comprised of a number of identities that are consciously or sub-consciously structured in terms of the importance afforded to them when they come into conflict. This is known as their *role salience*. Role salience is determined by commitment to the number of relationships one has with others and the depth of these relationships.

In addition, because CIRs' decision-making processes have been shown in the preceding chapters to involve multiple factors beyond those discussed in Role Identity Theory, these factors are also included in the overall theoretical framework. Arising from the empirical data collected they include agency (the socio-culturally mediated capacity of a CIR to act), the professional status of CIRs (membership of an association, academic training etc.) and their internalised norms surrounding the roles with which they

identify, and also their internalised norms surrounding the nature of T&I⁸. In order to explain the important role of agency in determining ethical choice, this chapter will also examine CIRs' Principal-Agent network—a core concept of Agency Theory—as well as ideas that they have internalised about these relationships from their own professional status, academic training and peer support (their internalised norms surrounding identity).

This chapter, therefore, focuses on theories that help to frame the influences on the ethical practice of CIRs. First, the core tenets of Role Identity Theory, which will play a significant role in the framework of this study, will be discussed in Section 7.1. Then Agency Theory and a CIR's internalised norms surrounding identity will be explored together in Section 7.2.

7.1 Fundamentals of Role Identity Theory

Role Identity Theory (Stryker, 1968) seeks to ascertain the importance placed on the different identities that co-exist within an individual. It has been shown that CIRs as practitioners of T&I may identify with other domains of work beyond the transference of units of text between languages. The third most common group of keywords offered by CIRs to describe what they associated with the CIR role in the preliminary online survey (see Sections 4.3 and 5.1) related to diplomacy. In addition, a majority of interviewees also identified with the role of diplomat (see Section 6.3.7). A CIR operates in an intercultural space and is tasked by CLAIR with the internationalisation of their local community while in Japan. The work of a CIR, therefore, has been identified with the role of *diplomat*. The CIR is also an *employee* of the contracting organisation (CO; usually the local or municipal government office that actually employs the CIR). Through their individual and unique contracts with their CO, they commit to engage in the activities specified within. Also, as employees of local government bodies, a CIR is a *civil servant* with an obligation to represent their local area and act in the best interests of the local area. In the final online survey, three of the 21 CIRs that responded stated that would

⁸ Note that discussion in this chapter and thesis refers to norms in the sense of social norms—shared standards of behaviour that are acceptable among a particular social group and that can be internalised (Britannica 2019)—and not in the sense of translation norms as widely discussed in TIS.

respond with government worker when asked by a person in a bar what they do (see Sections 4.8 and 5.2). This rose to six if asked by an airport immigration officer. However, when asked by a grandparent, a majority, 11, stated that they would say they were a “civil servant”. Thus, it can be seen that a CIR may be called on to fulfil a number of roles including translator, interpreter, diplomat, employee, or civil servant. It has also been shown in discussion of the ethical scenarios during the semi-structured interviews (see Section 6.4) that these roles may come into conflict at times, such as when a CIR struggled with deciding whether to reveal a piece of information that they learned about in the course of a translation and were asked to hide from their CO employer (see Section 6.4.4). Furthermore, as seen in Section 2.1.1., conflicts have been observed between the deontological ethics of translators and interpreters in codes of ethics and those of diplomat and civil servant codes of ethics.

7.1.1. Core Assumptions and Constructs of Role Identity Theory

The underlying assumption in Role Identity Theory is that “one's self-concept is organized into a hierarchy of role identities that correspond to one's positions in the social structure, such as parent, spouse, or employer” (Charng, Piliavin and Callero, 1988:304). In other words, the concept of self is largely constructed from the identities that one occupies within society (Piliavin and Callero, 1991). A role identity is defined as “the goals, values, beliefs, norms, interaction styles, expected traits, and time horizons associated with a particular role” (Joshi and Fast, 2013:899). That is, a role identity consists of expected contextually and temporally situated behaviours associated with certain values, social positions, goals etc. The position of a given identity within this hierarchy is considered its salience. The idea of role salience was proposed by Stryker (1968) who explains this hierarchical notion of salience, or the salience of an identity, in terms of the probability that any of a number of different identities that all of us hold may be enacted across a number of different situations. Welbourne et al. (1998:543) also state that “[t]he more meaning we derive from a role, the greater the behavioural guidance that ultimately leads to the enactment of behaviours associated with that role.” Obviously the more likely we identify with a given role, the more likely we are to identify with such an identity. How, therefore, is this salience determined?

The salience derived from an identity is determined by what this theory calls *commitment* (Stryker, 1980)⁹. Commitment refers to the degree to which the possession of a certain identity is necessary for the maintenance of certain relationships (Stryker and Burke, 2000). Take the example of one's job. If one is committed to a career within a certain corporation, identifying as an upper manager, the maintenance of the networks of professional relationships that allow the individual to progress through the ranks of the corporation becomes an imperative. This means that the likelihood of the invocation of any given identity is fundamentally socially mediated (Siebert, Mutran and Reitzes, 1999).

Stryker (1987) explains that such socially mediated role commitment is determined by two factors: the *intensiveness* and *extensiveness* of a given identity. The intensiveness of an identity refers to "the depth or closeness of the interpersonal relationships tied to an identity" (Nuttbrock and Freudinger, 1981:148), i.e., the intensity of the links created by holding an identity. Extensiveness refers to the number of relationships that are maintained through the leveraging of a certain identity (Burke and Reitzes, 1991). For example, a work identity associated with a large network of weakly held impersonal contacts may ultimately trump deeply held ties to an individual.

To illustrate this point, let us suppose that a father who also works as an interpreter receives a request from a major client to work for a few hours at an event they are holding. This event clashes with a football match in which his daughter will play. The father feels guilt regarding his conflicting identities as a parent, who wishes to keep his promise to his daughter to attend her football match, and his identity as an interpreter in good standing, who is professional and capable of attracting major clients. Role Identity Theory predicts that, in this kind of scenario, the father must balance the value to him in maintaining his deeply felt relationships with family members (intensiveness) and the value and self-esteem he places in maintaining the relationships in the network associated with his career (extensiveness).

⁹ Role commitment may also be referred to as network embeddedness (Thoits, 1983).

As Greer and Egan (2012:466) say, “role salience is a predictor of the decisions that people make when the expectations and responsibilities of two or more roles are not compatible”. And indeed, the theory has been used across a wide range of disciplines including Organisational Psychology (Zhang et al, 2020), Social Psychology (Zlobina, Celeste Dávila and Mitina, 2021), Management (Maurer and London, 2018; Yoshikawa and Hu, 2017) and Sociology (White and Burke, 1987; Kelty, Woodruff and Segal, 2010). It has been used in these fields to examine how particular role identities may be encouraged, how they may manifest and how they are structured in terms of salience in instances where different identities may clash. For example, Egeberg (1999) examines the role of identity as a determinative factor in decision-making among national officials in the EU, showing that the EU acts to encourage officials to shift identities from a national to supra-national one. In another example, Greenhaus and Powell (2006) investigate how role salience is determinative of choices made by people when tasked with balancing the career and family roles. The current study, therefore, seeks to apply the Role Identity Theory to the decision-making processes of CIRs when they are faced with balancing their conflicting identities.

7.1.2. Studies on Identity in Translation & Interpreting Studies

Despite the rich body of work that looks at how practitioners of T&I conceive of their own identity, there are few studies that have engaged with role identity as described in this chapter. Rather, the interrogation of divergent identities among translators and interpreters has been investigated mostly empirically by a number of scholars within the disciplines. Setton and Liangliang (2009) surveyed practitioners of various levels of professionalisation in Taiwan and Shanghai and found that respondents downplayed their role as cultural mediators and prioritised Western norms surrounding T&I. Conversely, in the field of conference interpreting, Al-Zahran (2008) found strong identification among the 285 interpreters he surveyed with the idea of interpreters as cultural mediators. Zwischenberger (2009), also engaging in a large-scale online survey of conference interpreters, found that they identified their role as multi-faceted. All of these studies set out to establish how practitioners of T&I perceive their own identity.

Findings from these studies show that identity is not perceived by translators and interpreters as a uniform concept, which supports the idea that translators and interpreters have a number of potential identities available to them at any given time. By grounding discussions of identity within the framework of Role Identity Theory, the current study accepts the divergence of role identities among CIRs as the first step towards explaining how such divergent identities may influence their ethical decision-making processes.

7.2. Influences on CIRs' Role Identity as Translators and Interpreters

While the studies that examine role salience listed in the previous section exclusively use Role Identity Theory as a framework, the current study posits that a fuller picture of how CIRs structure their identities, and ultimately make ethical decisions in translation and interpreting, can be garnered by examining a wider range of factors that influence their practice of T&I.

There are a number of additional potential influences on the ethical decision-making of CIRs, including agency, professionalism, peer support via membership of the online discussion forum and other internalised social norms. Among these factors, the notion of agency—the socio-culturally mediated capacity to act (Ahearn, 2001)— was found in the data to be particularly important in the context of CIRs' experiences. If a translator or interpreter is prevented from acting in a manner of their choosing, they forfeit their ability to make ethical choices as, in such instances, the choice becomes the *de facto* choice of those controlling the translator or interpreter's agency. The next sections describe Agency Theory (Mitnick, 1975) in detail.

7.2.1. CIRs' Agency and Principal-Agent Network

The primacy of agency in the work of CIRs was flagged strongly at all stages of the data collection process, creating an imperative to foreground agency in any theoretical framework that sought to understand the complex decision making processes of CIRs. CIRs are situated within potentially multi-layered networks, whereby their services are commissioned in order to enable individuals or groups to communicate with one another. When their services are commissioned, the CIR enters into a relationship in which they adopt either an explicit or implicit commitment to complete the service

demanded of those commissioning their services. The current study parses this network of implicit or explicit arrangements through the lens of Agency Theory. Agency Theory enables the examination of relationships between CIRs and those commissioning their services as well as of the ways in which CIRs' agency is curtailed, controlled or indeed enabled to greater or lesser extents. It is argued in this thesis that the degree of agency held by CIRs may influence their decision-making.

7.2.1.1. Agency Theory

Agency theory (also sometimes referred to as principal-agent approach [Kolbeins, 2015; Kassim and Menon, 2003]) was originally conceptualised by Barry M. Mitnick and Stephen A. Ross in the 1970s, and concurrently, although independently, at the University of Pennsylvania (Mitnick, 1975). The theory was originally used to examine what are known as agency relations, with Mitnick's work looking specifically at principal-agent relationships in the context of international relations. "An agency relation is one in which a 'principal' delegates authority to an 'agent' to perform some service for the principal" (Kiser, 1999:146, emphasis in original). This may take the form of an employer-employee relationship in which the employee is entrusted with responsibility to complete a certain task. These relationships are established at all levels of society when the principal requires assistance with a task that they are either unable to perform, or that they believe is better delegated to another (Jensen and Meckling, 1993).

7.2.1.2. Core Tenets of Agency Theory

It is generally acknowledged that an agent is bound to act in the interests of the principal by entering into a formal or implicit contract with them. In a formal context, a worker is expected to act for the benefit of their employer. In a more implicit principal-agent relationship, a father or mother is expected to act on behalf of their child and for their child's benefit. This is known as the fiduciary norm (Mitnick, 1975) in a formal context or the altruist norm (Mitnick, 1994) when the agent is in a consensual relationship to complete the task but holds a non-contractual relationship with the principal, i.e., they are acting altruistically with little or no personal benefit to themselves. Both ideas refer to the norm that an agent acts to achieve the aim of the

principal. The reason for this is that, without a perceived benefit for the principal, there is no point in the principal commissioning the services of the agent.

The central problem that Agency Theory seeks to unravel (commonly referred to as the 'the agency problem') is that principals and agents each operate with their own goals and, therefore, will act to maximise benefit to themselves (Eisenhardt, 1989). The theory posits that the problem arises out of the information asymmetry at the heart of all agent relationships: the agent will always possess more information about a given task than the principal. It should be noted that information asymmetry does not necessarily mean that the agent possesses more subject knowledge about the task than a principal (although this may be the case, particularly in situations where a language barrier exists). Rather, it means that principals may lack information about the current circumstances of a particular project because they are practically unable to monitor the work of the agent on a constant basis. This information asymmetry has the potential to create two issues for principals: adverse selection and moral hazard.

Adverse selection (also termed "hidden information" [Arrow, 1985: 38]) occurs when the principal does not possess sufficient knowledge of the motives or intentions of the agent. For example, when screening applicants for a job, the principal may not be fully able to assess accurately the competences of the agent due to information asymmetry (Abdallah, 2010; Fong and Tosi, 2007). Moral hazard results from goal conflicts, whereby the agent may pursue goals contrary to those of the principal (Kivistö, 2007) or in situations where the principal is unable to sufficiently monitor the work of the principal (Hölmstrom, 1979).

The principal may then attempt to mitigate the risks of information asymmetry, adverse selection and moral hazard. Agency costs refer to the monetary cost, time spent, or efforts made on the part of the principal due to the relinquishing of control to the agent (Smith, 1987) or efforts made by the agent to show loyalty to the principal. These costs manifest through: the monitoring the behaviour of the agent (checks and balances imposed by the principal) to ensure they pursue the principal's goals; the costs to the agent in bonding themselves to the principal, defined as actions taken by the agent that

limit their ability to pursue self-goals in an effort to assuage the fears of principals (e.g. signing contracts); and residual costs, which are the remaining costs incurred by the principal in commissioning an agent that could not be covered by bonding and monitoring (Jensen and Meckling, 1976). An agent who trusts their principal and who shares their goals is more likely to act to fulfil the wishes of the principal. This reduces agency costs and goal conflicts (Mitnick, 2012).

The levels of trust between all parties can be seen as one factor that determines the level of agent monitoring and bonding employed by the principal and agent to ensure the intended goals of the relationship are achieved (Ensminger, 2001). For example, the more the principal trusts the quality of a translator's work, the less a translated text may be subject to edits. However, trust is not the only factor that determines agency monitoring or bonding. Jost (1991) discusses how levels of potential risk to the principal will influence the effort exerted by them in monitoring the agent. That is, if ineptitude on the part of the agent results in genuine repercussions for the principal, the principal is liable to expend more effort in monitoring or encouraging the bonding of the agent. The inverse may also be true. If the principal does not care about the work of a particular agent or will face no repercussions if the agent does not complete the work or acts in a way to benefit their own goals, then there is no reason to exercise the agency costs required to ensure that they complete the task they have been charged with. Of course, in such an instance the necessity of commissioning the work in the first place could be called into question.

Finally, it is important to note that not all agency relationships are equal in terms of the potential on the part of the principal to monitor the agent. Mitnick (1975, 1994) offers methods to differentiate between principal-agent relationships in terms of the capacity for the principal to monitor the agent and to ensure they act in a manner that is in line with the principal's goals. This may have ramifications for the degree to which the agent shall adhere to the wishes of the principal: an agent subject to lesser controls may have less reason to value the identity associated with that principal and may, therefore, pursue their own goals. Contracts serve as a form of agent bonding and criteria against which to measure performance. In situations where there is no explicit written contract

between parties, the principal relies on a spirit of altruism on the part of the agent in order to carry out the wishes of the principal.

In summary, taking the example of a translation or interpreting encounter, Agency Theory explains that a principal enters into a principal-agent relationship with a translator or interpreter (the agent) contractually or implicitly in order to receive a service from them. Through the fiduciary and altruist norms acting on all agent relationships, there is an expectation that the agent will act in the best interests of the principal(s). However, due to potential conflicts of interest (goal conflicts) and information asymmetry about the service that arises from a principal's inability or unwillingness to monitor the agent on an ongoing basis, a principal will expend agency costs by using financial or other means to ensure the agent acts in a way that is beneficial to them. The agent too may also attempt to bond themselves to the principal(s) by signing contracts, etc. in an attempt to assuage their concerns, build trust and reduce goal conflicts. From this general example of a translator or interpreter, we can now move to a detailed description of a CIR's principal-agent network based on the empirical findings presented in preceding chapters of this thesis.

7.2.1.3. CIRs' Principal-Agent Network

A CIR is contracted directly to the CO, i.e., the local government body for which they work. This represents an agency relationship in which agent CIRs act on behalf of the CO (i.e., superiors)¹⁰, the principals. This relationship is present in all tasks carried out by the CIR, including, but not limited to, T&I. The CO is the principal with the greatest capacity for bonding and monitoring and therefore can be termed the primary principal as defined by Abdallah (2010).

However, this is not the only agent-principal relationship in which the CIR is involved. The CIR as a translator is also the agent of the source text author and both interlocuters

¹⁰ Jensen (1983) and Jensen and Meckling (1976) note that an organisation cannot act as an agent itself but that instead agency is an interpersonal construct. However, this is somewhat of a moot point in the current study. Workers in an organisation may represent its goals and therefore operate for the goals of the organisation by proxy and in the current study no examples were found whereby lower ranked supervisors' perceived goals contrasted with that of others higher up in the CO.

in an interpreting scenario, regardless of whether any of these parties are members of the CIR's CO. The CIR is also a civil servant, as was seen in findings from the final online survey. The civil servant is an agent of the general public, employed to aid in the activities of the local government¹¹. Moreover, while individual CIRs are not contracted directly to CLAIR but instead their CO, they are agents of CLAIR as part of CLAIR's mission to support local governments in their efforts to internationalise their local areas (CLAIR, 2018c).

Figure 7.1. maps these agent-principal relationships as part of the CIR principal-agent network.

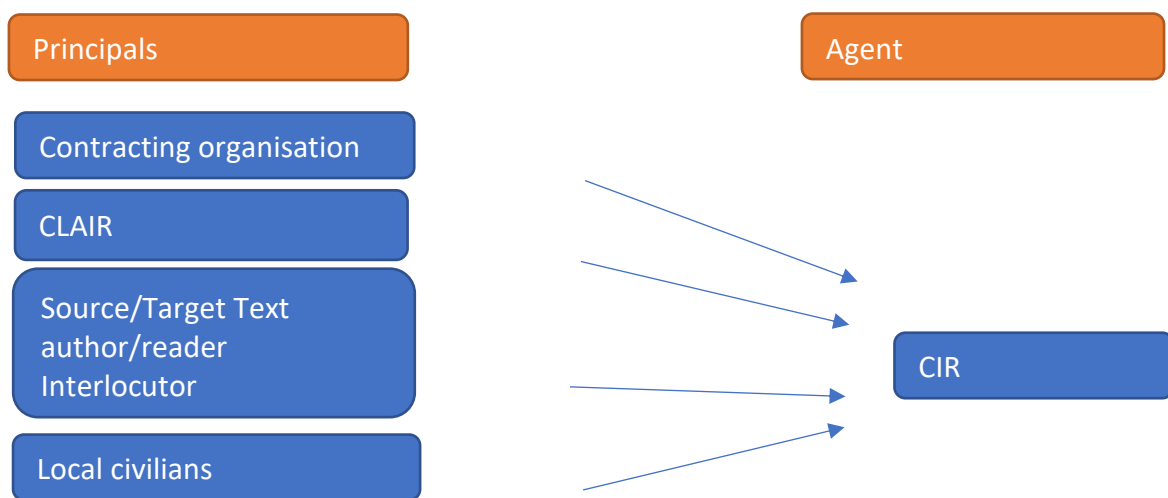


Figure 7.1. – The CIR principal-agent network

The findings in the preceding chapters showed that CIRs do experience goal conflicts. For instance, some forum members complained about not being allowed to join the business trips that they felt they had contributed to planning and that they believed they could add value to. In addition, other forum members experienced goal conflicts with a CO that wanted them to engage in English teaching despite the CIR believing that their role was to translate and interpret or to internationalise. The empirical findings in this thesis also indicated that CIRs are mainly subject to strategies for goal conflict mitigation as implemented by the primary principal, their CO. For example, this could be

¹¹ Indeed, CIRs are forbidden from engaging in work outside of their main job as a government official while on the JET programme. This may constitute a form of incentive to adhere to the wishes of the principal.

seen in numerous instances in all stages of the data whereby the translated document completed by the CIR is simply discarded and never used. This shows an overriding of the CIR's agency as a translator either to prevent the publication of a poor or potentially damaging translation (goal conflict) or due to apathy on the part of the CO (a breaking of the principal-agent contract). Distance from the agent CIR makes monitoring by third parties, such as CLAIR, less likely and next to impossible for members of the general public. Nevertheless, goal conflict mitigation was evidenced by third party commissioners of translations via the amending and subsequent publication of submitted translations without the consent of the CIR. It is important to note that goal conflict mitigation and monitoring activities have the potential to damage trust between agents and their principals and this may factor into CIR decision-making when faced with dilemmas of how to order roles. CLAIR has greater access to CIRs in terms of bonding activities like orientations and training, but they were viewed as distant to the daily life of the CIR when questioned about their intentions or hopes.

While the above description of a CIR's principal-agent network and some of its dynamics is a useful first step to explaining a CIR's ethical decision-making in the context of T&I, it does not present the full picture. In instances of direct coercion (which was not observed in the empirical data set of this thesis) or situations where the CO acts unilaterally to eliminate CIR agency entirely by amending translations or interpreted speech, agency might be considered a defining factor in determining the T&I output of a CIR. However, the fact that the CIR's translation or interpreting work was manifest and that they did produce a target text means that, while engaging in a given task, they did have some degree of agency to make their own decisions. There is therefore strong grounding in the data for a consideration of factors beyond agency in order to understand a CIR's ethical choices. The potential for individual morality (virtue ethics), identity and ethical codes (deontological ethics) to inform agent action has been flagged by Arrow (1985) and Chariri (2008). CIRs—as is the case with all human beings—have personally held identities, value judgements and understandings of shared acceptable behaviour that come from a whole range of sources and that CIRs may have internalised. These internalised norms surrounding identity may influence the decision-making processes of CIRs in any situation where they possess free-will. The main internalised

norms surrounding identity observed in the empirical data of this study relate to professionalism, academic training and peer support and will all be discussed in detail in the following section.

7.2.2. CIRs Internalised Norms Surrounding Identity

There are countless factors both conscious and indeed subconscious that may influence how CIRs structure their identities and ultimately make ethical decisions in T&I. Given a general lack of formalised training for the vast majority of CIRs, the norms that they impose on themselves may perhaps play an important role in determining how they act in T&I. In the current study, the three factors identified in the study's rich empirical data which have the potential to relate to these norms—professional experience, academic training and peer support through the online forum—are analysed here.

7.2.2.1 Professional Status

First, the perception of professional status may be considered to be an influencing factor on an individual's commitment to the translator or interpreter component of the CIR job. For example, a CIR may be aware of and want to join a professional association, e.g., of translators and interpreters or other professions that they consider relevant to their work. In such a case, a professional association may act as an agent, expelling members who breach a code of conduct. Alternatively, a professional association may act as the origin point of a role identity, that of an association member, who acts to further the goals of the association, maintain the relationships associated with membership or the extensiveness and intensiveness of their personal relationships fostered within it. Therefore, professional association membership can be examined from both the perspective of agency and role identity.

CIRs identified strongly at all levels of data collection and elicitation in the current study with the identity of a *translator or interpreter*. Firstly, in findings from the final online survey (see Section 5.2.), participants were shown on the whole to spend approximately half of their time on T&I. Specifically, the median time spent on translation by participants to the survey was reported to be 43.44%, while interpreting was reported to comprise a smaller 11.71% of their work time on average. Moreover, when asked in

the same survey how they would explain their job to someone whom they met in a restaurant or bar, a majority (13 of the 21 participants) stated that they would tell the person that they were a translator/interpreter. When asked in the preliminary online survey conducted in May 2018 (see Section 5.1.) to generate five keywords that they would associate with their role as a CIR, it was found that 30 of the 33 participants stated translation and 23 of the participants stated interpreting¹². Finally, experience in T&I was identified as a motivating factor for four of the 10 interviewees in coming on the programme and six stated a desire to work in one or both of the domains of translation or interpreting moving forward. All this empirical evidence points to the fact consideration of professional issues specifically related to T&I is likely to be relevant to CIRs and norms of the translation and interpreting professions (such as their codes of ethics, best practices, general reputation etc.) may form an aspect of the CIR's identity. Consideration of other professional identities—such as civil servant—was also found in the data of this study, albeit to a less significant extent.

7.2.2.2. Academic Training

Next, academic training in TIS may also act to encourage the CIR to commit to a particular identity, i.e. that which is prioritised by the institution from which a CIR graduated. Training in T&I, where present, may cultivate certain attitudes or perceptions surrounding the practices of translation and interpreting within the minds of the student. Of the 13 focus group participants, four had studied Translation Studies at undergraduate or postgraduate level, and regarding interviewees, three had graduated with Translation Studies as their primary degree subject in their undergraduate programme. There was also an observation in discussion of the ethical scenarios used in this study that those participants with academic training in T&I reported experiencing an ethical struggle in their decision-making less frequently than other participants without such training. It cannot be said from this data that training caused a reduction in ethical struggles for these participants. Nevertheless, observations suggested that norms of

¹² In fact, most CIR participants used the term interpretation rather than interpreting. CIRs may not be knowledgeable of terminology use in the fields of TIS and tend to use interpretation and interpreting interchangeably. For instance, the sub-forum dealing with T&I on the online CIR discussion forum is titled "Translation/Interpretation".

academic training may have been internalised by CIRs prior to their work and are worthy of consideration as factors in their ethical decision-making.

7.2.2.3. Peer Support through the Online Forum

The CIR online discussion forum was shown in this study to be an established source of advice for some CIRs regarding the issues experienced by them in T&I (see Section 5.3.). The ethical questions that the CIRs posting on the forum struggled with included micro-level issues concerning morally appropriate use of certain language in Japanese and English, especially related to minority groups and some potentially taboo topics, as well as macro-level issues about the rights and wrongs of intervening in the translation process to make changes to other people's work and considerations about the ethics of doing a job for which one might not be professionally qualified. This study was not able to provide evidence that ethical advice discussed on the forum by CIRs was followed or that the advice found on the forum impacted on their decisions ultimately.

Nevertheless, the fact that the forum continues to be an active locus for ethical discussion among CIRs with a large membership (503 registered members as of May 30th, 2020, in a context where ca. 500 JET participants may be in Japan in any one year—see Section 5.3.1 for more detail) suggests that it is relevant for consideration. Specifically, the advice and support from peers on the forum may also affect the norms and beliefs that CIRs internalise about T&I and need to be considered as a factor in their assessments of role salience and ethical decision-making.

To further argue for the inclusion of internalised norms surrounding T&I—along with role identity and agency—as factors in CIRs ethical decision-making, participants' discussion of seven ethical statements (see Sections 4.6 and 6.3) will be re-examined in the following section to provide evidence for the degree to which CIRs have internalised particular norms.

7.2.2.4. Evidence for CIR Internalised Norms

The seven ethical statements that participants were asked to discuss in their semi-structured interviews were created based on ideas of acceptable behaviour that may be shared among translators and interpreters. In order to gather these ideas, codes of

ethics disseminated by a number of professional associations of translators and interpreters were consulted in tandem with key ideas from TIS literature on ethics. The norms whose internalisation were investigated may all be contested and there is wide debate in TIS about whether or not these should be widely shared and accepted behaviours within the practice of T&I. This thesis does not take a position regarding the merits of any such stance instead opting for a descriptive approach: whether or not these norms should be applied, the fact that they are present in widely disseminated and influential codes suggest that they can be taken as expressions of widely shared standards of behaviour among those who practise T&I. Table 7.1 lists again the seven statements posed to CIRs and the responses that they gave.

Statements	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Other
Q.1 CIRs when interpreting should always speak in the first person as if they are playing the part of both speakers in a conversation.	0	2	5	3	
Q.2 CIRs when translating should never alter or amend the source text in any way.	3	3	2	2	
Q.3. CIR translations should read like natural texts would in the target language.	0	0	5	5	
Q.4. CIRs are cultural ambassadors and may amend language to suit a cultural context.	0	1	4	4	1 ¹³
Q.5 The most important role for CIRs when interpreting is to ensure the aim of the contracting organisation is achieved.	3	0	2	4	1 ¹⁴
Q.6 CIRs should feel empowered to use their practice of interpreting to advocate for causes that the believe in.	6	2	1	1	

¹³ One interviewee stated that they would strongly agree for the role of the interpreter and somewhat agree for the role of the translator. The immediacy of interpreting was the main factor in them feeling that amending language was unavoidable.

¹⁴ For this question one CIR struggled to make a decision saying that they somewhat agree and somewhat disagree. The reason for this was that they stated they were not privy to the aim of the CO in most cases.

Q.7 As a product of the CO, supervisors or superiors should have the last word on translations.	3	4	2	1	
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Table 7.1. – Stances regarding the identity of a translator/interpreter as a CIR

Statement 1 interrogated whether some CIRs had internalised a widely shared norm of interpreting behaviour: speaking in the first person. This norm of interpreting practice can be seen, for example, in the Irish Translators’ and Interpreters’ Association’s code for community interpreters: “Therefore a community interpreter should always use direct speech, using the first person as if the interpreter does not exist” (ITIA, 2009:4). It was found that, while eight of the participants agreed with the proposition that CIRs should speak in the first person, only five of the ten stated that they adhere to this norm. Indeed, one of those who stated that they struggle with this was someone who had a degree in translation. It is important to note that when asked why they adhered to this norm, those without a degree gave different reasons. For Participant I-7, it was linked to accuracy and lessening the cognitive burden on the speaker. However, Participant I-5 made reference to seeing a professional interpreter on a Netflix programme do it, that person appeared to be good at their job, and they wished to emulate them. This finding suggests that, for the majority of those participants without a degree in translation, this particular interpreting norm appears to have been internalised, showing a degree of intensification with the identity of professional translator and interpreter.

Statement 2 dealt with a norm of translator or interpreter behaviour to not alter or amend a source text. This norm is expressed, for instance, in the code of ethics of the New Zealand Society of Translators and Interpreters: “Interpreters and translators do not alter, add to, or omit anything from the content and intent of the source message” (NZSTI, 2013:7). This statement helps us to infer whether widely observed norms of neutrality and faithfulness to a source text had been internalised by some CIRs. CIRs were split on this, with a majority finding such a stance to be largely impractical in reality. Nevertheless, these CIRs mostly did recognise that a balance must be struck between necessary amendments to ensure comprehensibility on the part of the target text audience and the author’s intent in the source text.

Statement 3 was designed to explore whether CIRs had internalised a widely observed norm that a translator should produce a target text that will sound natural and be appropriate in a target language and culture. An expression of this norm can be seen in the International Federation of Translators' (FIT) translation charter, which calls for a translation to be "faithful" while allowing amendments that allow "the atmosphere and deeper meaning of the work felt in another language and country" (FIT, 1994:np). All CIRs who participated in the interviews in this study agreed that a target text should read like a natural text in the target language. Given that the ensuing readability was the justification offered by all those who believed that CIRs should be allowed to alter texts, coupled with a finding that readability was a priority for all CIRs in the interviews, it can be argued that participants have internalised a norm that a translator should produce a text that is natural and readable for the target audience.

Statement 4 approached the same norm of translator or interpreter behaviour to not alter or amend a source text dealt with in Statement 2, but this time from a specifically cultural perspective. This cultural perspective was added considering findings in the study of the centrality of cultural exchange and intercultural education to the JET Programme in general and to CIR experiences and perceptions in particular. CIRs largely agreed that such a cultural ambassadorial role was part of their work and, therefore, they could amend language to suit a particular cultural context. Overall, discussion around this statement suggests that some CIRs have not internalised widely observed norms of neutrality and faithfulness to a source text and that intercultural considerations predominate.

Statement 5 was designed to interrogate a norm of impartiality in T&I. An expression of this norm can be seen in information provided by the UK's Institute of Translation and Interpreting (ITI): "Members shall carry out all work entrusted to them with complete impartiality" (ITI, 2016:6). The statement aimed to contrast CIRs' identities as agents of T&I with their identities as employees of local government administrations in Japan reporting to their CO. CIRs were split here; however, a slim majority of respondents believed that the aim of the CO should be prioritised in an instance of interpreting. This

finding suggests that some CIRs have not internalised widely observed norms of impartiality when they interpret.

Statement 6 examined participant stances toward a more adversarial approach to interpreting, in which the interpreter might also advocate for a particular cause or extend their work to giving guidance to parties to the encounter. This was to see whether participants had internalised a norm that interpreting practice should not include advocacy. For example, the Australian Institute of Interpreters & Translators expresses such a norm as follows: “Practitioners do not, in the course of their interpreting or translation duties, engage in other tasks such as advocacy, guidance or advice” (AUSIT, 2012:6). The proposed stance posited in statement 6 was rejected by eight of the ten participants in the interviews, suggesting that some CIRs have internalised a norm that interpreting work does not include advocacy.

The final statement, Statement 7, did not investigate any particular norm of T&I behaviour. It was included in this list to better understand participants’ perceptions of the translation process. In particular, the statement sought to assess the degree of ownership that CIRs believed that they were entitled to over the translations that they submitted to their CO. While it had been observed in the other empirical data collected for this study that CIRs were perturbed when superiors frequently intervened in translations and interpreting encounters or when superiors simply discarded their translation work without using it, six interviewees either somewhat disagreed or somewhat disagreed with this proposition. This shows that interviewees were split on the issue and that no consensus surrounding translation ownership existed.

CIR participants appeared to have internalised the norm that it is appropriate for an interpreter to use the first person, that it is unacceptable for an interpreter to engage in advocacy or that a translator should produce a target text that reads naturally in the target language. In contrast, there were areas where the CIRs’ stances indicated that their identities were not aligned with those of an idealised professional translator or interpreter portrayed in professional codes of ethics. The participants’ views on neutrality, faithfulness and impartiality went against widely observed T&I norms. In

these cases, it appeared that the CIRs' complex professional status as government administrators as well as translators or interpreters, their diverse educational backgrounds, relative lack of academic training in T&I and their shared experience with other CIRs seemed to create other identities—such as civil servants, employees, quasi-diplomats and CIRs—which superseded their identities as translators or interpreters.

7.3. Conclusion

The aim of this chapter was to build on the rich empirical data that had been collected and elicited in this study so far by introducing theoretical considerations that would help to answer the main RQ on how ethical decisions are made by CIRs in T&I. The chapter began with an explanation that Role Identity Theory (Styker, 1968) and Agency Theory (predominantly Mitnick, 1975, 1994, 2012) as well as considering internalised norms surrounding identity as they related to professional status, academic training and peer support. This discussion aimed to provide an appropriate theoretical framework within which to answer the question of how ethical decisions were made in translation and interpreting. The chapter then continued with a presentation of the fundamental concepts involved in Role Identity Theory. It showed that a core assumption of Role Identity Theory is that the self is comprised of a number of identities that are consciously or sub-consciously structured in terms of the importance afforded to them when they come into conflict. This is known as their *role salience*. Role salience is determined by commitment to the number and depth of one's relationships with others. The chapter then provided an explanation of how the number and depth of a CIR's relationships with others can be understood with reference to their Principal-Agent network, a core concept of Agency Theory. This was combined with consideration of the other ideas they have internalised about these relationships from their own professional status, academic training and peer support.

Given that thought processes are fundamentally personal to each individual, an exhaustive list of factors that potentially influence ethical decision-making would not be feasible for this or any study. Nonetheless, based on the empirical data provided in this study so far, a focus on identity, agency, professional status, academic training and peer support is justified.

In the next chapter, the overall explanatory framework for CIR decision-making will be constructed from the elements introduced in this chapter and used to provide a final, systematic and theoretically grounded answer to the main RQ of the thesis.

Chapter 8 – An Explanatory Framework for CIR Decision Making

In this chapter, the components of role identity, agency and norms surrounding identity elaborated in Chapter 7 will be brought together in a theoretical framework to answer the main RQ of this thesis: How are ethical decisions made by CIRs in T&I? The answer will be structured in two parts. Firstly, the overall framework of theoretical constructs and their interactions will be explained in Section 8.1. Secondly, in Section 8.2, the manner in which CIRs leverage role identities to make decisions in T&I will be explained by revisiting the ethical scenarios discussed during participant interviews. Finally, Section 8.3 presents the chapter's conclusions.

8.1. Towards an Explanatory Framework for CIR Identity Saliency

In Section 7.2, it was shown how Role Identity Theory enables an account of the process by which an individual prioritises one role over others. At any given time, CIRs calibrate their role commitment based on the extensiveness (number of relationships) and intensiveness (depth of relationships) of the different identities they hold. The number and depth of relationships related to CIR identities can be derived from the network of principal-agent relationships in which they operate and the internalised norms that they hold surrounding their various identities, in particular norms related to their professional status, academic training and peer support. The CIR's role commitment—calibrated by agency and internalised norms—feeds into their role saliency, which is the individual ordering of identities based on levels of commitment. Figure 8.1 summarises this framework as a role saliency model for CIRs in their practice of T&I.

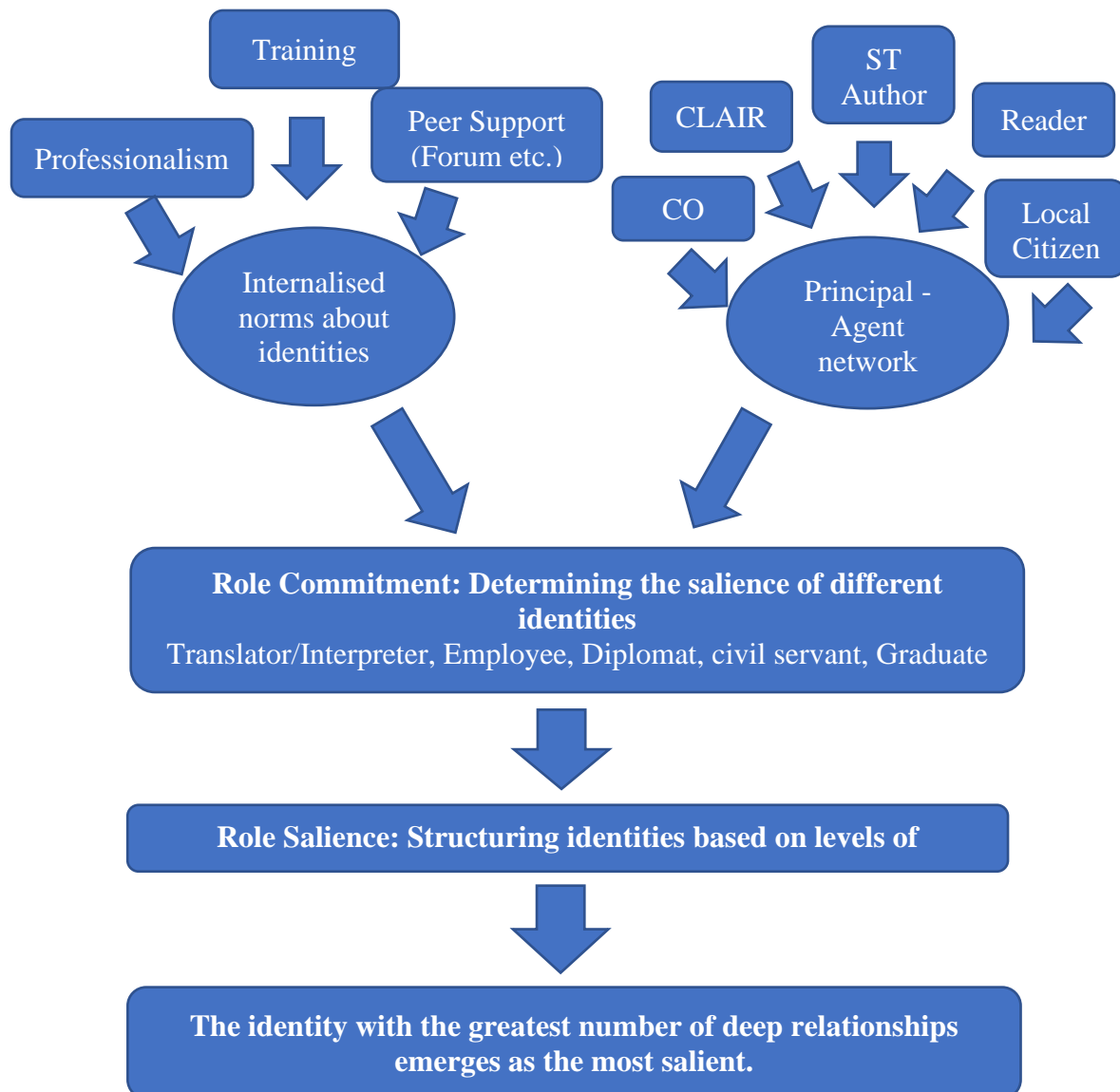


Figure 8.1. Role saliency model for CIRs in their practice of T&I

Of all the factors that influence role identity, agency occupies a particularly important position in this framework. This is because the exercise of agent controls is the only factor that has the potential to override the others in potentially forcing the CIR to prioritise a particular identity. For example, if a translator or interpreter reaches a conclusion based on the support of their peers, their training or a code of ethics, it is only the actions of an agent or third party that can override these decisions by changing the language or refusing to publish it, etc. This framework predicts that, when a CIR is faced with a particular decision to be made in T&I and when two or more identities come into conflict with one another, the extensiveness and intensiveness of

relationships associated with each conflicting identity will inform the CIR's choice in a given context. In other words, ethical decisions are made by CIRs based on a prioritised identity once any of a CIR's multiple identities come into conflict. In this model, if the CIR's identities do not come into conflict, they do not experience a moral quandary and the decision in that instance surrounding translation or interpreting becomes procedural and not ethical.

The ideas in the model can be illustrated by some hypothetical cases. Take the cases of CIRs 1, 2 and 3. All three are tasked with interpreting at a hospital for a non-Japanese speaking local-resident who is currently being treated in the hospital. The CIR overhears a discussion about the patient's condition and is pushed for information by the patient. Two CIRs (CIR1 and CIR2) experience an identity conflict and must make an ethical decision. One CIR experiences no identity conflict and, therefore, no moral quandary (CIR3) and decides procedurally rather than ethically.

CIR1 is unaccompanied to the interpreting encounter. They have internalised deontological **norms about interpreting** which state that an interpreter should only interpret what is requested of them. However, they are inclined to provide the information to the patient, seeing it as a public service and part of their job as a *civil servant*, an identity that they associated with an **extensive** set of relationships, many of which they experience **intensively**. While they know that their employer would disapprove, they also are aware that their employer has no chance of finding out—there is no threat to their extensive and intensive relationship with the CO, i.e., the CIR operates with **high levels of agency** in this situation. The CIR experiences an identity conflict between their role as an *interpreter* (and their **perceived norms** about this identity) and their role of *civil servant*. Ultimately, they choose to prioritise this latter identity as a *civil servant* based on a high level of **agency** and **commitment** to the *civil servant* identity as conceptualised by them.

CIR2 is a first-time interpreter and is accompanied by their supervisor, also a fluent speaker of the CIR's target language. Their relationship with colleagues in their placement has been strained, but they are excited to help out people in need. The CIR

sees their identity as an *intercultural communicator* and feels a deep affinity with the patient, an *immigrant* into Japan just like them (i.e., another CIR identity in this case). The CIR begins to tell the patient what they have overheard but is interrupted and called away from the encounter by their supervisor. The supervisor tells CIR2 that they will take over the interpreted encounter as the role of the interpreter is only to report the speech of the hospital staff when requested. CIR2 prioritised the **intense** relationships they associated with the identities of *immigrant* and *intercultural communicator* above that of *loyal employee* or *faithful interpreter*. This may be intentional or unintentional, unconscious or conscious. Regardless, their decision to inform the patient of their diagnosis is overridden by their superior, i.e., the supervisor who in exercising the agency control of **monitoring**, takes action to remove the **agency** of CIR2 through the methods available to them as the principal.

CIR3 is accompanied by their immediate supervisor, a fluent speaker of the CIR's target language. The supervisor is themselves a former interpreter and has taught the novice CIR how they believe an interpreter should behave: nothing should be interpreted unless it is requested to be interpreted by hospital staff. This represents an **internalised norm** on the part of CIR3 regarding the interpreter identity. CIR3 does not provide the extra information to the citizen. CIR3 experiences no moral quandary. They believe that their supervisor is correct, and their actions prioritise their identity as a *faithful interpreter*. This in turn satisfies their identity as a *loyal employee* and maintains the **intense** relationship that they have built with their colleagues. It also reinforces their status as an interpreter who can be trusted, expanding the **extensiveness** of their network of relationships at the hospital and potentially gaining more work and status in the community. In this scenario there is no identity conflict for CIR3, and they do not have to make an ethical decision in this instance. There is no conscious decision about whether the utterance should be interpreted or not.

In the above hypothetical scenarios, the three CIRs' decisions were based on different understandings of the identity of the interpreter as well as different levels of commitment for differing identities, some common and others deeply personal. In addition, the hypothetical cases also show the significant influence that agency can have

on an individual when their identities come into conflict, and they work to prioritise one role over another. For example, for CIR1 their decision is based on the notion that they believe that their primary principal will not find out: they believe they have a high level of agency. Conversely, CIR2's execution of their role salience is interrupted by the removal of their agency and their dismissal from the interpreting task by their supervisor. In the case of CIR3, the CIR operates exclusively based on their own internalised norm that interpreters should not interpret such utterances. Agency is not a factor in this instance as the CIR agrees with their superior. There is no goal conflict between the CIR and their CO (superior) and there is no ethical quandary as it does not occur to the CIR that another choice is available.

8.2. Ethical Decision-Making by CIRs

In this section, the theoretical framework described in Section 8.1 is now applied to the empirical data gathered in this study to more fully answer the question of how ethical decisions are made by CIRs in T&I. This is achieved in three ways. Firstly, it was revealed in the course of this study that CIR participants could call on a number of different role identities. In Section 8.2.1, the level of commitment to each identity and its salience is estimated to propose that some identities are more likely to be called on than others by CIR participants when faced with an ethical decision. Secondly, in Section 8.2.2, the four ethical scenarios used in this study are revisited to test the usefulness of identity salience as a way to describe and explain the decisions observed among participants and the usefulness of estimating how some identities might be more salient than others. Finally, the overall answer to the main RQ of this thesis is summarised in Section 8.2.3.

8.2.1. Role Commitment and Role Salience

Role commitment—the intensiveness (depth) and extensiveness (number) of the relationships associated with a given identity—was shown to be complex for CIRs in this study. Analysis of CIR participants' principal-agent networks (see Section 7.2.1.3) indicates that the CIRs who participated in this study could associate a number of relationships at various depths with their varied role identities. For each role revealed in the course of this study—civil servant, diplomat, translator and interpreter, employee—an estimate is given of the likely level of commitment of a CIR to that role identity. Once

this is done, a further estimate is made of the level salience of each identity, proposing how likely it would be for a CIR participant to prioritise and call on the identity in question when making an ethical decision.

8.2.1.1. Civil Servant

In principle, it would appear that a CIR participant's role as a civil servant would have the potential to sustain a great number of relationships. Relationships here could involve any local resident requiring assistance from a CIR through their work. Thus, the potential extensiveness for this role identity is high. However, across the focus groups and interviews (23 CIRs), only four focus group participants and two interview participants stated that they engaged in community interpreting regularly. (Although two further CIRs stated that they had engaged in the practice on a small number of occasions.) Furthermore, three CIR participants stated that their placements meant that interaction with the public was limited (Participants R1-3, R3-1 and R3-4), while two participants (Participants R1-3 and R3-4) stated that they had hoped for greater interaction with the public as part of internationalisation. As a result, the likely extensiveness of relationships attached to this identity is limited. As for the depth of these relationships, Participant I-10 stated that, while they were not opposed to engaging with the public directly, they came on the programme in order to work in translation. Indeed, when asked why they had come on the programme, none of the ten interviewees mentioned working in the civil service. Thus, these relationships are unlikely to have run deep for CIR participants. With a limited number of shallow relationships attached to the civil servant identity, its estimated salience is low: in general, **a CIR participant would not be expected to prioritise their civil servant identity highly above others** when making an ethical decision.

8.2.1.2. Diplomat

Turning to the role of diplomat, only two CIRs in the study (Participants I-1 and I-9) described their motivation to come on the programme as a motivation to engage in international relations. Indeed, Participant I-9 had specialised in International Relations at university. It might be reasonable, therefore, to assume that this would be a salient identity for some participants. However, relationships that could be attached to this

identity are not highly extensive. Three main categories of relevant relationships could be sister-city relationships, relationships with mayors and other government officers overseas, and relationships with CLAIR (the Council of Local Authorities for International Relations and the main administrators of the JET Programme). The intensiveness of relationships between CIRs and their sister-city and overseas counterparts were difficult to judge. Apart from some isolated examples of a deep bond, most CIR relationships in these categories appeared to be intermittent and relatively shallow. Furthermore, empirical data revealed that relationships between CIR participants and CLAIR were largely strained and distant. For instance, Participant I-7 found CLAIR entirely unhelpful, and Participant I-10 stated that CLAIR sent mixed messages about what they want. In general, CLAIR was seen as removed from the work of CIRs in their daily lives, i.e., the relationship lacked depth and could not be easily described as highly intensive. Overall, it appeared that this identity would involve a relatively small number of shallow relationships for CIR participants. It can be estimated that they would not be highly committed to it and **a CIR participant might not be expected to prioritise their diplomat identity highly above others** when making an ethical decision.

8.2.1.3. Translator and Interpreter

The extensiveness of the CIR identity of translator and interpreter could be seen in a wealth of data across all stages of the data collection process. Each element of data gathered in this ethnographic project underlined the degree to which the social group of CIRs identified themselves with the practice of T&I (see Sections 5.1.2, 5.2.2, 6.1.2, 6.2.2, among others). Therefore, the evidence showed that the role of translator and/or interpreter touched the practice of all CIRs in the data set to a greater or lesser extent. The extensiveness of the relationships associated with this identity could be potentially endless: T&I tasks may come to a CIR from throughout a massive local government body or local citizens in many different forms and involving many different counterparts. For some participants, such as Participant I-1, the relationships in this network were experienced intensively, and they stated that their work as an interpreter allowed them to help people and that this was highly motivating for them. In a similar vein, Participants R1-4 and R1-6 (both from the same placement) and Participant I-5 were effusive regarding their dedicated translation supervisor and identified them as a

professional with a wealth of experience as a translator. These extensive relationships and some highly intensive examples might lead one to assume that a translator and interpreter identity would be highly salient to a CIR participant and likely to be prioritised by them overall. However, there was a strong countervailing pattern in the data that needs to be acknowledged in the estimation.

For a large number of other CIRs who participated in the study, the intensiveness of their identity as translators or interpreters was debatable. Particularly from data collected in the netnographic observation of the online discussion forum and from data elicited in the focus groups, it was found that a number of CIRs were highly critical of a perceived lack of knowledge on the part of Japanese co-workers regarding T&I. Focus group 1 highlighted the prevalence of machine translation in CIR workplaces. Participant R3-2 discussed seeing poor translations around their local area, despite the fact that they as CIR would be available to offer their translation services and meet this need. Participant I-3 stated that, in their placement, they were originally only allowed to do native checks, meaning that they often received machine translated documents of poor quality to then post-edit. In short, taking the ethnographic data as a whole, it can be argued that, while CIRs identify strongly with the idea of themselves as translators or interpreters, the relationships associated with this identity can lack significant intensiveness in their specific placement. It was found that many CIR participants perceived that their colleagues do not care about their CIR role as translators or interpreters, may discard their work unused or may simply use machine translation in their place.

On balance, while the salience of this identity is likely to be very dependent on the individual work circumstances of the CIR, it can be estimated that **a CIR participant might be expected to prioritise their translator and interpreter identity above others** when making an ethical decision.

8.2.1.4. Employee

The CIR identities proposed in this section so far rely on the CIR being an employee of local Japanese governments. Maintenance of the CO-to-CIR relationship is necessary in

order to maintain a number of other relationships in the network (for example, relationships with members of the public, sister city relationships, relationships to colleagues commissioning T&I etc.). As a result, the employee identity could be estimated to be the most extensive of all so far and be associated with all the relationships up to this point. With respect to the intensiveness of these relationships, it is worth remembering that this dimension evaluates the level of depth of the relationship, regardless of whether this is experienced positively, negatively or neutrally. A CIR can be deeply tied to a relationship they do not necessarily always enjoy. CIRs described working hard to maintain relationships with a number of different colleagues throughout the data, and relationships with direct colleagues were some of the most discussed in the data set. This suggests that these relationships were particularly deep for CIR participants. Empirical data from the study also suggests that, on the whole, relationships between CIRs and their immediate colleagues in their workplaces were highly satisfactory. Nevertheless, there were some negatively experienced relationships, especially involving perceptions of “othering”. For instance, Participant I-1 described feeling like the “foreigner” in the office or Participant R1-1 recounted how they were asked by their superior if they could speak Japanese by their supervisor and stated that it was a case of the CO “not knowing what to do with [them]”. While these many employee-related relationships within the CO might, in some cases, have been experienced or perceived negatively by the CIR, they were nonetheless intensive and required maintenance. For this reason, it can be estimated that **a CIR participant might be expected to prioritise their employee identity above others** when making an ethical decision.

This section so far has described the likely levels of role commitment and associated role salience for a number of identities that CIR may call on when making an ethical decision in T&I. While recognising the great potential for individual variation based on individual circumstances, this section proposed that some identities were more likely to be prioritised by CIR participants than others based on the evidence in the study. Specifically, it was argued that CIR participants might be expected to prioritise their identities as local government employees of a CO or as translators and interpreters over

their identities as civil servants of the public in their local areas in Japan, or as diplomats, when making an ethical decision in T&I.

The next section, Section 8.2.2, revisits the four ethical scenarios to test the usefulness of identity salience as a way to describe and explain the decisions observed among participants and the usefulness of the estimation that some identities—employee, translator and interpreter, forum member—might be more salient than others.

8.2.2. Revisiting Ethical Scenarios for Role Salience

The above is what CIRs could be predicted to prioritise based on the theoretical understandings of role salience and commitment explained in Section 8.2.1. What did they actually prioritise and how did they make decisions when presented with an ethical scenario?

The current section re-introduces the ethical scenarios put to interviewees before discussing the decisions made by them and the reasons for these decisions with reference to the theoretical framework.

8.2.2.1. Scenario 1

You are asked to translate an academic paper for circulation at an upcoming international academic conference to be held in your city and attended by scholars from all over Asia. The paper makes claims about Japanese historical events with which you personally disagree and believe to be factually dubious based on your understanding of history.

The scenario aimed to examine CIRs ethical decisions when faced with a source text of dubious accuracy. A slim majority of CIRs stated that they would experience difficulty in deciding whether to translate the text or not.

A slim majority of CIR participants (six) explained that their ethical decision in this instance would be to translate the text as is. They explained that they would do this because they believed that their COs would wish for them to do so. For these CIRs, it appears that their role as an employee of the CO was the most salient and they prioritised the maintenance of their relationship with the CO in their decision.

Several participants also would choose to translate the paper, however, only after checking with their supervisors about the appropriateness of this course of action. Here again, it appears that CIR participants are prioritising their employee role as the most salient.

Finally, remaining participants suggested that they would translate the text but add a footnote or consult with the commissioner about the controversial language and then translate the text. These decisions relate more to typical translator concerns and suggest that the CIRs here have prioritised their translator and interpreter identities.

8.2.2.2. Scenario 2

You are tasked with interpreting the conversations between your colleagues and non-Japanese speaking local residents who come to your office in order to get information about different municipal/prefectural services. A non-Japanese speaker is enquiring about the process of obtaining a divorce from their spouse. Your colleague leaves the conversation momentarily in order to obtain more information about the request of the local resident. While they are gone, the local resident non-Japanese speaker begins to ask you further questions about obtaining a My Number Card [a Japanese administrative document] and renewing their visa.

The scenario aimed to establish the ethical decisions made by CIRs when put in a situation of being asked to provide information beyond the scope of an interpreted encounter. No participant expressed that they would struggle to make a decision in this scenario.

A strong majority of CIR participants (8/10) explained that they would tell the local resident the extra information. These participants explained their decision with reasons that included that: data provision is the majority of what they do as a CIR; it is their responsibility as a member of staff; they are a people pleaser; they want to help. These answers all suggest that the CIRs in question have decided, in this case, that their role as a civil servant is more salient than any other role. The maintenance of their relationships to the local community has trumped other possible concerns related to diplomacy, translation and interpreting, being an employee of a CO, and so on.

One prominent difference was the sole participant who stated that their decision would be that they would not tell any extra information to the local resident. They explained that they would tell the citizen that they are “just a translator”. Here the CIR in question has very clearly called on their role as a translator and interpreter above all else. This may be rooted in their training as a translator.

8.2.2.3. Scenario 3

You and your immediate co-workers have been heavily involved in the planning of an event to bring a delegation from overseas to your locality in order to sign a Memorandum of Understanding (MOA) for a future Olympic Training camp. You are interpreting between the Mayor/Governor of your city/prefecture and the equivalent lead of the delegation from abroad. They are having lunch before signing the Memorandum of Understanding. A member of the visiting delegation is, unbeknownst to themselves, saying things that you perceive to be rude and insulting while speaking to the Japanese staff. You are charged with interpreting this.

This scenario aimed to examine CIRs’ ethical decisions when faced with potential moral distress. A majority of CIRs said that they would struggle with what to do in this situation.

This was borne out in the variety of responses given. About one third of participants said they would interpret the problematic utterance as is, about one third explained that they would try to soften the problematic utterance in their interpretation, and the remaining third explained either that they would warn the speaker of the potential offense or that they did not know what they would do.

The first third of participants appear to have prioritised their translator and interpreter role in this encounter. They expressed strongly that an interpreter’s job is not to be “a politician”, that they are not there “to make everyone happy”, that it is an imperative or their responsibility to interpret as is. However, the remainder appear to have seen their CIR role as diplomats as more salient and have prioritised it in this case.

8.2.2.4. Scenario 4

You are your city's main contact point with your sister city/state abroad. You are supposed to translate each correspondence from your counterpart abroad and hand the translation to your Section Chief. Your division is supposed to be holding a reception for a visiting delegation from the sister city/prefecture in two months. In their latest correspondence to you, you have been told that the plans may fall through but were requested not to pass this information on to your superiors as no ultimate decision has been made.

This scenario aimed to examine CIRs' ethical decisions when faced with questions of loyalty. Half of the CIRs who participated in the interview said that they would struggle with this decision.

A strong majority of participants explained that their ethical decision in this case would be to tell their CO the information that they had been asked to withhold from them. They explained in various ways that their loyalty is to their CO or the prefecture and that they would be "faithful" to their employer. For a majority of CIRs again, it appears that their role as an employee of the CO was the most salient and they prioritised the maintenance of their relationship with the CO in their decision.

8.2.3. Summary of Answer to Main RQ

Further analysis of the ethical scenarios discussed by CIR participants has indicated that role

salience is a useful model with which to examine CIRs' ethical decisions. In line with expectations based on analysis of role commitment, both employee identity and translator/interpreter identity were found to offer good explanatory power for CIR participants' decisions in the small amount of interview data examined. In contrast, the civil

servant and diplomat identities—which were not expected to be highly salient identities based on CIRs' lower levels of commitment to them—featured more strongly than expected. This suggests that explanatory power of role salience alone is not sufficient to fully answer the question of how ethical decisions are made by CIRs in T&I. Thus, in the theoretical framework (see Section 8.1), two further sets of influencing factors—agency and

internalised norms relating to professionalism, academic training and peer support—
were
included.

With respect to agency in the above scenarios, the primary principal-agent relationship of a CIR in their principal-agent network was convincingly shown to be with their CO. When the ethical stakes to the CO were high and the consequences widely public facing—relating to the possible spread of misinformation (Scenario 1), being asked to hide information that could be damaging to the CO (Scenario 4)—the CIR prioritised this principal and acted in line with the CO principal’s wishes as their agent. When the risk to the CO from the CIR engaging in a particular action was low—choosing to help one local resident (Scenario 2)—the CIR exercised more of their own agency and tended to prioritise identities outside of the role expected of them by the CO.

When free to exert more agency in their ethical decisions, CIR participants called on other factors to guide their final choices, namely internalised norms surrounding the identity in question. Another strong pattern in the small amount of data examined in Section 8.2.2 was the frequency with which participants in the study prioritised a translator/interpreter identity. There were clear suggestions in the data that participants were considering professional issues about T&I (such as when a participant said that an interpreter’s job is not to be “a politician”) or their history of academic training in T&I (seen in the fact that participants with a degree in translation called on this identity more than others) when they leverage this identity. Peer support, too, was also evident in consideration of these identities in the number of times that participants referenced checking with a colleague or supervisor.

Leveraging Agency Theory, it was ultimately shown that the primary principal of CIRs, their CO, had the strongest ability to regulate their ethical behaviour through the leveraging of monitoring, bonding and other agency controls. As such, when the potential identities of CIRs came into conflict with one another, their struggle for salience was heavily mitigated by their perceptions of the wishes of their supervisors.

Role identity posits that individuals structure their various identities based on the depth and number of relationships associated with these identities. This led to a large degree of variance in the ultimate role salience among the CIRs studied. However, one unifying factor was that agency controls override role salience. In summary, it was found that the ethical actions of CIRs are ultimately the result of the structuring of the various roles that they are tasked with undertaking based on their commitment to these roles, but only in situations where the primary principal is not viewed as a threat to the exercise of the CIRs' free will.

8.3. Conclusion

This chapter focused on the ethical decision-making of CIRs. It began by modelling a theoretical framework grounded in role salience as a way to explain how CIRs make ethical decisions in T&I. The use of role identity was supplemented by Agency Theory and the concept of internalised norms about professionalism, academic training and peer support. The chapter then described the four main roles that CIRs were shown to be tasked with in this study—civil servant, diplomat, translator/interpreter and employee—before analysing how committed a CIR could be said to be to the identity linked with such a role and estimating how salient that identity would be to them when faced with an ethical decision. The chapter then revisited the four ethical scenarios used in this study to test the usefulness of role salience as a way to describe and explain the decisions observed among participants and the utility of the estimation that some identities might be more salient than others. However, this alone was not sufficient as a measure of CIR ethical decision making. Agency, professional considerations, history of training and peer support are also important factors in the decision.

The chapter closed by showing how the main RQ of the thesis had been answered. Decision making when an ethical challenge is present was shown to be the result of the structuring of various identities in terms of the CIR's commitment to the breadth and depth of the relationships associated with these identities. However, despite which identity emerges as most salient, the leveraging of such an identity may be curtailed by considerations of the agency controls of the primary principal, the CO.

Chapter 9 - Conclusions

This thesis looked at the T&I practice of a group of largely non-professional translators and interpreters called Coordinators for International Relations (CIRs) working for local government bodies across Japan. Specifically, the thesis aimed to answer how ethical decisions are made by CIRs in translation and interpreting (T&I) as its central question.

This final chapter begins in Section 9.1 with a summary of the information covered chapter by chapter, using the main research question (RQ) and sub-research questions (SRQs) of the thesis as a frame to summarise the main findings of the thesis. Section 9.2. argues for the main contributions to knowledge made by this thesis, while the chapter closes in Section 9.3. with future challenges and suggestions for future studies.

9.1. An Overview of the Thesis

The thesis began in **Chapter 1** where the background to the group chosen for study in this thesis—CIRs—was established. CIRs are a largely non-professional group of practitioners of translation and interpreting (T&I) employed by local government bodies through the Japan Exchange and Teaching (JET) Programme. It is a requirement of the programme that a CIR must not hold Japanese citizenship, and the only other qualification required is that they hold a bachelor's degree in any discipline. While T&I are central aspects of the work of CIRs, they work in local government offices and engage in certain intercultural, educational and quasi-diplomatic tasks characteristic of local government administrators, too. CIRs, therefore, have a number of varied interests beyond a standard practitioner of T&I. CIRs as a social group were considered worthy of study because of the complex nature of their role, their dubious professional status, and the highly hierarchical organisations and the sometimes-high-level settings in which they practised T&I.

Given the positioning of this research in the domains of ethics and CIR experience, **Chapter 2** presented a critical evaluation of the current debates on ethics, the JET programme and agency (seen as fundamental to any ability to make decisions). Overall, this chapter showed that not much is known in an academic context about CIRs. Still less

is known about the contexts of their T&I work, their struggles or how they solve them. Furthermore, it indicated that literature on ethics and agency in T&I and beyond argues that the reasoning undertaken by translators and interpreters when deciding a course of action in an ethically challenging set of circumstances may be complex and multidimensional and influenced by a number of different factors. Given the CIR's complex role involving T&I tasks as well as intercultural, educational and quasi-diplomatic tasks characteristic of local government administrators, could these potentially competing loyalties create ethical tensions for CIRs and, if so, how do they navigate them? These questions came to be formally expressed at the end of Chapter 2 in the main RQ and three SRQs that this thesis was designed to answer.

RQ: How are ethical decisions made by CIRs in T&I?

SRQ1: Do CIRs struggle with ethical questions in translation or interpreting from Japanese to English?

SRQ2: Do CIRs operate under any existing models of ethics?

SRQ3: What degree of agency do CIRs operate with?

With the questions of the thesis now in place, **Chapter 3** situated the current study within a research tradition of the sociology of translators and translating. It also outlined the interpretivist epistemology leveraged in this study arising from a view of reality grounded in subtle realism. Interpretivism acknowledges the subjectivity of the researcher in the interpretation of data. This epistemology is underpinned by a notion that reality is equally framed by subjectivities which skew the objective reality that surrounds us, a stance called subtle realism. This means that the study acknowledges that the research findings offer an essentially partial viewing of the data. However, through transparency regarding methodology, methods, data analysis strategies and the provision of transcripts, etc. attempts are made to approach a more objective framing of reality. In the second half of Chapter 3 the methodological considerations of the study were outlined, with a description of the choice of an ethnographic methodology, one that was both epistemologically and ontological sound and which, through its insistence on the first-hand experience of the voice of the participants, was seen to allow a rich

description of the ethical practice of CIRs, the central research question that this study set out to answer.

Chapter 4 contained a detailed breakdown of individual methods chosen to elicit or collect data in order to answer the questions of the thesis. A preliminary online survey was conducted with 33 respondents, followed by netnographic investigation of 51 threads on an online discussion forum run and moderated by CIRs. Then, during a four-month period of fieldwork in Japan, three focus groups were conducted with 13 CIR participants, followed by semi-structured interviews with 10 currently practising CIRs in different cities around Japan. As part of the interviews, guided discussions were conducted with participants surrounding seven ethical statements and four hypothetical ethical scenarios that were designed to interrogate their stances on relevant ethical issues and gather empirical evidence for how they claimed to make ethical decisions in T&I. As a final methodological step, an online survey was run to clarify some information raised at the focus group and interview stages. Having transcribed the relevant data, a thematic analytical strategy was adopted to generate findings.

Chapters 5 and 6 were devoted to the presentation of these findings. Chapter 5 described the findings from the preliminary online survey, final online survey and netnographic observation of the online discussion forum. In brief, these chapters began to provide answers to SRQ1 by demonstrating that participants did struggle with micro-level ethical questions of morally appropriate language use, as well as macro-level issues about professional identity and qualification, the rights and wrongs of intervening in the translation process and more. Chapter 6 presented findings from the focus groups, interviews and discussion of ethical statements and scenarios. Participants' discussion of the ethical statements answered SRQ2 and illustrated the ethical norms that CIR participants appear to hold already about T&I. The norms involve issues such as voice, neutrality, fluency, impartiality and more. The focus group and interview data largely answered SRQ3. Overall, it became clear that a CIR's perceived level of agency can vary significantly by placement. Despite some initial findings of dissatisfaction with levels of agency among CIRs in the study, more fine-grained analysis showed that many CIRs in the study claimed to be happy with their perceived levels of agency and that an

experience of unlimited agency—being able to do whatever they want in their jobs—could be negative and a sign that the employer did not care about the CIR’s work.

While empirical observations had gone a long way to answering the SRQs of the study, **Chapters 7 and 8** argued for a need to introduce theoretical constructs to the empirical data to propose a fuller answer to the main RQ of the study. The theoretical framework used centred on Role Identity Theory (Stryker & Burke, 2000), Agency Theory (Mitnick, 1979), and a number of internalised norms surrounding identity related to professionalism, academic training and peer support. Chapter 7 explained the fundamentals of the various theoretical constructs used and how they were combined to create an explanatory framework for CIR decision making.

Finally, Chapter 8 applied the components of the framework to some of the thesis’ main findings in order to propose the following ultimate answer to the main RQ:

Ethical decision making among the CIRs studied was firstly a function of whether they perceived that their actions were in line with the wishes of their CO. This conclusion was reached through the mapping of the CIR’s principal-agent network, with the CO identified as the primary principal, the actor within the CIR’s network with almost exclusive access to control the CIR’s actions, through agency controls. However, if the CO was seen to be accepting of a number of possible choices, decision making was the product of role salience, a determination regarding which of the individuals’ identities to prioritise based on the depth and volume of relationships associated with a particular identity.

Overall, it was clear that the CIRs who participated in the study identified with different roles at different times. Therefore, ultimately for these CIRs, their ethical practice of T&I was embedded in a struggle for salience among the diverse identities that they hold. For some participants at some times, this was a relatively benign process, i.e., they did not report struggling with their ethical decisions. However, a clear pattern throughout all the data in this ethnographic project was that many members of the social group studied, CIRs, did experience ethical discomfort, distress and struggles when making ethical decisions in T&I.

9.2. Contributions

In this section, the ways in which this thesis contributes both academically and to the practice of T&I on the ground shall be discussed in detail. In particular, a focus is placed on contributions in terms of empirical contribution, practice, methodology, and theory. A table summarising the contributions of this thesis (Table 9.1.) is found at the end of this section.

9.2.1. Empirical Contribution

The purpose of the thesis has been to shed light on the previously under-researched work of practitioners of T&I employed in the civil service in Japan. While a small number of empirical studies exist exploring ethics in the field of interpreting (see Section 2.1.), by also focusing on how CIRs navigate ethical challenges in translation it offers a rare tranche of data describing ethics in translation. In fact, only one study was found that examines ethical decisions by a group of paid translators using empirical data (Kruger and Crots, 2014). Kruger and Crots (2014) described how virtues manifest in the practice of the group in question, interrogating issues surrounding language that may be viewed as personally offensive, i.e., profanity, racist language, sexist language, etc. The only other empirical study examining ethics in translation from a descriptive perspective came from Floros (2011), which interrogates how trainee translators in politically sensitive situations navigate questions of nationalism in translation. However, this thesis looks at the wider circumstances in which the translator/interpreter operates as a source of ethical decision making, offering primacy to the role of multiple principals in the CIRs environment, and reflecting the circumstances of those who attend established workplaces, operating under the immediate supervision of superiors.

The findings suggest that CIRs identify with multiple identities in their practice and that the existence of these identities must be navigated by them throughout the course of their practice. This point is important as it suggests that translators and interpreters should not be analysed as a monolithic group with a single fidelity to a source text or utterance in all contexts. The current study is a first of its kind in TIS in showing through empirical descriptions of ethical practice that the identity of translator or interpreter exists in parallel with the multiplicity of both occupational but also personal identities held by practitioners.

Moreover, operating within a structured work environment and under the control of a superior was observed to have an impact on the ethical processes of the group in question. Data on the influence of the CIR's immediate supervisors and superiors in this case was shown to have the greatest impact on the work of the CIR despite the fact that substantial weight is afforded to concepts such as internationalisation and civic service in JET programme materials. Through an elicitation in interviews of the ethical stances CIRs possessed and their statements of how they would react in particular situations, it was empirically shown that the capacity for monitoring and controls exerted by CIRs' employers had the greatest impact on ethical decision making.

9.2.2. Contribution to Practice

Another contribution the current study makes is in relation to practice. The findings from this study support the underlying assumption that translators and interpreters are subject to ethical conflicts over the course of their practice. This idea has been extensively debated in T&I studies, as shown in Chapter 2. While these discussions have done a great deal to further discourse around ethical T&I, the focus of the current study was to develop empirically supported arguments around these issues.

Existing studies were further seen to ignore the fact that the identity of translators and interpreters may interact with other identities such as diplomat, local government worker etc., as they do in the case of CIRs. The current thesis offers insights into the broader roles of certain T&I practitioners operating within rich and complex networks outside of traditional professional domains in T&I. As such, the theoretical framework employed here conceivably has the potential to be used to examine the practice of translators and interpreters in different contexts to explain how ethical decisions are made. Arising from such research strategies could be devised to allow for more informed practice in other domains in which T&I is practised.

Moreover, while much of the existing discussion surrounding T&I attempts to solve the question of how the translator or interpreter should act, the primary question in this thesis is to describe how a group of translators and interpreters say that they would act. In doing so, a transition occurs away from virtue ethics, teleological ethics or

deontological ethics, where action is defined as ethical based on apparent truths or derived from adherence to a code, to a discussion of how ethical decisions are made, with an eye to improving the conditions for practitioners and reducing ethical conflicts. As such, the thesis makes a significant contribution to practice in offering a means of assessing ethical decision making by practitioners in a way that is cognisant of factors beyond the specific processing work involved in completing a translation or interpreting task.

Finally, looking specifically at the domain of CIR practice, recommendations arising from the findings of this thesis may be used to improve the experience of CIRs going forward. It was found that, beyond the ethical struggles explored in this thesis, CIRs lacked understanding of the central aim of the JET programme: “internationalisation”. In addition, they struggled with poor understandings among colleagues in their workplace of machine translation and translation more generally. This sometimes manifested in colleagues altering texts created by CIRs without their permission, an act which was perceived by the CIRs to make the text worse. Potential avenues to remedy or at least ameliorate some of these challenges are summarised in an information sheet that could be distributed to CIRs (Appendix Y). A supplementary document explaining how these recommendations were arrived at can be found in Appendix Z.

9.2.3. Methodological Contributions

The methodological design of the current study is inspired by previous ethnographic work in translation focusing on both offline field-sites (Koskinen, 2008; Cadwell, 2015) and online spaces (Wongseree, 2017; Yu, 2020). However, the combination of a remote online forum study with in-person ethnographic methods at field-sites on the ground represents an innovative manifestation of this methodology in studies concerning translation and interpreting.

A mixed ethnographic methodology enabled an iterative research design to be taken in the current study. A more inductive examination of research questions through forum data give way to progressively deductive data collections through focus groups and interviews, which enabled the creation of the research statements and scenarios that

answered the project's central research question. In addition, the store of data found on the forums online allowed for an understanding of the experiences of a cross-section of CIRs, both current and graduated, in a more convenient and digestible manner than if such a study was carried out offline. Indeed, the international nature of CIRs provides a high barrier to accessing the stories of former CIRs in the offline sphere, as many move to back to their countries of origin following the completion of their tenure on the programme. In moving from inductive data to more deductive data the in-person format of interviews and focus groups was seen as preferential. Focus groups and interviews were seen as easier to carry out in-person as holding them face to face provided the opportunity to see how participants reacted to questions more easily and to enable the facilitator to respond more readily to the emerging conversation. This shows how a combination of online and off-line ethnography can allow for broadening the possible avenues for data collection and offer a fuller picture of communities of translators and interpreters.

9.2.4. Contribution to Theory

This thesis contributes to discussions of theory in translation through the introduction of a combination of Role Identity Theory (Stryker & Burke, 2000) and Agency Theory (Mitnick, 1975) into conversations of translation and interpreter ethics. In particular, this study combines these two theories as part of a larger framework to examine how decisions are influenced by backgrounds, experiences, beliefs and external power dynamics.

While Agency Theory as conceptualised in the current study was previously leveraged to investigate translation agency by Abdallah (2012), the current study represents an exploration of a more complex principal-agent network and a group of T&I practitioners who are forced to leverage a complex set of roles which may come into conflict with one another. Furthermore, it builds on Abdallah's findings that tenets of professional ethics may come under pressure when faced by the imperatives of employers and by showing how when Agency Theory is combined with Role Identity Theory it may begin to explain how ethical decisions are ultimately reached by translators who are required to balance a number of different roles and identities at any one time.

The introduction of Role Identity Theory to the field of translation studies is a novel development arising from this study. The use of this theory can create opportunities to explore situations in which T&I practitioners are challenged with occupying a number of different roles at once, be it diplomat, language brokerage, civil service worker etc. The leveraging of the theory provides the first attempt within T&I Studies to explain the processes through which these various roles are structured. While previous studies have undertaken the necessary work of examining translators and interpreters working in professional contexts with their own challenges and objectives, or specific domains of practice such as courtrooms, warzones or health centres, the current thesis foregrounded theory in the context of CIRs, a group for which ambiguity defines the nature of the practice, underlining how translators or interpreters can be beholden to various stakeholders with differing imperatives.

The choice of a blended theoretical framework leveraging Agency Theory and Role Identity Theory was grounded in the empirical data gathered at all stages of the data gathering process. This framework provided the researcher with the tools necessary to account for pressures manifesting on the CIR from those in their principal-agent networks while at the same time balancing the various imperatives to different roles as part of their work as CIRs. The leveraging of Agency and Role Identity Theories enabled a more thorough rendering of the complexity of CIR ethical practice, and it was ultimately found that each of the CIR's internalised identities fights for salience when they come into conflict with one another. However, the exercise of actions associated with the identity of highest salience is influenced by the potential for their choices to be limited or influenced by the agency controls imposed by those in their principal network.

Domains of Contribution	What has been supported?	What has been developed?	What is new?
Empirical Contribution	Little empirical work exists regarding the ethical decision making of translators and interpreters. Two exceptions are Kruger and Crots (2014), who found that translators show an overwhelming preference for faithful translation in situations where they translate sensitive terminology, and Floros (2011), who found that nationalism can affect translation in students of translation studies.	This examination of translation action in the face of ethical conflicts has been applied to a group of largely non-professional practitioners of T&I (CIRs) with a move beyond issues of sensitive lexical items to examine the power relations and various conflicts of interest to which translators may be subject.	Empirical evidence is offered to support the idea that CIRs navigate diverse identities when making ethical decisions. Empirical evidence shows that these decisions are influenced by agency relationships. Empirical evidence is offered to show the influence of external factors on decision making.
Contribution to Practice	The notion that translators and interpreters are subject to ethical conflicts in the course of their practice.	The thesis sought to build upon this assertion to investigate how practice may be improved among CIRs, the T&I practitioners in question.	Recommendations are made to seek to improve the working conditions of the CIR group. (See Appendices Y and Z)
Methodological Contributions	The thesis supports methodological applications of ethnography and netnography in translation studies to examine specific communities of practitioners.	Through blending online and offline methods the thesis expands on previous uses of ethnography in translation.	The use of this blended form of ethnography to investigate empirically the ethical decision making of a group of T&I practitioners is novel.
Theoretical Contributions	The thesis supports the work of Stryker & Burke (2000) regarding role identity as a central pillar in psychology. The thesis supports the work of Mitnick (1975) on Agency Theory in situations of contractual and non-contractual principal-agent relationships.	This study combines these two theories as part of a larger framework to examine how decisions are influenced by background, experiences, beliefs and external power dynamics.	While the application of Agency Theory and Role Identity Theory in the study is faithful to the application of Stryker & Burke (2000) and Mitnick, the combination of these two theories is unique in the field of Translation & Interpreting studies.

Table 9.1. Contribution table (Farndale, 2004)

9.3. Challenges and Future Studies

While the current study represents a significant contribution to the fields of T&I in the ways described above, there are some observable limitations in the study that may offer avenues for future investigation.

Firstly, the thesis presents the perspective of CIRs only and has not examined the issues of agency and ethical challenges from the perspective of those who exert influence on the CIR. A CIR who feels as though their agency is being hampered through underutilisation or a lack of assistance may be entirely justified in that assumption or indeed there may be other factors impacting why they feel this way from the point of view of the principals in their network. However, as the focus of the current study is firmly placed on the perceptions of the CIRs and in order to obtain a fuller picture of how CIR agency is impacted by the other actors within their principal-agent network, a further investigation into those exerting influence on them, primarily their supervisors, would be necessary.

Another limitation in this study arises from the fact that only perceptions are gathered and therefore, it is only imagined ethical decisions that form the core of the data set surrounding ethical practice. While this method has given an insight into how CIRs believe they would make decisions, this could be strengthened by observing CIRs as they go about their practice, identifying circumstances similar to those that have arisen in real life. However, this may not be feasible in practice for a number of reasons. Given the wildly different circumstances and tasks carried out by CIRs some may be likely to encounter the tasks described here routinely while others may never. Therefore, another option would be to offer the CIRs tasks where they actually engage in translation or interpreting. However, this was avoided in the current study as it was seen as impossible to accurately recreate the intensity of feeling, pressure or context surrounding the ethical issue in question.

Finally, the study presents a limitation in terms of generalisability. A traditional ethnographic methodology inherently implies a somewhat subjectivist epistemological paradigm in which the researcher is an active participant in the creation of knowledge.

This can limit the ability of the study to make assertions outside of the specific set of participants from whom data was gathered. Instead, the study offers theoretical generalisability in which findings are offered in the forms of hypotheses that may be applied to wider contexts to expand generalisability. Further work is needed in leveraging the theoretical framework combining Role Identity Theory and Agency Theory created for this thesis across a wider data set. Further work still would be required to leverage the findings of the thesis across other domains in which translators and interpreters are active. The hypotheses that are offered from the current study for further testing are as follows:

- Ethical decision-making in T&I is a consequence of the balancing of multiple personal and professional identities and roles.
- Instances of power imbalance between commissioners and translators and interpreters supersede individual translator and interpreter choices.

These hypotheses can be tested by analysing the differing roles placed on different groups of translators through any of the qualitative methods employed in this study. The study's novel use of Agency Theory and Role Identity Theory offers a now established method of theoretically analysing the findings. Stakeholders may be included in the process to examine their opinions about how translators and interpreters under their care should behave, with a view to obtaining a richer picture of how agency operates for the group in question. In order to examine ethical processes, a similar decision to that adopted here may be employed in future studies or a bilingual corpus of translated or interpreted texts be created from which discussions could be instigated with practitioners about how decisions were made, what conflicts arose and what roles were being balanced. In doing so it may be possible for the utility of the findings of the current study to be expanded to a greater domain of practitioners.

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Appendices

Appendix A - Preliminary Online Survey

Translation as a CIR

Thank you for taking this questionnaire. Please answer all applicable questions and ensure that you have read the separately provided project explanation

Q1. Are you above the age of 18? *

- Yes
- No

Q2. Have you read the project explanation? (attached separately) *

- Yes
- No

Q3. Do you give your consent to participate in this study? *

- Yes
- No

Q4. Before participating in the JET Programme, what field did you complete your undergraduate studies in?

Open Field

Q5. Which of the following types of contracting organisation do/did you work for? *

- Prefectural Government
- Local municipality (City, town or village)
- Other

Q6. How has/had the role of a CIR been defined to you prior to your entry into the role?

Open field

Q7. List five key words that come into your mind when you think of the CIR role.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Q8. Which of the following materials are/were you tasked with translating as a CIR? *

- Information on events/festivals
- Tourist information or brochures
- Correspondence between local dignitaries and the diplomatic corps in Japan
- Materials related to sister-city partnerships
- Administrative documents (i.e. local ordinances, documents related to social welfare payments)
- The names of buildings or departments from Japanese to English?
- Emails between Japan and overseas bodies and agencies

-Other

I will now ask more specific questions about certain elements of translation as a CIR.

Q9. How often do/did you encounter terms which refer to those without Japanese citizenship? (e.g. 外国人、外人、海外の方) *

0	1	2	3
Never			Often

Q10. How often do/did you encounter terms which refer to those who are disabled? (e.g. 障がい者、体が不自由な方、障害者) *

0	1	2	3
Never			Often

Q11. How often do/did you encounter terms which refer to those who are said to be in the LGBTQ community? (e.g. 同性愛者、トランスジェンダー、無性愛者、オカマ、オネエ) *

0	1	2	3
Never			Often

Q12. Do/did you ever struggle with or worry about translating these terms? *

-Yes

-No

Q13. If yes, how do/did you overcome this?

- Discussion with non-CIR colleagues in your office
- Discussion with other CIR colleagues in your office
- Discussion with CIR colleagues online
- Other (Online or offline resources)

Q14. Which terminology do/did you struggle with most?

- Words used to refer to non-Japanese citizens
- Words used to refer to those who have a disability
- Words used to refer to those who are said to be in the LGBTQ community
- Another minority group

Q15. Is there any other factor that you have struggled with while translating as a CIR? (e.g. Pressure from co-workers, linguistic features of Japanese etc.)

Open field

If you would be willing to share some of the translations you have worked on as a CIR for the purposes of this study, please provide some links to publicly available translations in the space provided.

Finally, please provide a username (different to your real name) in the space below. This username can be used to identify your survey if at any time you wish to have your results removed from the survey findings.

*indicates required field

Focus Group Protocol

Topic 1: Understanding of the CIR role

I'd like to begin the focus group with some discussion of the role of a CIR. Please talk to each about what you think a CIR is.

Prompts

- Do you all agree that the role was well explained to you before you started?
- Did you all expect translating and interpreting to be part of your role?
- Did you all feel well prepared to work as translators and interpreters in your role?
- Do you believe that there is a diplomatic aspect to your work as a CIR?
- Have any of you experienced conflict between your role as an interpreter/translator and your capacity as a government employee (diplomacy aspect)?
- Have any of you experience of working with the public in a hospital, immigration office, or similar places as a CIR (community interpreting aspect)?

Topic 2: Practice of translating and interpreting in the CIR role

I'd like to continue the focus group with some discussion of the practice of translating or interpreting as a CIR. Please talk to each about your experiences of translating and interpreting as a CIR.

Prompts

- What were some of your worst experiences translating or interpreting?
- What were some of your best experiences translating or interpreting?
- Would you all describe CIRs as professional translators and interpreters?
- If not, what differentiates a CIR from a professional translator or interpreter?
- What makes a professional a professional anyway?

Topic 3: Involvement of others in the work of CIRs

I'd like to move to the last phase of the focus group with some discussion of the involvement of others in your work as a CIR. Please talk to each other about the level of independence you felt in your work as a CIR.

Prompts

- Did you all experience times where someone else like a colleague or higher up directly intervened in any aspect of your work as a CIR?
- How about in your role as a translator or interpreter?

- Do you all agree that you had the potential to effect change in your CIR workplace?
- How about in your role as a translator or interpreter?
- Do you all agree that you were well integrated into your workplaces as CIRs?

Any other important topics

To finish up the focus group today, is there any other aspect of your practice as a CIR that you would like to address here that might be relevant to T&I?

Appendix C - Focus Group and Interview

Participant Profile Sheet

Preliminary Questions

Project title: *The Impact of Professionalism and Agency on Translator Ethics: The Ethics of CIRs Working in the Japanese Government.*

I would be grateful if you could provide me with the following preliminary information to assist me in my study.

Name:	
Place of work as a CIR:	
Current field of work:	
Embassy or consulate at which your JET interview took place:	
Field of study at university before JET:	
What are/were your main roles as a CIR?	
What proportion of your role was taken up with Translation & Interpreting?	
Did your workplace have any particular workplace rules or codes that you were required to sign as an employee?	
Was there any particular code for translators or interpreters that you were required to follow?	

Appendix D - Interview Protocol

Interview Protocol (Semi-structured)

General Questions on Roles as a CIR

Please tell me a little bit about the kind of work you do as a CIR.

Why did you decide to become a CIR?

How much of your work is taken up by T&I?

What kind of tasks are you generally tasked with T&I?

Perceptions of the Role of the CIR at Different Levels

Before you came on the Programme, what did you expect to be doing?

Is there anything that your contracting organisation would like you to be doing more or less of?

What do you think that CLAIR would like you to be doing?

Agency and Intervention

Do you feel well integrated into your workplace professionally?

- *If not, why not?*

Do you feel well integrated into your workplace personally?

- *Why/Why not?*

Has there ever been a case when a superior intervened in or altered your translation or interpreted speech?

Do you feel that you have the ability to enact change in your role as a CIR?

- *If not, why do you think that is?*

Is there anything that you feel could be improved about your workplace conditions?

- *If not, why do you think your workplace functions so well?*
- *If so, do you think those changes are feasible in the context of your current workplace?*

Future Plans

What field would you like to work in in the future?

Has your experience as a CIR effected this decision?

Ethical stances

Do you agree or disagree with the following statements?:

CIRs when interpreting should always speak in the first person as if they are playing the part of both speakers in a conversation.

CIRs when translating should never alter or amend the source text in any way.

CIRs translations should read like natural texts would in the target language.

CIRs are cultural ambassadors and may amend language to suit a cultural context.

The most important role for CIRs when interpreting is to ensure the aim of the CO is achieved.

CIRs should feel empowered to use their practice of interpreting to advocate for causes that they believe in.

As a product of the CO, supervisors/superiors should have the last word on translations.

Scenario 1

You are asked to translate an academic paper for circulation at an upcoming international academic conference to be held in your city and attended by scholars from all over Asia. The paper makes claims about Japanese historical events with which you personally disagree and believe to be factually dubious based on your understanding of history.

How do you proceed?

How did you arrive at this decision?

Would your superiors be happy with this decision?

Are you fully confident in this decision?

- *If the CIR states that they would struggle with the situation in question:
- What could assist you in coming to a decision that you would be happier with?*

Scenario 2

You are tasked with interpreting the conversations between your colleagues and non-Japanese speaking local residents who come to your office in order to get information about different municipal/prefectural services.

A non-Japanese speaker is enquiring about the process of obtaining a divorce from their spouse. Your colleague leaves the conversation momentarily in order to obtain more information about the request of the local resident. While they are gone, the local resident non-Japanese speaker begins to ask you further questions about obtaining a My Number Card and renewing their visa.

How do you proceed?

How did you arrive at this decision?

Would your superiors be happy with this decision?

Are you fully confident in this decision?

- *If the CIR states that they would struggle with the situation in question:
- What could assist you in coming to a decision that you would be happier with?*

Scenario 3

You and your immediate co-workers have been heavily involved in the planning of an event to bring a delegation from overseas to your locality in order to sign a Memorandum of Understanding for a future Olympic Training camp.

You are interpreting between the Mayor/Governor of your city/prefecture and the equivalent lead of the delegation from abroad. They are having lunch before signing the Memorandum of Understanding.

A member of the visiting delegation is, unbeknownst to themselves, saying things that you perceive to be rude and insulting while speaking to the Japanese staff. You are charged with interpreting this.

How do you proceed?

How did you arrive at this decision?

Would your superiors be happy with this decision?

Would you proceed differently if the Japanese staff were potentially insulting the non-Japanese delegation?

Are you fully confident in this decision?

- *If the CIR states that they would struggle with the situation in question:
- What could assist you in coming to a decision that you would be happier with?*

Scenario 4

You are your city's main contact point with your

sister city/state abroad. You are supposed to translate each correspondence from your counterpart abroad and hand the translation to your Section Chief.

Your division is supposed to be holding a reception for a visiting delegation from the sister city/prefecture in two months. In their latest correspondence to you, you have been told that the plans may fall through but were requested not to pass this information on to your superiors as no ultimate decision has been made.

How do you proceed?

How did you arrive at this decision?

Would your superiors be happy with this decision?

Are you fully confident in this decision?

- *If the CIR states that they would struggle with the situation in question:
- What could assist you in coming to a decision that you would be happier with?*

Are CIRs professional translators and or interpreters?

Do you think there is a diplomatic role to what you do as a CIR?

Appendix E - Final Online Survey

Translation as a CIR

Thank you for taking this questionnaire. Please answer all applicable questions and ensure that you have read the separately provided project explanation

Q1. Have you read the project explanation? *

- Yes
- No

Q2. Are you above the age of 18? *

- Yes
- No

Q3. Are you a current CIR?*

- Yes
- No

Q4. Do you give your consent to participate in this study?*

Open Field

Q5. Do you reply to the online questionnaire related to my PhD study carried out in 2018?*

- Yes
- No
- I don't know

Q6. Before participating on the JET programme, in what field did you complete your undergraduate studies?

Open field

Q7. Please note any post-graduate education in the field provided. *

Open field

Q8. Which of the following types of contracting organisation do you work for?

- Prefectural Government
- Local municipality (City, town or village)
- Other

Q9. How would you respond to the question "What do you do for a living?" when asked by a Japanese person of the same age as you at a bar or restaurant?

Q10. How would you respond when asked by a grandparent what you do for a living in Japan. *

Q11. How would you respond to the question “What do you do for a living?” when asked by an official at an airport? *

Questions about workload

The next three questions ask you about your workload. You will be asked what percentage of your time at work is taken up by 1) translation 2) interpreting and 3) all other activities. The total of your answers should add up to 100.

Q12. Approximately how much of your time is spent on the following activities (in percent)? *

Translating _____

Q13. Approximately how much of your time is spent on the following activities (in percent)? *

Interpreting _____

Q14. Approximately how much of your time is spent on the following activities (in percent)? *

All other CIR activities _____

Q15. How much of your written translation work involves translation from English to Japanese or from a second (or subsequent) language into Japanese? (in percent)*

Q16. What does it mean to “internationalise” your local area?*

Finally, please provide a username (different to your real name) in the space below. This username can be used to identify your survey if at any time you wish to have your results removed from the survey findings.

*indicates required field

Appendix F - Focus Group Plain Language Statement

Project Explanation

This study is being carried out by Shane Forde at the School of Applied Language and Intercultural Studies, Dublin City University to inform his PhD thesis – The Impact of Professionalism and Agency on Translator Ethics: The Ethics of CIRs Working in the Japanese Government.

For this study you will be requested to participate in a focus group interview with a small number of other CIRs. The focus group will last for approximately one hour. The audio of the focus group will be recorded to ensure it can be appropriately transcribed, however, all data will be entirely anonymised by the completion of the study (i.e. it will not be able to be traced back to you and any personal data such as name, precise workplace location, colleagues' names etc. omitted). As all proposed questions deal with professional practice rather than personal information, there are no identified risks associated with participation in this study.

The focus group aims to ascertain to what degree a selection Coordinators for International Relations on the JET Programme struggle with ethical questions in translation. More specifically it looks at what threats are placed on their agency (i.e. the freedom they have to act as translators) by supervisors and superiors in their respective workplaces. Upon the culmination of the PhD I hope to devise a new way for translators to look at potentially challenging situations in translation that can work for them regardless of their context and their professional development. I also plan to share the results with the CIR community in an appropriate online forum through the channels which I have used to recruit participants for this part of the study.

The transcribed text of what was said in the focus groups will be stored on an encrypted server owned by Dublin City University and will be entirely anonymous. This project is entirely compliant with EU General Data Protection Regulation rules as implemented in 2018. Given the anonymous nature of the data it may be stored indefinitely as per university guidelines and Irish national law. Focus group data will only be accessible to myself and my two supervisors, Doctors Patrick Cadwell and Ryoko Sasamoto. Please note that in the highly unlikely event that the data is subject to a subpoena or a request via the Freedom of Information Act, I may be compelled to share the data with a third party.

Participation and involvement in the focus group is entirely optional. If, at any time up until the completion of the study (est. September 2021), you wish to withdraw the information that you have provided to me in the focus group, you may contact me at shane.forde5@mail.dcu.ie. After that point, withdrawal will not be possible as all data will have been completely anonymized.

If you have concerns about this study and wish to contact an independent person with knowledge of ethical issues surrounding data collection, please contact:

The Secretary, Dublin City University Research Ethics Committee, c/o Research and Innovation Support, Dublin City University, Dublin 9. Tel 01-7008000, e-mail rec@dcu.ie

Appendix G - Focus Group Informed Consent Form

Informed Consent Form

I understand that this study is being carried out by Shane Forde at the School of Applied Language and Intercultural Studies, Dublin City University to inform his PhD thesis – The Impact of Professionalism and Agency on Translator Ethics: The Ethics of CIRs Working in the Japanese Government.

For this study I have been asked to participate in a focus group with a small number of other CIRs.

Please respond to the following (Circle Yes or No for each question)

I have read the Plain Language Statement (or had it read to me)

Yes/No

I understand the information provided

Yes/No

I have had an opportunity to ask questions and discuss this study

Yes/No

I have received satisfactory answers to all my questions

Yes/No

I am aware that this focus group will be audiotaped

Yes/No

I understand the aims of the focus group as laid out in the Plain Language Statement

Yes/No

I understand that participation and involvement in the focus group is entirely optional. If, at any time up until the completion of the study (est. September 2021), I wish to withdraw the information that I provide in the focus group, I may contact the researcher at shane.forde5@mail.dcu.ie.

I understand that the data will be fully anonymised once transcribed (i.e. that all identifying information should be removed). I have been told that the transcribed text of what was said in the focus groups will be stored on an encrypted server at Dublin City University. Given the anonymous nature of the data it may be stored indefinitely as per university guidelines and Irish national law.

I have been assured that focus group data will only be accessible to the researcher (Shane Forde) and his two supervisors, Doctors Patrick Cadwell and Ryoko Sasamoto. I note that in the highly unlikely event that the data is subject to a subpoena or a request via the Freedom of Information Act, the researcher may be compelled to share the data with a third party.

Signature

I have read and understood the information in this form. My questions and concerns have been answered by the researcher, and I have a copy of this consent form. Therefore, I consent to take part in this research project

Participants Signature: _____

Name in Block Capitals: _____

Witness: _____

Date: _____

Appendix H - Interview Informed Consent Form

Informed Consent Form

I understand that this study is being carried out by Shane Forde at the School of Applied Language and Intercultural Studies, Dublin City University to inform his PhD thesis – The Impact of Professionalism and Agency on Translator Ethics: The Ethics of CIRs Working in the Japanese Government.

For this study I have been asked to participate in an interview

Please respond to the following (Circle Yes or No for each question)

I have read the Project Explanation (or had it read to me) Yes/No

I understand the information provided

Yes/No

I have had an opportunity to ask questions and discuss this study

Yes/No

I have received satisfactory answers to all my questions

Yes/No

I am aware that this interview will be audiotaped

Yes/No

I understand the aims of the interview as laid out in the Plain Language Statement Yes/No

I understand that participation and involvement in this interview is entirely optional. If, at any time up until the completion of the study (est. September 2021), I wish to withdraw the information that I have provided in the interview, I may contact the researcher at shane.forde5@mail.dcu.ie.

I understand that the data will be fully anonymised once transcribed (i.e. that all identifying information should be removed). I have been told that the transcribed text of what was said in the focus groups will be stored on an encrypted server at Dublin City University. Given the anonymous nature of the data it may be stored indefinitely as per university guidelines and Irish national law.

I have been assured that interview data will only be accessible to the researcher (Shane Forde) and his two supervisors, Doctors Patrick Cadwell and Ryoko Sasamoto. I note that in the highly unlikely event that the data is subject to a subpoena or a request via the Freedom of Information Act, the researcher may be compelled to share the data with a third party.

Signature

I have read and understood the information in this form. My questions and concerns have been answered by the researcher, and I have a copy of this consent form. Therefore, I consent to take part in this research project

Participants Signature: _____

Name in Block Capitals: _____

Date: _____

Appendix I - Interview Plain Language Statement

Plain Language Statement

This study is being carried out by Shane Forde at the School of Applied Language and Intercultural Studies, Dublin City University to inform his PhD thesis – The Impact of Professionalism and Agency on Translator Ethics: The Ethics of CIRs Working in the Japanese Government.

For this study you are being requested to participate in an interview. It will last for approximately one and a half hours. During the interview you will be presented with some scenarios about which you will be asked questions. The audio of the interview will be recorded to ensure it can be appropriately transcribed, however, all data will be entirely anonymised by the completion of the study (i.e. it will not be able to be traced back to you and any personal data such as name, precise workplace location, colleagues' names (excluding the name of the researcher) etc. omitted). As all proposed questions deal with professional practice rather than personal information, there are no identified risks associated with participation in this study.

The interview aims to ascertain to what degree a selection Coordinators for International Relations on the JET Programme struggle with ethical questions in translation. More specifically it looks at what threats are placed on their agency (i.e. the freedom they have to act as translators) by supervisors and superiors in their respective workplaces. Upon the culmination of the PhD I hope to devise a new way for translators to look at potentially challenging situations in translation that can work for them regardless of their context and their professional development. I also plan to share the results with the CIR community in an appropriate online forum through the channels which I have used to recruit participants for this part of the study.

The transcribed text of what was said in the interview will be stored on an encrypted server owned by Dublin City University and will be entirely anonymous. This project is entirely compliant with EU General Data Protection Regulation rules as implemented in 2018. Given the anonymous nature of the data, it may be stored indefinitely as per university guidelines and Irish national law. Interview data will only be accessible to myself and my two supervisors, Doctors Patrick Cadwell and Ryoko Sasamoto. Please note that in the highly unlikely event that the data is subject to a subpoena or a request via the Freedom of Information Act, I may be compelled to share the data with a third party.

Participation and involvement in the interview is entirely optional. If, at any time up until the completion of the study (est. September 2021), you wish to withdraw the information that you have provided to me in the interview, you may contact me at shane.forde5@mail.dcu.ie. After that point, withdrawal will not be possible as all data will have been completely anonymized.

If you have concerns about this study and wish to contact an independent person with knowledge of ethical issues surrounding data collection, please contact:

The Secretary, Dublin City University Research Ethics Committee, c/o Research and Innovation Support, Dublin City University, Dublin 9. Tel 01-7008000, e-mail rec@dc

Appendix J - Focus Group Thematic Frame: Role of the CIR

Chart 1 - Role of the CIR			
	What the CO Wishes for the CIR to Achieve	Tasks Carried Out by the CIR	Centrality of Translation and Interpreting
R1-1	Depends highly on the placement and the wishes of the contracting organisation.	Event planning and organising. PA work, small amounts of translation and interpreting.	Did little of either. Frustrated by underuse and concerned with overreliance on Google Translate which the CIR was then required to correct.
R1-2	Stresses the importance of helping the local immigrant community. Expresses shock upon finding out that some CIRs taught English.	Translation, interpreting and sister-city work.	Heavy focus on both T & I with a community translation and interpreting focus.
R1-3	To connect the CIR's home country with Japan through whatever form that may take.	Translation was named as the most prominent task. Some interpreting and also PA work.	Position highly translation focused with very little interpreting. Wanted more interaction with local people in terms of cultural exchange events.
R1-4	Depends on the placement.	Primarily introducing their culture to children at primary schools. One instance of interpreting, some translation.	Little translation and interpreting with much of the translation being into languages of which the CIR was not a native speaker. Heavy focus on cultural exchange in the community, specifically primary schools.
R1-5	To act as a link between their home country and Japan. Depends on the placement, whether urban or rural and the aims of the CO but could be summarised by the word "internationalisation". Also mentions the capacity for the CIR to act as an agent of soft diplomacy.	"Jack of all trades" position as per JET website.	Same position as R1-3 but described it as a jack-of-all trades position as per website (including translation and interpreting).
R1-6	To have the CIR interact with locals and to share their culture with these citizens and act as an agency of soft diplomacy for Japan upon returning to their home country. States	Interpreting for non-Japanese residents coming into the city on cruises. Small amounts of translation. Mainly involved	Little translation and interpreting, strong focus on cultural exchange.

	that the CO wants the CIR to act as the “token foreigner” and interact with the local community.	in cultural exchange work and interacting with the community.	
R2-1	Cultural exchange was the aim of the CO but the CIR described this as vague and generic.	Described the variance in work from translation of documents to interpreting at “grandiose” events.	The CIR in question did a substantial amount of translation but was removed from interpreting tasks for the mayor. They speculate that this was because of poor performance immediately after arrival. Some community interpreting.
R2-2	Described the role as “mostly translating stuff” Agreed with others’ comments about how it depends on the CO.	Emphasised the centrality of translation.	Described the role as “mostly translating stuff” Also removed from interpreting due to implicit mutual understanding that they were better people in the placement suited to such roles.
R2-3	Also stressed that roles depend on the CO. For CIRs from non-English speaking countries (like them) sister-city relationships are common. They said that they thought when the programme was devised it was probably devised with no aim to let the CO decide what they wanted from the CIR. They also said many CIRs don’t facilitate international relations	Described themselves as “the face of everything” involving sister-cities in their area.	Expressed annoyance at not being used for translation between languages other than their native language and English.
R3-1	States that it varies wildly on the placement.	Primarily translation. However, they also do some interpreting which they were not expecting.	They appeared happy with the amount of translation. Translation was central in their placement.
R3-2	Stressed that CIRs (and ALTs) have a role beyond their work responsibilities or the work of the CIR to internationalise their area by their presence, showing local people a	Stated multiple times that they are underutilised generally.	Whisper interpreted for performances at the arts centre. One case of community interpreting at a medical clinic.

	world outside of their immediate surroundings.		Mentioned translating email correspondence with artists abroad.
R3-3	States that the general aim is cultural exchange, but the CO decides what the CIR ultimately does, be it sister-city partnerships, creating tourism materials, translation or interpreting etc.	Stated that about half of their work is compiling a bilingual newsletter for local residents. Also engages in school visits, translation, interpreting and cooking classes	The CIR has experienced different placements. Beyond the production of a bilingual newsletter, they stated that they also currently engage in community interpreting in medical settings.
R3-4	They had been excited to engage in work with their sister state, but the CO primarily uses them for translation. Sister-state work is not handled by their office.	Primarily translation. They also mentioned one aspect of their job which is travelling to remote areas and experiencing local culture.	Expressed annoyance at being primarily used for translation. As the CIR also worked at an international centre, they also engaged in some community interpreting.

Appendix K - Focus Group Thematic Frame: Agency

Chart 2 - Agency 1		
	Independence	Ability to Implement Change
R1-1	They felt as though they had a great deal of independence. The reason for this was because nobody knew what to ask of a CIR, so they were left alone.	They said that they could not implement change because they were not supported to do so. They stressed that they were moved around from department to department and didn't feel as though they had a home. They also stated that the annual personnel transfer meant that superiors were unlikely to help CIRs effect change because they knew their position was temporary before they were transferred out again.
R1-2	The respondent did feel as though they were afforded independence and highly trusted. As their placement was primarily translation/interpreting focused they stated that they were afforded a great deal of independence regarding deadlines, translation content etc. for translations received in their department.	The respondent didn't comment on this.
R1-3	The CIR stated that their schedule and work assignments were rigidly monitored via an office schedule. They were also subject to a more senior CIR checking their translations.	Regarding implementing change the CIR said they had given up on this because of bureaucratic hurdles, a lack of support from staff and also budgetary constraints. Regarding the lack of support from staff, the CIR stated that they didn't think the lack of support was motivated by malice but instead overwork on the part of their co-workers.
R1-4	The respondent said that they had high levels of autonomy. They had free reign over the content that they taught at school visits and when they returned back to the office after a business trip.	The respondent didn't comment on this but did say that they were viewed as a temporary worker and not well integrated into the workplace professionally despite the personal warmth of colleagues.

R1-5	They echoed R1-3 in saying that their schedule was monitored on a department wide basis but noted that they had autonomy in deciding the content of presentations. They also stated that on a trip abroad they were afforded freedom to decide the content of presentations.	The respondent said they gave up on an institutional level but that they were able to implement smaller changes particularly as they progressed in their time at their placement
R1-6	The respondent stated that they were very independent but that their CO also didn't know what to do with them.	The respondent said that they didn't have the ability to effect change in their workplace because this was not in the narrow scope of what their workplace had in mind for the CIR role. They stated that the CIR was simply viewed as a temporary position where they act as the "token foreigner" who interacts with the locals but doesn't effect significant changes.
R2-1	The CIR stated that they felt very little independence. This was because they didn't understand a lot of the processes in their workplace and when they asked about these processes, they were scolded for asking questions. Co-workers would also "constantly" check up on during the course of their work.	The CIR felt they had no ability to change anything. They had no confidence that anything they said would be listened to and their opinion was never requested on anything.
R2-2	The CIR doesn't reference much intervention in their work that would constrain their independence. They do say that for some translations they rely on the help of a co-worker.	The CIR stated that they do feel as though they have the ability to change some things. They said that this is perhaps because of a lack of knowledge in their placement about how to use a CIR. They are the first CIR in their placement in a number of years.
R2-3	The CIR says that their level of independence has increased as they have spent more time in their placement. They link this to the greater levels of trust placed in them. In their early years they talk about attempts made to amend their translations and interpreted speech.	The respondent did feel that they could effect change but the reason for this is because there are no established systems in place. There were low levels of knowledge about the CIR role in the respondent's placement and the lack of a system was seen as a net negative.
R3-1	Described the role as quite rigid, primarily translation with a translation supervisor who is very protective of	The rigidity of the role was seen as a barrier to effecting change.

	them. They said that prefectural and municipal roles may be different in this respect.	
R3-2	This respondent did describe high levels of autonomy. They worked a number of jobs outside of tasks given by the CO and if they wanted to leave the office for an assignment, they had generated on their own they were often granted permission.	The CIR felt that they were not given enough support to effect change in the workplace and that they were not a valued member of the workplace. They recalled an incident where they needed to escort guests around town. but they didn't have a car. The CO had forgotten this fact.
R3-3	The CIR identified high levels of independence in that they were able to refuse jobs, nobody intervened in their work, and they were able to express themselves and take control of their own work. When they receive advice, they decide whether to implement it or not based on whether they feel it will work in their practice.	The CIR offered their thoughts about the ability of CIRs to effect change in the lives of the local community rather than in their workplace. They believe results regarding the ability of CIRs to effect change in the community were mixed. They felt as though it was difficult to measure the long-term impact on CIR work on the community.
R3-4	Agreed with R3-1 that prefectural roles are more rigid. Felt as though they were used for translation services only.	As with R3-1, because the placement was prefectural and had existed for a long time the CO had a set idea of how they wanted to use the CIR. Therefore, the CIR felt they could not effect change, and their suggestions were not listened to. Their supervisor also made decisions on whether to accept work assignments without consulting the CIR.

Chart 3 - Agency 2 - Agency in Translation and Interpreting

R1-3	<p>The respondent felt happy that in their placement they had a supervisor who was willing to defend their translations from other people who sought to change them. However, the CIR referenced a system imposed by this same supervisor whereby their translations had to be checked by a more senior CIR in their placement and vice-versa. It was not necessary that R1-3 check the senior CIRs translations for them to be approved however, if the senior CIR was not present R1-3 had to wait for them to return before submitting their translation.</p> <p>Moreover, the CIR referenced an unpleasant interpreting experience in which their Section Chief asked them to interpret between the Governor of the area and a visiting Governor from America. They had been told this would not happen and therefore had not prepared for it.</p>
R1-4	<p>The respondent said that their supervisor was generally supportive in refusing unreasonable requests, e.g., a reference to translate a tax document. However, they were refused permission to translate a document on one occasion because it would ultimately necessitate a third party inserting the text into the document and formatting it.</p>
R1-5	<p>The CIR stated that in general their supervisor (the same person as mentioned by R1-3) was great at dealing with disputes with clients over translations and translation deadlines although they did mention a particularly difficult requester from another division in the prefectural offices with whom they would often fight over “literal versus non-literal” translations.</p> <p>They also referenced an issue with interpreting jobs being sprung on them that they were not expecting. They stated that they this was a common issue for CIRs.</p>
R1-6	<p>The respondent stated that they disliked superiors springing interpreting tasks on CIRs and that this was a common issue. They also mentioned problems with COs not providing preparatory documents before interpreting jobs.</p> <p>They requested to translate a manual on throwing away rubbish but were told it was not needed. They also tried to translate announcements from the Communication Division selecting the announcements that they felt non-Japanese speaking residents would be interested in. They were told that they needed to devise rules for what announcements they would translate. When the CIR devised the rules to post about events, they were told that they can only post about upcoming events and not events that have already happened. They also were not provided with posts in enough time before the event so eventually abandoned the project.</p>
R2-1	<p>The CIR referred to instances where they were requested to make changes to their English translations by a non-native speaking colleague. All of their translations were required to be passed through this colleague. There were instances where the CIR felt</p>

	<p>that the corrections, they received were in fact not grammatically correct but in the end, they backed down a lot of the time to avoid an argument. The CIR also was removed from interpreting tasks for the mayor almost immediately after arriving in their placement.</p>
R2-2	<p>The CIR expressed discomfort at having their English translations checked by a non-native speaker (despite the non-native speaker believing the CIR when disputes arise regarding the quality of the translation. They also were annoyed when they were passed over for native checks and these native checks given to non-native Japanese speakers. The CIR also talked about successfully changing a translation that was allegedly done by a native speaker but in the CIR's opinion clearly was not. The CIR also said they had success in convincing people in their placement to ask them to perform native checks on translations to ensure a quality product. The CIR was generally happy with their levels of agency.</p>
R2-3	<p>The CIR complained of underutilisation. They also stated that they would see poor English around the town and complain to people in the office about the translation, asking why they hadn't been asked to do it. They were told there were time constraints, or the person didn't know the CIR existed. The CIR was also annoyed at not being used for languages other than their native language, English and Japanese.</p> <p>The CIR also expressed discomfort at having to interpret for a member of the sister-city team abroad who "overshares" and makes "inappropriate statements".</p> <p>The CIR explained that in their earlier years on the programme they would spend a great deal of time having to defend their translation decisions to superiors although they are now trusted more by those in their municipal offices.</p> <p>The CIR talked about being told they were wrong in interpreting by mayors when the CIR felt that they were correct.</p> <p>Finally, the CIR talked about the difficulty in translating texts that made pronouncements about historically controversial events. They were asked by superiors to change the language to tone down any potential controversy. The CIR felt this damaged readability but ultimately reached a compromise with their superiors.</p>
R3-1	<p>The CIR only stated that their translation supervisor was protective of them.</p>
R3-2	<p>The CIR felt extremely limited in what they could do. They are hired to work at an arts centre and interpret for performances, translation promotion materials etc., but despite the presence of artists from overseas they are not allowed to help them directly as the artists have their own interpreters with them. This means that the CIR feels underutilised. However, the CIR also detailed successes in reaching out to other offices to help with their translation work. This was acceptable to the arts centre.</p>

	<p>The CIR also detailed an occasion where they translated reports into English to be posted on a website however, they were ultimately never posted.</p> <p>They also discussed whisper interpreting a performance that was full of sexual references which made them uncomfortable.</p> <p>They also mentioned a co-worker who must check any work they do but who also changes things without the permission of the CIR and “makes it terrible”</p>
R3-3	<p>While the CIR does receive feedback on translation, they ultimately take the final decision in their placement whether to listen to this feedback or not.</p> <p>The CIR said that they hear a lot of stories of CO’s demanding literal translations however, they do not tolerate this as they are the one with the greatest knowledge of English in their placement.</p>
R3-4	<p>The CIR detailed translating a large volume of material into Japanese that was time-consuming and technical in nature, but was ultimately never used by their CO.</p> <p>The CIR also detailed discomfort in interpreting for a high ranking official in their placement who made references to guests that they felt were racist. They struggled with whether or not to tone this down.</p>

Appendix L - Focus Group Thematic Frame: Professionalism

Chart 4 - Professionalism		
	Independence	Ability to Implement Change
R1-1	Lack of experience and lack of training. Points out that most CIRs join the programme having come directly out of college. However, they said that a CIR may learn on the job and be able to consider themselves a professional after spending a long time on the programme.	The respondent stated that COs often use poor quality paid translation services.
R1-2	This respondent held a degree in translation and said that despite this they didn't know what a professional was. They said that the documents they had to translate in their placement were not technical and therefore they didn't have much trouble with them. However earlier in the conversation they described themselves as non-professional because a professional could better translate technical documents such as contracts.	They said that they were surprised Japan didn't have a means of recognising professional translators that was widespread because "Japan is a country that really needs translation".
R1-3	They said that professionals had greater knowledge of technical language, but they also said that there was a fine line between whether a professional or native speaker would be a better translator. Noted that the definition of a professional is subjective. They said that to people who don't know that there are professional translators out there that CIRs may be the best they have even seen.	Described one example of professional translation as "fairly good". But also said that the professional translators hired by COs in Japan are "really crap".

R1-4	Lack of training and lack of experience. This CIR did have a degree in translation however, they did not feel as though they were a professional. Stated that they had just graduated (in a conversation about CIRs lacking experience).	The respondent said that there was a lack of understanding about what it meant to translate and interpret, i.e., that it requires more than a competence in both languages. They also agreed that standards in Japan were low.
R1-5	Lack of training and lack of experience. This CIR did have a degree in translation however, they did not feel as though they were a professional. Stated that they had just graduated (in a conversation about CIRs lacking experience).	The respondent said that there was a lack of understanding about what it meant to translate and interpret, i.e., that it requires more than a competence in both languages. They also agreed that standards in Japan were low.
R1-6	No training and lack of experience. States that CIRs simply know both languages.	States that professional translation quality in Japan is poor. Describes being asked to native check commissioned professional translation and being very surprised that the CO paid money for what was in their eye's low-quality translation. The respondent states that the COs use the cheapest translators therefore lessening the quality.
R2-1	Said that COs are "rolling the dice" with whom they get on the Programme. They felt as though the CIRs that came before them were more proficient in Japanese. They defined professionalism as "skilled and proficient", saying CIRs were professional in this context. They didn't believe that they were not a professional because they lacked Japanese language proficiency.	The CIR said that some of the native check assignments that they received were so poor in quality that they simply had to retranslate the entire thing from scratch.
R2-2	The CIR in question had a master's degree in translation and stated that they were professional in comparison with other translators they have seen in Japan.	They said that the pursuit of quality is what differentiates themselves as a professional from others (i.e., those practising translation in Japan). They particularly said that literal translation is a problem with the translators that the city hall uses from time to time.

	<p>Later they agreed with R2-3 that there is a variance with CIRs, some may be professionals and have training in translation skills for example, but others do not. They also cited a lack of experience on the part of some CIRs.</p>	
R2-3	<p>While they said that they had taken a class on translation and interpreting they feel as though they do not possess the requisite skills in order to research background information etc.</p> <p>They also said that some CIRs may be professionals as some may have training however, when asked whether CIRs were professionals they originally answered with “no”. Experience was also cited as a factor as many CIRs may be engaging in translation and interpreting for the first time. Finally, CIRs lack a system around them of checks and edits on their work that would be available to a professional.</p>	<p>The CIR derided the quality of translations that they found in their city that they had not been asked to translate. They said that such translations reflected poorly on the town.</p>
R3-1	<p>The respondent said that it depends on the CIR but many CIRs are not professionals because they do not have training. They themselves felt prepared for translation but not interpreting as they had a degree in translation.</p> <p>They also linked professionalism to experience.</p>	<p>The respondent was strongly critical of the work of professional translators in Japan saying the COs were “wasting their money” commissioning them.</p>
R3-2	<p>Said CIRs were not professionals because they lacked knowledge of specific terminology. They also said that they lack experience as this was their first job out of university.</p>	<p>The participant praised the professional interpreters hired to interpret for artistic performances at their art centre.</p>
R3-3	<p>The respondent originally said that knowledge of both languages was all that was required for translation.</p>	<p>The respondent didn’t comment on the work of professional translators or interpreters in Japan.</p>

	<p>Later when questioned about whether CIRs were professional translators and interpreters, they said “no” because CIRs don’t have the training.</p>	
R3-4	<p>The CIR replied with the word “no” when asked if CIRs were professional translators or interpreters and later agreed with R2-1 who linked professionalism to “background, education and experience”.</p>	<p>The respondent offers praise for a hired interpreter that they worked with and whom they described as a “professional” and “high level”.</p> <p>However, regarding translation the respondent was heavily critical of the standard of commissioned translations to the extent that they couldn’t believe that the CO was paying for it.</p>

Appendix M - Focus Group Thematic Frame: CIRs as Outsiders

Chart 5 – CIRs as Outsiders	
R1-1	The respondent stated that they were shifted around from office to office. When their supervisor met them, they asked the CIR if they could speak Japanese. When they arrived in the placement, they were told the CO didn't know what to do with them. Their supervisor was also scolded for having the CIR assist in stuffing envelopes despite the CIR wanting to do so and being irritated at having nothing to do.
R1-2	The respondent felt irritated because they were asked by those requesting translation if they speak and read Japanese. They also felt as if they were poorly integrated because they did not have to file paperwork like other staff did. The CIR was also felt isolated because they were prevented from answering the phone. They recalled another occasion where they were requested to do something while they are eating some fruit. However, the requester apologised for bothering them while eating. The CIR saw this as evidence that they were not seen as part of the office as they felt as though they should have been scolded for eating at work.
R1-3	This CIR felt as though they didn't have the training to file paperwork and that they also felt as though distance was put between the CIR and colleagues because CIRs have a different skillset and the CO may feel as though menial tasks are beneath the CIR. They also said that perhaps CIRs are not kept informed about certain things because the CO believes they are too busy and doesn't want to bother them.
R1-4	This respondent felt that their colleagues were generally very nice to them, but they also felt as if they were "only temporary" in the placement and not involved in the main events.
R1-5	This respondent felt isolated and removed from the office in their first two and a half years but having been there for five years eventually they developed a community of people whom they had worked with. When the CIR left their placement, they were deeply grateful to their colleagues who threw them a party and gave them gifts.
R1-6	The respondent stated that the CO wanted them to be the "token foreigner" who interacted with the locals. They were also told not to help in cleaning the office when cleaning was happening but did it anyway. The respondent also said that CIRs were not kept informed of important work-related issues. The CIR stated that they didn't feel like they could make change because even if they spoke up, they wouldn't be listened to and the change wouldn't be implemented.

R2-1	The CIR felt as though they “struggled with knowing what was going on at all times”. They were discouraged from asking questions and they were made to feel like whatever task they were given they “would mess it up”. This CIR also stated that they were never listened to.
R2-2	The CIR stated that they feel really grateful to get on well with their co-workers and that they feel very well integrated into their core group of colleagues however, due to a change in seating arrangements, separating their office from this group they have seen a reduction in their work assignments coming from this group.
R2-3	<p>The respondent said that on a personal level people are “always very welcoming” however, they do not feel integrated on a professional level as the work that they do is so different from their colleagues. They also felt as though there was no system for translation in place which meant that they received no guidance as to what they should be doing at any given time.</p> <p>Moreover, the CIR noted a number of occasions in which they would be passed over for translations resulting in a poor-quality product. The reasons for not using them were said to be time constraints or a lack of knowledge of the existence of the CIR.</p>
R3-1	The respondent doesn’t comment on this.
R3-2	This respondent didn’t know why the CO hired them. Claims the CO doesn’t know what to do with them. The CO has failed to use material that they have translated. The CIR states that they feel independent but that this is a double-edged sword because the CO’s lack of awareness of them and support can make them feel isolated and cause them difficulties.
R3-3	This CIR has worked in a number of different placements. In their first placement they stated that there was little to do and in their current placement they stated that they are placed in an office that has nothing to do with international relations and the members of which do not care about international relations. However, they “love “the level of freedom that this gives them.
R3-4	The CIR said that they feel like a “translation lacky”. They expressed annoyance that they are tasked with doing translations for foreign business trips but are never brought on this trip.

Appendix N - Focus Group Thematic Frame: Training

Chart 6 - Training		
R1-1	Stated a dislike of the CLAIR translation textbooks but really liked the interpreting training camp as part of the course.	The CIR expressed a wish to be instructed about Japanese business manners and how to speak in a more hedged manner in Japanese because they are usually too direct.
R1-2	Respondent said that they would like to do something with the textbooks to change them.	The CIR stated that they believed there should be a course in business Japanese, including polite language and manners on the phone, emails etc.
R1-3	This CIR didn't comment on the translation aspect of the course but was full of praise for the interpreting training camp held as part of it that inspired them to enjoy interpreting.	<p>The participant agreed that while CIRs may have a certain proficiency in the language, they may need more help when it comes to business Japanese so that they can express themselves more appropriately when they wish to advocate for change.</p> <p>The respondent also stated that they think it is hard to provide accurate training for CIRs because each CIR's experience is so different. For them, while they enjoyed the interpreting course it may not have been particularly useful because they don't do much interpreting.</p>
R1-4	Stated the translation tasks in the textbooks were "awful" and agreed with R5 who stated that CIRs do more challenging translations in their day to day.	The CIR didn't give suggestions for what could be improved.
R1-5	<p>States that there is a genuine consensus that the translation textbooks are a joke and that the texts need to be updated. They also stated that CIRs do more challenging translations in their day to day.</p> <p>States that the classes given at training seminars for CIRs are not sufficient. (45 minutes upon arrival in</p>	<p>The CIR suggested something similar to the CLAIR interpreting camp just on the translation side where the CIRs could come together to practice with professional interpreters.</p> <p>When the CIR who works at CLAIR stated that this may be logistically difficult the CIR suggested doing something online.</p>

	Japan and 75 minutes at Mid-Year Conferences held annually)	
R1-6	<p>States that there is a genuine consensus that the translation textbooks are “a joke” and that the texts need to be updated.</p> <p>Stated that the optional interpreting course provided by CLAIR was “great”.</p>	Stated that instruction about polite Japanese and workplace appropriate communication was a good idea.

Appendix O - Focus Group Thematic Frame: Diplomacy

Chart 7 - Diplomacy	
R1-1	The respondent didn't offer any opinion regarding the diplomatic role of the CIR or engage in any activities that could be said to be related to the area of diplomatic T&I.
R1-2	The respondent didn't offer any opinion regarding the diplomatic role of the CIR or engage in any activities that could be said to be related to the area of diplomatic T&I.
R1-3	The CIR discussed being asked to interpret between their Governor and the Governor of a US state at a dinner party. This was sprung on the CIR without warning. The CIR was also charged with interpreting at the signing of a Memorandum of Understanding for an Olympic training camp. They said that this was high level and another CIR (R1-6) suggested that they should use a professional for that.
R1-4	This CIR didn't offer any opinion regarding the diplomatic role of the CIR or engage in any activities that could be said to be related to the area of diplomatic T&I.
R1-5	This respondent also did not offer any opinion regarding the role of the CIR or engage in any activities that could be said to be related to the area of diplomatic T&I.
R1-6	The respondent stated that the CO wanted them to assist with sister-city relations but only within the narrow scope for sister-city relations that they had already established. They also stated that high level diplomatic interpreting should be requested of a professional and not a CIR.
R2-1	The CIR said that whether there is a diplomatic aspect to the role or not depends on the placement. For their city, they stated that the city engages in perhaps more diplomatic relations than many other cities in the country and for them this generally meant translating a lot of letters between the mayor and foreign dignitaries. However, these letters generally follow a template and therefore the CIR never "really" felt that they were engaging in diplomacy and gave little thought to it. However, from time to time they did consider phrasing to ensure the mayor didn't look silly.
R2-2	The CIR stated that they do believe that there is a diplomatic aspect to the work of the CIR to the extent that whatever they translate represents their city.
R2-3	The respondent said that while they wouldn't consider it diplomacy really because it is on such a "small-scale" the CIR was "the face of everything" for their sister city. All contacts regarding the relationship came through them. The CIR said that while their opinion may not be given weight on the Japanese side, their opinion is given a strong weight from the non-Japanese side.

	The CIR also expressed issues interpreting for a member of the non-Japanese sister-city delegation who makes inappropriate comments. They felt that the impetus to intervene to stop him was on their co-workers.
R3-1	The respondent stated that there is an inherent diplomatic element to translation and interpreting. They use the example of interpreting the speech of American President Donald Trump, saying that if you were to interpret as is you would “look like an idiot” or should you try to “smooth it out”. The CIR continued on to talk about how on one occasion they had refused to interpret a phrase that they believed could potentially cause offense to a visiting group.
R3-2	This respondent didn’t believe there was a diplomatic element to their role, however, they did state in response to the question that other CIRs in their placement were more involved in working with municipal relations with their home countries.
R3-3	This CIR stated that they didn’t believe that there was a diplomatic role to their position in terms of international relations. However, later in the interview they stated that they were in charge of corresponding with their sister city’s Mayor abroad in the United States. They stated that their superiors had worried about whether a CIR should be entrusted with this task and that the CIR understood their concerns however, they believed that the discrepancies between both Mayor’s ages meant that they were more suited to handling communication between their city and sister city in America. Moreover, they felt that this was the question way for them to effect change.
R3-4	The CIR said that they had begun to understand the point made by R3-1 about the diplomatic aspect of CIR work during their time in their placement. They referenced potentially racist comments made by their Governor to a group visiting from Hong Kong. The CIR wondered whether it would be better to parse these comments in a way that may be considered less offensive.

Appendix P - Interview Thematic Frame: The Role of the CIR

Chart 8 – Role of the CIR 1		
Interviewee	What the CO would want more or less of	What CLAIR would want more or less of
I-1	The CIR stated that they had been told by a superior that they wanted them to be doing more events. The CIR was asked to talk to other CIRs about this and gather ideas for more events at the Mid-Year Conference. The CIR felt as though they do “a lot of translation and interpreting” but could “reach outside of City Hall more”	The CIR said that they did not know what CLAIR would want them to be doing.
I-2	Stresses that the CO would probably want them to be engaged in more cultural events. States that they have freedom to do the events that they want if there is a budget available for it.	States that CLAIR would probably want them to be doing whatever the CO requests, including sister-city relationship building, translation and interpreting. The CIR also stresses that CLAIR would probably want them to engage in more events, specifically cultural events related to internationalisation.
I-3	The CIR stated that their division would like them to be more involved with the promotion of the area to overseas tourists. They were also encouraged to submit new ideas for “projects”, but the CO didn’t elaborate on what they meant by projects.	The CIR states that they believe that CLAIR recognises the diversity of the CIR position and states that perhaps CLAIR would wish for them to contribute to the conferences that CLAIR holds for CIRs once annually.
I-4	As the CIR studied Spanish as well as Japanese in university, they stated that the CO would like them to do some interpreting between Spanish and Japanese. They refused to do this as they had concerns over the quality of the interpreting they would produce.	The CIR stated that CLAIR would want them to be “sharing their culture more. They stated that in their current office they work with people who have been around foreigners before but that they don’t work much with local people introducing their home country.
I-5	They stated that they could do more cultural events at the International Centre however, these were always constrained by budget considerations.	The CIR stated that they couldn’t be asked to do more, that they are doing everything listed on the CLAIR website.

I-6	The CIR said that they believe that the CO is generally happy with what they are asked to do however their new supervisor has been pushing for them to start a kind of blog series online in which non-Japanese citizens introduce themselves.	The said that it is hard to know but that CLAIR would probably want them to be doing more translation.
I-7	The CIR has been told that there is an issue with the quality of their translations. They believe the CO would want them to do better in this regard.	The CIR said that they don't think that CLAIR cares about them. They also stressed that the difference in what each CIR does makes it difficult to know what CLAIR wants.
I-8	The CIR couldn't think of anything.	The CIR stated that they believe CLAIR would probably want them to improve connections between their city and home country. Moreover, they said that they would want the CIR to get more engaged in the community and be "the foreigner".
I-9	The CIR said that they do not get a lot of direction from the CO outside of promoting international tourism in the area.	The CIR feels personally like they don't have enough chances to engage with the public in their local area. They believe CLAIR should support them doing more of this.
I-10	The CIR said that there wasn't anything that the CO wanted them to be doing more of.	The CIR stated that they don't know what CLAIR wants. They criticised CLAIR for sending mixed messages to CIRs.

Chart 9 – Role of the CIR 2

Interviewee	Tasks Carried Out by the CIR	Centrality of Translation and Interpreting
I-1	Primarily translation and interpreting. Teaches English to city hall staff and also mentioned teaching cooking classes.	Primarily translation and interpreting. Requests come from departments across City Hall. They also mentioned a particularly busy period translating correspondence between a sister city abroad and also interpreting for a visiting delegation from this city.
I-2	Outside of interpreting and translation, school visits and cultural seminars were listed as work responsibilities.	The CIR said this work constitutes about 70% of their entire work responsibilities. This includes translating correspondence with the area’s sister city, interpreting for foreign dignitaries meeting the Mayor and translating documents regarding overseas tourism.
I-3	70 to 75% of their work time was taken up with their responsibilities as a Prefectural Advisor.	Much smaller amount than all other interviewees. A rule at their placement states that due to their busy schedule, translation must be attempted by the requester before being given to the CIR.
I-4	Primarily translation and interpreting. They also said they are asked to show journalists and guests from abroad around the area. While pitched as interpreting jobs they are usually undertake alone so there is no interpreting involved.	Majority translation and interpreting. Tourism brochures and e-mails are common as well as letters of recommendation from the Governor for students looking to study at universities abroad.
I-5	Describes their work responsibilities as everything on the website and “a good mix”. Monthly newsletter, cooking classes, cultural events, school visits.	“A good amount” of translation and interpreting. Assists with legal consultations at the international centre.
I-6	Outside of translation and interpreting, the CIR mentions helping out with events and also teaching English.	“Primarily a lot of translation” Described doing a lot of English to Japanese, which they called “incredibly difficult”. Mentioned translation for a website for an annual Snow Festival

I-7	Outside of translation the CIR mentioned helping out with events, such as an event to celebrate their home country and an event to celebrate Christmas.	Primarily engaged in translation with two cases of interpreting only. This occurs when guests come to the area to learn about the effects to the 2011 tsunami. Translation tasks included translations for an information centre regarding the tsunami as well as letters for the mayor.
I-8	The CIR said that they were hired to help with the holding of the Rugby World Cup. Their area was to host some games during the tournament. Moreover, they visited pre-schools and held a monthly English class.	Translation primarily involved signs, notices and information necessary for the Rugby World Cup. The CIR also interpreted tours of the grounds and attended on match day to help supporters from overseas with queries. The CIR also interpreted on tours of museums.
I-9	The CIR works in the area of tourism promotion. This is their primary responsibility.	Their work constitutes translation primarily, both requests from their department and others but also work that they seek out themselves. They said that interpreting tasks are rare, perhaps once per month and include interpreting for visiting tourists on cruise ships.
I-10	While their role is predominantly focused on translation, they also mentioned the visiting schools to introduce their home country's culture as well as work as a Prefectural Advisor.	Stated that their work is 80% translation and 10% interpreting. The CIR mentioned translating materials related to the Great Eastern Japan Earthquake as well as a newsletter and policy documents from the Governor.

Appendix Q - Interview Thematic Frame: Agency

Chart 10 – Agency		
Interviewee	Tasks Carried Out by the CIR	Centrality of Translation and Interpreting
I-1	Autonomy	Ability to Implement Change
I-2	The CIR strongly wished for greater levels of autonomy in their placement and had taken a number of steps to push for this.	While the CIR did wish for greater levels of independence, they did list a number of instances when they were able to acquire greater agency. One example is that when writing work reports the CIR’s supervisor would amend the reports to include extra details. The CIR asked the supervisor to be taught how to make these reports better.
I-3	The CIR’s levels of autonomy have changed in their time in their placement. They described a lack of work in their first year, however, they feel as though they are “trusted more” now. For example, they now take seminars intended for full-time staff if they wish to.	The CIR stated that they had the ability to implement change and had done so in their time in their placement.
I-4	The CIR states that their ability to implement change was “of course” limited. The CIR stated that there was a natural limit to the position because they were not a general member of staff. They stated that this came with perks that were not afforded to general members of staff and therefore they understood how their independence was limited.	The CIR said that while their role was “of course” limited, they also knew who to go to “get things done” when needs be. They stated how they had implemented a change in that they now use forms to note down when they are taking holidays. They also succeeded in getting a computer for use in their office. They previously had not had one.
I-5	The CIR’s stated that they felt contented in their workplace.	The CIR linked the ability to implement change to their supervisor whom they said was very encouraging of the CIRs to come to them with proposals however the interviewee did state that they were unsure of proposed changes could be implemented and their supervisor was answerable to more senior members of staff.

I-6	The CIR stated that they did have autonomy in choosing the content of cultural presentations etc. The CIR wants “to step up more” in terms of increasing their work responsibilities but feels constrained.	The CIR stated that they didn’t have the ability to effect change as all changes needed to be implemented by someone else. These people were often busy, and the CIR didn’t want to burden them with additional work.
I-7	The CIR said that they didn’t particularly desire autonomy to create new jobs for themselves. They stated that their dream was to sit at a desk and be given translation work all day.	The CIR doesn’t feel as if they have the ability to implement change. They said that they were told at orientation that achieving change as a CIR takes time and a lot of effort. They also said that there was a group think in Japan that prevented change and that Japanese people tend to nit-pick at their work. They wondered whether this was because they were not Japanese, but she later said that that was likely not the reason.
I-8	The CIR said that they do what they are told.	The CIR said that they don’t think that they have the potential to effect change. They also linked this to Japanese culture. They said that if they suggest something it is forgotten about. The CIR also said that they don’t think CLAIR cares about them and that they believe that if they told CLAIR about something they were unhappy with they would not be helped.
I-9	The CIR was satisfied with their levels of independence. They did not feel there was anything that they would want to change about their placement. They didn’t speak specifically about autonomy or independence.	The CIR stated that whether the CIR has the ability to implement change of otherwise can be dependent on the CIR. For this CIR, they felt that voicing concerns can lead to change. They noted for the interview they had secured time off in lieu and when the change of personnel occurred the previous April, they succeeded in getting their preferred choice of seating in the office.
I-10	The CIR contrasted their first supervisor with their current supervisor. The first was more particular about what the CIR did but the current supervisor allows the CIR free reign of what they do. The CIR stated that they enjoyed the freedom but would prefer a mix of both styles.	The CIR feels as though they do have the ability to implement change however, this change must be approved by co-workers who are often busy and forget about the CIRs requests. The CIR details an instance of achieving a small change in their workplace.

Chart 11 – Agency 2 – Agency in Translation and Interpreting

I-1	The CIR is required to pass around their translations for to the other members of their office however, they stated that they did not have experience of their work being altered. The CIR expressed annoyance at translation requests coming through their supervisor and a wish for them to be approached directly.
I-2	The CIR only has translations checked if they are into Japanese from English. The CIR did mention some cases of intervention in the case of interpreting assignments, whereby the mayor, who has a certain level of English, will jump in and provide the CIR with words if they don't know a certain word for example. The CIR described this as "nothing too bad" and didn't seem perturbed by it.
I-3	The respondent said that their translations were not subject to checks in their division however, when dealing with requests from outside of the CIR's own division translations were changed in published versions from time to time. Moreover, other translations or native checks were simply not used leading the CIR to wonder "Why did you ask [for me to check it] then?". Regarding interpreted speech, the CIR has a unique role in interpreting at meetings between ALTs and their Japanese Teacher of English colleagues. The CIR would use discretion in interpreting the ALTs speech as they met with the ALT beforehand and would ask if there was anything that the ALT did not wish for the JTE or school generally to know.
I-4	No in-office checks are carried out on translations. One issue arose with subtitles on a video for a group outside of the prefectural offices. The translation was requested from the CIR and another body. Parts of both translations were blended together. The CIR saw the result and believed it didn't make sense. They called a meeting attended by themselves, their supervisor and the group in question to get them to explain.
I-5	The CIR stated that they had a system of checks on all translations in their placement where their translations were checked by a "professional" translator colleague. The colleague talks over the corrections with the CIR. The CIR did state that it was a "sore spot" for them when the translation was changed in the past without their consent (such as when the CIR is not in the office). The CIR also stated that incidents had occurred whereby they had translated content that was not subsequently used. Finally, the CIR stated that they were provided with a translated text to read at a function in English but were annoyed at not having time to amend the text and put it into their own words.
I-6	The CIR stated that there is not an established system of checks on their translations however, they have a superior that they refer to as their "Boss" who will ask to see translations and who will make unwanted edits and quibble with the interviewee's English. The CIR also stated that a pamphlet that they had been asked to check was published without any of

	<p>their edits included. The CIR stated that the result was so bad that a Japanese colleague who the CIR didn't know spoke English flagged it with them.</p> <p>Finally, the CIR referenced how the Mayor of their area sometimes interjects when they are interpreting. Sometimes the CIR finds this helpful however, it is often unhelpful as the CIR questions quality of the Mayor's English.</p>
I-7	<p>The CIR had a guest on a tour take over from them interpreting the first time they were asked to do so. The CIR felt embarrassed by this but also partly grateful. Moreover, the CIR's supervisor critiques their translations as too literal. The CIR has lost confidence in their ability to translate.</p> <p>The CIR's supervisor has stated that the CIR's translations are different to a superior in their office who the CIR states "thinks he is good enough to like edit stuff". The CIR described two occasions in which this superior edited their translations. The resulting documents included numerous grammatical and spelling errors. The CIR did not know if it was appropriate for them to correct their superior.</p>
I-8	<p>The CIR's translations were not subject to checks, regardless of whether they were Japanese to English or English to Japanese. The CIR did ask questions of colleagues regarding language from time to time if they felt the need arose.</p>
I-9	<p>The CIR's translations were also not subject to checks, with the CIR stating that no-one in their placement would have the requisite English to check their translations. In the past the supervisor of this CIR refused requests from outside departments without consulting with the CIR. The CIR was irked by this.</p>
I-10	<p>The CIR said that they had begun to understand the point made by R3-1 about the diplomatic aspect of CIR work during their time in their placement. They referenced potentially racist comments made by their Governor to a group visiting from Hong Kong. The CIR wondered whether it would be better to parse these comments in a way that may be considered less offensive.</p>

Appendix R - Interview Thematic Frame: Professionalism

Chart 12 – Professionalism	
What makes a professional translator or interpreter?	
I-1	The CIR stated that the difference between a professional and non-professional is training. They stated that the reason CIRs were not professionals is that they lack the training.
I-2	This respondent stated that they do not consider themselves a professional and the reason for this was that they do not have the required training. The CIR elaborated that this training might include things like training in English grammar and “the rules of translation” if they exist.
I-3	They CIR believes that they are a professional as it is stated as one of the responsibilities in their contract and they receive payment for that work.
I-4	The CIR believes that they are not a professional despite them holding a degree in translation studies. The reason for this is that they are not subject to codes of ethics or confidentiality clauses surrounding their work. The also said that they viewed they CIR role as a stop-gap role to improve their language skills as they search for a role in their video-game localisation industry.
I-5	The CIR believes that they are not a professional as they do not have the requisite training (i.e., academic) or any certification. They say that this training would enable them to be able to improve their own practice as translators and interpreters.
I-6	CIR states that they don’t have the requisite training to call themselves a professional and that the training provided by CLAIR is not sufficient to create a professional.
I-7	The CIR said that they were not a professional because they lack experience. They stated that CIRs may get better over time but even then, they do not consider more senior CIRs professionals.
I-8	The CIR stated that they do not consider CIRs to be professionals. The CIR said that in CIRs from professional companies possess qualifications and had qualifications that CIRs generally don’t. Also, the CIR described themselves as just out of college, so they lacked experience.
I-9	The CIR stated that some CIRs could be considered professionals but that they didn’t consider themselves to be one. They also said that if they were forced to generalise, they would say CIRs are not professionals as there is a lack of training

	available to CIRs. However, they also said that they are not sure what training a professional translator or interpreter possesses.
I-10	The CIR said that they are paid and that CIRs would like to think that they are a professional, but it depends on the person. Personally based on their experience in translation they are comfortable calling themselves a professional translator. The CIR added that they think no-one is a professional straight out of university.

Appendix S - Interview Thematic Frame: CIRs as Outsiders

Chart 13 – CIRs as Outsiders	
I-1	While the CIR seemed as though they felt contented in their placement and personally felt well integrated, their sole complaint was around being treated differently as a CIR. They stated that some people in their placement didn't believe that they could speak Japanese and would therefore give requests to their supervisor rather than approaching them directly. They also pushed to go on interpreting assignments alone rather than with accompaniment. Finally, they asked their supervisor to teach them how to write work reports as the supervisor had been amending these reports up until that point.
I-2	This respondent stated that they are well integrated into their office. They have even begun attending training seminars at their office for Japanese staff on subjects which are often unrelated to their CIR work. They feel as though they are trusted with more responsibility than when they started.
I-3	They CIR stated that their pay-off for not being as well integrated into the workplace as they may wish was their ability to go home on time every day (whereas permanent staff are often required to complete overtime). One example of this is that they are not invited to certain meetings they feel that they should be invited to. However, they say that this is the same for non-permanent Japanese staff too.
I-4	The CIR believes that they are generally well integrated into the workplace however, because I-3 is more senior than them in the workplace they are sometimes overlooked for work and can find themselves with nothing to do.
I-5	The CIR states that while they feel integrated, they also feel "sequestered", used here to refer to being isolated. This manifests as a lack of agency on the part of the CIR whereby they are unable to carry out certain tasks or requests without consulting with other people in the office.
I-6	CIR states that they feel well integrated into the office as they live in a very laid-back town with a relaxed work environment.
I-7	The CIR states that the isolation that they experience impacts their work as they are not adequately informed of what is happening in their placement. They state that their colleagues often talk amongst themselves. This is attributed to Japanese culture. The CIR has specific problems with their supervisor whom they described as rude to them, specifically because the CIR has a lower status in the office.
I-8	The CIR states that they are well integrated and made reference to the impact that the seating arrangement in the office can have on their views of integrations within the office. They state that being removed from co-workers in the seating arrangement can exacerbate professional isolation.

I-9	The CIR stated that they are ignored by some colleagues but not others. For example, the staff member who is supposed to pass them documents to be viewed by all staff members often does not do so, despite the CIR being mandated to read the documents. Other staff members don't inform the CIR of things which may be pertinent to their work.
I-10	The CIR responded with "so-so" when asked whether they feel integrated personally. They stated that they feel integrated professional as they didn't understand how they could be marginalised professionally. They have previously been asked to speak more Japanese in the workplace The CIR works with another English-speaking CIR. They converse in English when talking about translations.)

Appendix T - Interview Thematic Frame: Diplomacy

Chart 14 – Diplomacy	
I-1	The respondent stated that they were in charge of the sister city relationship between their city and a city in Portugal. In a separate part of the interview when asked whether they believe that they engage in diplomatic work they referenced this sister-city work and also said that they work with the mayor so there is “somewhat” a sense that their role is diplomatic at times. Later in the interview the CIR referenced “diplomatic Mayor to Mayor” interpreting.
I-2	The respondent didn’t offer opinions on this issue.
I-3	The CIR stated that in their position they did not believe that CIRs had a diplomatic role.
I-4	This CIR stated that they do believe that they have a diplomatic role “to an extent”. They stated that for a recent event it was their job to greet three Ambassadors at the airport, bring them to their hotel and ensure that the guest has a good impression of the area even if the CIR doesn’t always see the area in a good light.
I-5	This respondent was originally hesitant to call CIRs diplomats however, they stated that they did believe CIRs had a diplomatic role “in the most casual sense”. They later stated that they felt uncomfortable saying CIRs are not diplomats as they believe that the “job title” points to a diplomatic role. “We are coordinators for international relations. We...in some ways we are cultural ambassadors between Japan and our home countries and potentially other countries as well”.
I-6	The respondent stated that there was “absolutely” a diplomatic role to the CIR position. This was framed as the CIR being an ambassador for their home country. For the CIR this meant that there was an imperative on them to not do anything that would reflect poorly on their country. They stated that the ALTs in their area did not find themselves subject to this same personal imperative. The CIR stated that they also believe that the CIR acts as an ambassador for their placement as well.
I-7	The CIR stated that they didn’t think about this a lot, especially in the day-to-day work at their placement. However, they stated that it had been imparted on them before going to Japan at the embassy of their home country. Alumni of the programme had also told them that there was a diplomatic aspect to their work.
I-8	The CIR stated that there was overlap between the foreign service and the work of CIRs in that both groups work in foreign countries, through foreign languages and meet different people in the community and overcome cultural barriers. CIRs are also required to attend different events, as are diplomats.
I-9	The respondent said that some of the work is diplomatic, but some isn’t. They said that work working with delegates from the US Consulate is obviously diplomatic as is work on hosting Olympic athletes in the town, however, many of the tasks they describe as “random” such as helping colleagues with the running of events.

I-10

The respondent stated that there is an element of diplomacy involved in their work as they are a representative of their home country and perhaps one of the only non-Japanese people living in their locality. Moreover, as a worker for the prefecture they are also cognisant that stepping out of line would have significant repercussions for the image of civil servants generally.

Appendix U - Interview Thematic Frame: Scenario 1 Responses

Chart 15 – Scenario 1				
	Strategy to be used	Reason	Would the CIR struggle?	What supervisors would want
I-1	If the CIR knew enough about the topic to have an opinion and wanted the change they would talk to their supervisors.	Japan is a “hierarchical society and the CIR would have greater leverage this way.	Yes	They believe their superiors would be happy for them to raise their concerns with them and that they would listen to the CIR.
I-2	Translate it.	The translator should be invisible.	No	The CIR is operating on the assumption that they are doing what the CO wants.
I-3	Said that ultimately they would leave it to the academics to critique the paper.	The onus is on the academics to correct the inaccuracies.	Yes	The CO wouldn’t want the CIR to translate something they are uncomfortable with.
I-4	The CIR said that they would like to inform the requester of a potential bias in the text, but they would translate it.	There was a moral imperative to inform the requester of potential bias.	Depends on the text. If the text was propaganda, they would refuse.	The CO would want them to translate it.
I-5	The CIR would consult with their superiors and request permission to amend the translation. They would subsequently contact the requester to obtain permission.	In the case of objective facts being wrong the CIR stated that they try to improve translations. The CIR states personal disagreements are different.	Yes	The CIR is unsure of what the CO wants but presumes that they would support the course of action taken by the CIR.
I-6	The CIR said that they would like to put a foot note on the translation distancing themselves from it or saying that it is a direct translation, but otherwise they would just translate it.	The reason offered was that they had done something similar in the past.	Yes	The supervisors would want them to translate as is, but their boss would be understanding. If they didn’t do it, they believe it would be given to their supervisor.
I-7	The CIR would consult with the requester about changing the controversial language.	The CIR believed that they had responsibility up to a point to help amend the text but ultimately if	Yes	Translate it as is

	Ultimately however they would translate the document.	they are not listened to there is little they can do.		
I-8	Translate it as is.	The translator should be invisible.	No	Translate it as is.
I-9	Consult with superiors and suggest another text or raise the possibility of refusing the text but ultimately translate it if pushed.	No reason was given	Yes	The CIR believes that their supervisors would like to hear their opinion and would listen to their concerns, perhaps changing the text.
I-10	A list of all the claims would be made and discussed with the supervisor. If the text was too “outrageous” they may refuse to translate it.	The CIR felt that they should not be involved in spreading propaganda.	No	They would want the CIR to translate it

Appendix V - Interview Thematic Frame – Scenario 2 Responses

Chart 16 – Scenario 2				
	Strategy to be used	Reason	Would they struggle?	What supervisors would want
I-1	The CIR stated that they would tell their supervisor that they are going to accompany the resident to help them resolve the issue.	The CIR wants to help the resident but also not be held responsible for simply providing information	No	The CIR believes that the supervisors would be happy for them to accompany the resident.
I-2	The CIR stated that they would make a point of telling the resident they are not a professional and “just a translator”.	The CIR considers themselves “a translator” and therefore they should simply interpret.	No	No response given
I-3	The CIR would tell the person the information. If they needed to accompany them somewhere else, they would ask permission from superiors.	Data provision is that majority of what this CIR does as Prefectural Advisor.	No	The CIR believes they would have no problem with them telling the resident.
I-4	They would tell the resident what they knew.	The questions are being asked in a personal capacity rather than a professional one.	No	The CIR thinks the supervisors would be fine with their course of action because it is similar to what they are asked to do when they escort local dignitaries around the area.
I-5	They have been in this situation and provided this information in the past with the caveat that they are not “a professional”	The CIR states that they have provided similar information in the past.	No	The CIR is operating on the assumption that this is what the CIR would want them to do.
I-6	They would provide information to the resident and check with their supervisor that their information is correct.	They stated that they are a “people pleaser”.	No	The CIR believes that the CO would like them to be helpful to local foreign residents to make foreigners feel welcome.
I-7	The CIR stated that they would wait for their colleague to come back.	They have been strongly criticised in the past by their supervisor for acting without approval before.	No	The CIR chose their action based on the opinions of their supervisors.

I-8	The CIR stated that they would tell the resident that they will ask the person in charge when they got back.	The CIR doesn't want to be held responsible if the information is incorrect.	No	The CIR believes that their supervisors would be happy with this course of action.
I-9	They would tell the resident while their colleague was gone.	The CIR stated that sometimes in interpreting tasks they explain information that they already know directly to the other speaker rather than interpreting. They see this as a responsibility as a member of staff.	No	The believes that their CIR would be happy with their chosen course of action.
I-10	If they were confident in the knowledge, they would tell the person what they knew with the caveat that it may not be correct. They would then tell their supervisor when they came back.	No reason was given.	No	No response given

Appendix W - Interview Thematic Frame – Scenario 3 Reponses

Chart 17 – Scenario 3				
	Strategy to be used	Reason	Would they struggle?	What supervisors would want
I-1	The CIR would ultimately interpret the utterance; however, they will focus on intentionality and may soften the utterance or leave it out if possible.	The CIR said that they would struggle with interpreting it personally but professionally they feel as though they should interpret it. However, they do believe that they should take intentionality into consideration.	Yes	If the CIR did feel forced to interpret the utterance, then they believe the CO wouldn't be happy but that they would understand that the CIR is just a tape recorder.
I-2	The CIR would inform the speaker that what they said is not okay.	The CIR did not want to insult the Olympic Committee and also believed it was important to inform the speaker that they were being insulting.	No	The CIR was not asked this question.
I-3	The CIR didn't know that they would do.	----	Yes	The CIR said that they didn't know.
I-4	The CIR said that it is "important to interpret accurately" but that they would approach the person afterwards and ask them if they were intending to be rude or if it was a cultural misunderstanding.	The interpreter's job is not to be "a politician". They are not there "to make everyone happy".	No	The CIR believes the CO would be happy with their course of action as long as the day went well overall.
I-5	The CIR said that they would soften what was said and later inform them that it is not okay.	The CIR said that they believed they should inform the person that they are being offensive.	Yes	The CIR said that as long as the aim of the interaction is achieved, they have "wiggle room" as to how they interpret.
I-6	The CIR would inform the listener of the speaker's intent, saying something like, I don't know if he knows this [is rude]".	The CIR said they would interpret it as they felt it was their responsibility to interpret it as is.	Yes	The CIR has been told that they don't have to interpret everything that is said and just the "gist of it" is fine. The CIR said that they prefer giving more detail.
I-7	The CIR would ask the person if they really wanted them to interpret the potentially offensive speech	The CIR said that they would be shocked that this would happen.	Yes	The CIR says that they don't think the CO would've planned for this but that they wouldn't want anything rude said.

I-8	The CIR stated that they would be concerned they didn't have the linguistic capacity to get the full force of the insult across.	The imperative is to interpret as is.	No	The CIR reckons that the CO would want them to interpret the utterance as in.
I-9	The CIR would attempt to soften the language.	The CIR believes intentionality is important.	Yes	The CIR believes that the CO would be understanding whether it was interpreted or not.
I-10	The CIR said they would interpret it.	Personal feelings are irrelevant.	No	The CIR wasn't sure.

Appendix X - Interview Thematic Frame - Scenario 4 Responses

Chart 18– Scenario 4				
	Strategy to be used	Reason	Would they struggle?	What supervisors would want
I-1	The CIR would not tell them if the CO had not done a great deal of preparation for the event.	Two months is a considerable level of lead-in time to prepare for the cancellation if the CO hasn't completed a large amount of preparation.	No	For the CIR to tell them about the potential cancellation.
I-2	The CIR would talk to the sister-city and tell them that they need to tell their CO.	The CIR wants to protect, themselves, the CO and they don't believe that the sister-city is acting in a professional manner.	Yes	For the CIR to tell them about the potential cancellation.
I-3	The CIR would tell their colleagues but if they have a collegial relationship with their sister-city counterpart they will send an e-mail saying that they have to pass this information on.	The CIR said they don't have to cover up for the sister-city and their loyalty is to their CO.	Yes	For the CIR to tell them about the potential cancellation.
I-4	The CIR believes that they should pass on the information and that they should understand "from the get-go" that they are speaking to the CIR in their capacity as an office representative.	Not telling the CO could waste everyone a lot of time and money and while they don't feel "loyalty should come into it" in this case they "would be loyal to the prefecture".	Yes	For the CIR to tell them about the potential cancellation.
I-5	The CIR said they would pass the information on to the supervisor and tell the sister-city that they are doing so.	It is not fair on the CO as they may be putting in a great deal of work in preparation.	Yes	For the CIR to tell them about the potential cancellation.
I-6	The CIR would ask the sister city to provide a copy of the original e-mail with the part about the event falling through taken out.	They said that they would take this course of action because the CO would want to see the email.	Yes	For the CIR to tell them about the potential cancellation.
I-7	The CIR would e-mail the sister-city and tell them that they should tell the CO.	They should tell the CO because the Japanese side may have done a lot of preparation already.	----	For the CIR to tell them about the potential cancellation.

I-8	Tell the CO	They would be “faithful” to their employer.	No	For the CIR to tell them about the potential cancellation.
I-9	Tell the CO about the possible cancellation but don’t tell them that the sister-city was not going to tell them. They would tell the sister-city to let them know the final decision “ASAP”.	Because Japanese people “go over the top and prepare things”.	No	For the CIR to tell them about the potential cancellation.
I-10	Tell the CO	The CO is the employer therefore the CIR believes they must be informed.	No	For the CIR to tell them about the potential cancellation.

Translation and Interpreting as a CIR

For many CIRs, their experience on the Japan Exchange and Teaching Programme represents their first time working as a translator or interpreter. This pamphlet was designed based on interviews, focus groups and questionnaires with recent CIR alumni and currently practising CIRs in order to assist CIRs engaging with both translating and interpreting in a paid capacity for the first time.

Recommendations are laid out below in stages, with questions for superiors and predecessors, points to consider and exercises both before you come to Japan and after you have been in your role for a couple of months.

Task 1 – Engaging with the Handbook

Before coming on the programme CIRs are supplied with a CIR Handbook. This handbook lays out the roles CIRs may fulfil on the programme such as translation and interpreting, school visits, cultural events etc. Some CIRs engage in all of these activities and more, others only some. The handbook also explains the definition of internationalisation. Remember that this definition underlines how internationalisation means different things in different placements.

At this stage ensure that you can

- List the common tasks of CIRs
- Define internationalisation, the key goal of the JET Programme
- Describe events carried out by previous CIRs
- Plan possible events or activities that you may be interested in implementing in your placement to combat downtime. Remember budgets are tight.

Before departing for Japan, you will have the opportunity to communicate with your predecessor and perhaps your immediate supervisor in your placement. Your predecessor has the greatest level of knowledge of your work responsibilities, the local area and the living situation etc. At this time, you will likely have many questions about apartments, rent, work responsibilities etc. but your predecessor can also provide key information about the translation and interpreting process in your placement.

Task 2 – Messaging your predecessors

Task for the CIR – Ask predecessors about T&I in their placements

Ensure you can answer the following questions after speaking with your predecessor

- *How does the translation process work in your placement?*
Is there a translation manager who deals with requests or does the CIR handle requests and submissions of translations themselves? Are translations submitted electronically?
- *Is there a team of translators/interpreters in the placement?*
If there is, who does what?
- *What type of materials the CIR is required to translate or interpret?*
Is there a specific area you should read up on before heading to Japan?
- *Is there much downtime in the role? If so, how did you predecessor deal with it?*
If work is infrequent the CIR should look into planning their own events and creating their own work. If facing downtime, ask if there is a budget for events.

Once you have arrived in Japan and settled in your placement you should meet with your supervisor in order to discuss some key pertinent questions about how T&I works where you are. This meeting also provides you with the opportunity to reconfirm any details you may have been unclear about when speaking with your predecessor.

CIRs in the past have struggled with a lack of knowledge on the part of their contracting organisation about how the translation and interpreting processes works. The following questions refer to some basic structures under which translators and interpreters in professional contexts operate with. If your placement hasn't thought about how to answer the below questions discuss how improvements can be made. Remember that many local government agencies are resource constrained and may not be able to provide satisfactory answers to all of the below questions however, through opening conversations cost neutral solutions regarding items such as the checking of English to Japanese translations or the maintenance of a log of translations should be accommodated, helping both your own practice and setting a precedent for future CIRs in your area.

Task 3 – Organize a meeting with your supervisor/ T&I supervisor

Ensure you can answer the following questions after speaking with your supervisors

- ***Does the placement have a dedicated T&I supervisor?***

In larger placements with multiple CIRs there may be a large volume of requests which necessitate a T&I supervisor or translation project manager. If there is one, they should be included in this meeting.

- ***Are checks carried out and who will check translations carried out into Japanese.***

CIRs complained of the difficulty of translating into Japanese. Checks on translations into Japanese should be standardised to ensure high quality translations.

- ***Are checks are carried out on translations into English.***

Editing by a qualified native speaking professional is a standard process in the professional translation industry. The CIR may consider this in their placement.

- ***You should know if their computer has access to CAT tools if they intend to use them.***

If who are familiar with Computer Assisted Translation tools, you may seek to use them in your practice. This meeting can provide the space to educate supervisors about these tools to help professionalise the practice of T&I in their placement.

- ***What is the translation submission process from receipt of a request receipt to submission?***

Are requests submitted using content management logs? Are CIRs expected to submit completed assignments to requesters themselves?

- ***Can meetings be arranged with requesters of assignments when required?***

CIRs often have particular difficulty with interpreting. You should be provided with documents including speech transcripts, explanations of venues that they will be touring, terminology lists and other background materials for interpreting assignments to ensure they are prepared. These can be arranged for in preliminary meetings with stakeholders before completing the assignment.

- ***Does the placement keep a log of translations? If not, can one be set up?***

Logs of previous translations can show you how other translators translated ethically or linguistically challenging passages, acting a resource for you to potentially improve you practice.

Tasks 1-3 are established to set you up in your placement and ensure that you have the preliminary knowledge necessary and requisite structures in place to ensure that you can achieve a baseline output of translation and interpreting. However, as you continue

your work as a CIR you may encounter further challenges that require addressing with your superiors, members of your own department and stakeholders further afield. Task 4 deals with a common complaint among CIRs, the use of poor-quality machine translations in their placements which the CIR is then asked to check. These are called native checks.

In the past some CIRs have refused to accept any native checks, demanding the original Japanese and translating it from scratch, other CIRs have been happy to accept a machine translated text and editing it as long as the machine translation was clear and understandable when it reached them. The quality of the native checks in your placement will vary based on whether they were translated by a professional or machine translated etc. The key is to establish rules around the use of native checks.

Task 4 – Establish rules around the use of native checks

Ensure that these rules are communicated to the department either directly by you or your Translation or Work Supervisor.

Your Translation or Work Supervisor may also assist you in communicating these same rules to stakeholders outside the department.

Task 5 centres around agency. One common issue among CIRs is the intervention of individuals that the CIR perceives to be non-qualified who amend their translations or interpreted speech. These may include non-translator supervisors, Department Heads or mayors/governors. As an employee of the contracting organisation there is a fair expectation that the work that you produce must represent your local area in some way and therefore reasonable intervention by those senior civil servants and politicians who serve the area may be expected. However, if interventions by more immediate supervisors and non-expert parties on the work of CIR have a consistent and detrimental impact on translations, CIRs should raise this issue with their supervisors, emphasising the important that the CIR or another competent language professional in the workplace should be the final eyes on the final translated text to ensure that the highest quality product is disseminated to the reader.

Task 5 – Emphasise the Importance of Final Checks by CIRs or Language Professionals

CIRs should stress to their supervisor or a dedicated T&I supervisor that in cases where senior members of staff or mayors/governors are required to pass off on translations that any changes in language are ultimately approved by the CIR or a language professional to ensure undue edits were not made.

Task 6 requires the CIR to engage with questions of translation and interpreting ethics, the notions of what a translator or interpreter ought to do when personal or professional conflicts arise. The CIR role is complex, incorporating diplomatic roles (representing the CO's interests in meetings with guests from overseas), civil servant roles (aiding local civilians with information and access to services) while at the same time demanding the CIR act as a translator and interpreter.

Task 6 presents four scenarios in which the roles of the CIR come into conflict with one another and which the personal ethics of the CIR are questioned. After reading the four scenarios you will be presented with questions to ask yourself.

Task 6 – Discovering your Ethical Stances

Read the four scenarios laid out below:

1. You are asked to translate an academic paper for circulation at an upcoming international academic conference to be held in your city and attended by scholars from all over Asia. The paper makes claims about Japanese historical events with which you personally disagree and believe to be factually dubious based on your understanding of history.
2. You are tasked with interpreting the conversations between your colleagues and non-Japanese speaking local residents who come to your office in order to get information about different municipal/prefectural services. A non-Japanese speaker is enquiring about the process of obtaining a divorce from their spouse. Your colleague leaves the conversation momentarily in order to obtain more information about the request of the local resident. While they are gone, the local resident non-Japanese speaker begins to ask you further questions about obtaining a My Number Card and renewing their visa.
3. You and your immediate co-workers have been heavily involved in the planning of an event to bring a delegation from overseas to your locality in order to sign a Memorandum of Understanding (MOA) for a future Olympic Training camp. You are interpreting between the Mayor/Governor of your city/prefecture and the equivalent lead of the delegation from abroad. They are having lunch before signing the Memorandum of Understanding. A member of the visiting delegation is, unbeknownst to themselves, saying things that you perceive to be rude and insulting while speaking to the Japanese staff. You are charged with interpreting this.
4. You are your city's main contact point with your sister city/state abroad. You are supposed to translate each correspondence from your counterpart abroad and hand the translation to your section chief. Your division is supposed to be holding a reception for a visiting delegation from the sister city/prefecture in two months. In their latest correspondence to you, you have been told that the plans may fall through but were requested not to pass this information on to your superiors as no ultimate decision has been made

Each of these situations present a different potential conflict between the different roles of the CIR or represent a conflict between the CIRs personal ethics and that of their job.

While ethical conflict is a normal part of life, by reflecting on these situations ahead of time we may be more prepared to act and confident in our decisions.

Ask yourself the following questions

- *Would you struggle with how to act in such a situation?*
- *How would you act in such a situation?*
- *How would this decision potentially impact on all parties in the translation?*

Scenarios such as the ones above have long been discussed in professional interpreting and translation circles. Members of translator and interpreter associations are often bound by codes of ethics, rules to regulate and guide the behaviour of their members¹⁵. Consulting codes of ethics can help you answer the question of what decision a “professional” might make in any of these scenarios.

However, CIRs are not traditional translators and interpreters CIRs have competing loyalties and imperatives. As an employee your ethical decision may naturally be impacted by not wishing to upset your employer.

For some ethical scenarios they may create a personal conflict within you. While unlikely as a CIR, if you were tasked with translating or interpreting something which you found totally morally objectionable would you do it?

Beyond consulting ethical codes, there are other avenues available to you. You can discuss decisions with language professionals in your placement. If you are the only CIR or language professional in your placement, then you can reach out to CIR friends from other placements, engage in discussions at mid-year conference or raise these issues as part of the JET programme T&I course. Moreover, avenues such as translation and interpreting message boards, social media groups etc. can also allow you to untangle these complex issues and discover the choices that others would make in such a situation remotely.

Responses to these questions are seldom uniform and you can never eliminate ethical conflicts entirely. Therefore, it is hoped that through consideration of the types of ethical conflicts that you are likely to face as a CIR and some of the other responses that are commonly offered to these questions, you reduce some of the potential anxiety that comes with being taken off guard by such scenarios. By approaching these scenarios pre-emptively from a thoughtful perspective, it is hoped that you may become able to defend your decisions from a place of confidence and grow as a translator and interpreter.

¹⁵ Some examples include the New Zealand Society for Translating and Interpreting Code of Ethics and Code of Conduct -

https://nzsti.org/filescust/CMS/nzsti_code_of_ethics_and_code_of_conduct_may_2013.pdf

International Federation of Translators – Translators Charter - <https://www.fit-ift.org/translators-charter/>

American Translators Association – Code of Ethics and Professional Practice - <https://www.atanet.org/about-us/code-of-ethics/>

Appendix Z – Justification for Recommendations

The purpose of this study was to identify how CIRs make ethical decisions in the course of their practice of T&I. It was discovered that their ethical decision-making in this study was highly influenced by factors such as the varied identities contained in the CIR role, their varied levels of agency, diverse educational backgrounds, differing understanding of professional norms and access to peer support. A number of particular challenges related to T&I are specific to these complex work circumstances in which CIRs operate and were identified during the detailed ethnographic observation and triangulation of multiple data sets that took place as part of this study. The key challenges for CIRs that should be addressed to minimise potential for ethical challenges when practising T&I as part of the work comprise:

- A lack of a CIR's own understanding of what is meant by "internationalisation" and their responsibilities as a CIR;
- Underutilisation of CIRs when in placement and a lack of clarity among stakeholders surrounding the CIR role;
- A lack of understanding among supervisors of the nature of the role of T&I in the workplace;
- Inappropriate use of machine translation by colleagues;
- CIRs' translations being altered by those whom the CIR views as unqualified;
- General ethical struggles in T&I

Recommendations are offered to address each key challenge and are based on evidence gathered as part of this study. These evidence-based recommendations are presented across six stages that correspond to the typical trajectory of onboarding a new CIR into an existing placement. These recommendations foreground what a CIR may do themselves in order to improve their circumstances and minimise their potential ethical challenges in T&I. This is for two reasons. Firstly, the evidence on which the recommendations are based was collected and elicited exclusively from a CIR perspective and other stakeholder perspectives on these ethical decisions have not been taken into account. Secondly, a CIR's supervisors and the JET programme organisers frequently play a substantial role in training and supporting a CIR. Access to training and

support was shown to vary widely by placement, so empowering an individual CIR to manage their own ethical awareness and reflection was a key aim of this part of the thesis.

Each recommendation is followed by what the CIR should know having completed that stage, with the intention that CIRs can use these recommendations to build their ethical awareness and reflection over time as they integrate into a new placement.

Appendix Z provides an example of how the contents of these recommendations could be presented as an accessible worksheet to CIRs: for example, as part of a broader orientation and training package.

Step 1 - Engage with the CIR Handbook

Key Challenge Addressed: *A lack of a CIR's own understanding of what is meant by "internationalisation" and their responsibilities as a CIR*

JETs are provided with two handbooks before arriving in Japan, a General Information Handbook, which details things like pension commitments, health insurance etc. and a second job specific handbook. The CIR Handbook (CLAIR, 2017) details specific examples of the work of former CIRs and provides CIRs with ideas that they may be able to implement in their placement. Moreover, the handbook is explicit regarding the possible variance in CIR positions and includes a survey of former CIRs regarding their work responsibilities. The definition of internationalisation in the handbook is framed as essentially being at the discretion of the contracting organisation (CO), essentially the local government body that employs the CIR. Engaging with the CIR handbook teaches the CIR about their roles, responsibilities and the expectations placed on them.

Takeaways at this stage

- *CIRs should know the primary roles and responsibilities with which they will be tasked. Knowing that the work is varied can help set the expectations of the prospective CIR regarding their work.*

- *CIRs should understand the definition of internationalisation presented by CLAIR.*
This definition states that internationalisation is defined based on the needs of the CO.
- *CIRs should know from case studies about the kinds of tasks and events that CIRs are typically involved in.*
Again, this helps to set CIR expectations.

Step 2 - Engage with Predecessors Regarding Job Roles and Responsibilities

Key Challenges Addressed: *Underutilisation of CIRs in the placements and a lack of clarity among stakeholders surrounding the CIR role*

Before arriving in Japan, CIRs are contacted by their future CO and also their predecessors, if they have one. While some CIRs complain of a lack of contact from their predecessors or CO, for those who are forthcoming with contact and information, these interactions may help the CIR to understand what kind of tasks they will be engaged in and the scope for them to effect change in their role. Looking specifically at T&I, CIRs at this stage may inquire as to whether there is a translation process manager in their placement, who is in charge of translation requests, what materials they will be asked to translate, who they will be asked to interpret for, whether they will be tasked with community interpreting, etc. The CIR should also ask their predecessor about the scope for creating new initiatives, taking on new translations or interpreting assignments and the degree of support that exists in the placement for the CIR to do this. At this stage the CIR should attempt to establish preliminary ideas about the scope of their work and the support system that exists for them in their placement. Through doing so, they can devise ideas about what projects they may wish to propose to superiors in order to mitigate periods of downtime in their placement.

Takeaways at this stage

- *CIRs should have a clear idea of how the translation process works in their placement.*
- *They should know if there is a team of translators in the placement.*
- *They should know what type of materials the CIR is required to translate or interpret.*
- *They should know if there is much downtime in the role.*

- *They should know how much of their time they will spend on different tasks in their placement.*
- *They should know the scope the CIR has for creating new initiatives and events in their role to mitigate periods of downtime.*

Step 3 - Engage with the Supervisor in Person to Reconfirm the Answers to Questions

Key Challenges: *A lack of clarity among supervisors regarding expectations of a CIR along with a lack of understanding of the nature of the role of T&I in the workplace*

Upon reaching the placement, the CIR as a practitioner of T&I should once again confirm the information that they acquired in stage two from their predecessor with their supervisor, clarifying any necessary gaps in their knowledge. Meeting with their supervisor can also provide opportunities to formalise and systematise the practice of T&I in the placement. CIRs complained that some COs lack knowledge of what is required to translate and interpret. In this meeting, through the use of questioning, the CIR can establish expectations for T&I in their placement, such as quality control and access to necessary software etc. In this meeting it is also important to set expectations surrounding the provision of documents necessary to study prior to interpreting assignments or speech scripts etc., when applicable.

Takeaways at this stage

- *Does the placement have a dedicated T&I supervisor?*
In larger placements with multiple CIRs there may be a large volume of requests which necessitate a T&I supervisor or translation project manager. If they exist in the placement, they should be included in this meeting.
- *They should know if checks are carried out who will check translations they carry out into Japanese.*
CIRs complained of the difficulty of translating into Japanese. Checks on translations into Japanese should be standardised to ensure high quality translations and allow the CIR to develop their skills in T&I.
- *They should know if checks are carried out on translations into English.*

Editing by a qualified native-speaking professional is a standard process in the professional translation industry. The CIR may consider this in their placement.

- *They should know if they have access to Computer Assisted Translation (CAT) tools or translation memories if they intend to use them.*

CIRs who are familiar with CAT tools may seek to use them in their practice. This meeting can provide the space to educate supervisors about these tools to help professionalise the practice of T&I in their placement.

- *What is the translation submission process from receipt of a request to submission?*
Are requests submitted using content management logs? Are CIRs expected to submit completed assignments to requesters themselves?

- *Can meetings be arranged with requesters of assignments when required?*

CIRs stated particular difficulty with interpreting assignments. CIRs should expect to be provided with documents including speech transcripts, explanations of venues that they will be visiting, terminology lists and other background materials for interpreting assignments to ensure the CIR is best prepared for the job. These can be arranged for in preliminary meetings with stakeholders before completing the assignment.

- *Does the placement keep a log of translations? If not, can one be set up?*

Logs of previous translations can show the CIR how other translators translated ethically or linguistically challenging passages, acting a resource for inexperienced CIRs to potentially improve their practice.

As the CIR spends time in their placement, understands the roles and responsibilities that they have through practical hands-on experience, they may seek to clarify some further issues commonly experienced by their counterparts.

Step 4 - Establish Rules Regarding the Use of Native Checks

Key Challenges: *Inappropriate use of machine translation by colleagues*

CIRs identified various levels of discomfort regarding the use of machine translation output in their placements which they were asked to native check/post-edit. CIRs should adopt a pragmatic approach to the use of native checks in their placement based on their own levels of comfort with such assignments. Some CIRs negotiated with their supervisors/head of T&I not to accept any assignment originally translated using poor

quality machine translation, while others ensured that they obtained the original Japanese source text and retranslated the text from scratch. On such occasions it was necessary for the CIR to renegotiate deadlines with the requester, either themselves or through the head of T&I. Such situations also provide opportunities to educate about the time required for quality translations, reducing future issues when receiving T&I requests.

Takeaways at this stage

- *CIRs should develop a strategy for dealing with native check assignments.*
Does the CIR find it more beneficial to complete the assignment from scratch? Do they ensure that they always receive a copy of the source text?
- *This strategy should be communicated internally within their division.*
Do they want a source text all of the time? Do they not accept native checks of machine translated documents?
- *These same principles surrounding native checks should be communicated by them or their supervisor/ T&I supervisor when requests come from outside their office.*

Step 5 - Assert Agency in Translation Checks

Key Challenge: *CIRs' translations being altered by those whom the CIR views as unqualified, Lack of knowledge about T&I*

While this has already been flagged in Stage 4 of this process, the CIR should work with their translation supervisor to establish a process for the checking of translations. In many rural offices it was the CIRs themselves who were responsible for submitting translations; however, in other offices it was passed around to superiors for approval. The CIR should attempt to introduce a translation revision step into the translation process where possible, according to translation industry best practices. In addition, they themselves or a language professional/editor should have final approval on any alterations made to translations they created before publication. This request should also be communicated to those outside of the office requesting translations either by the CIR or through their translation supervisor. While perturbed by unnecessary checks on translations that damaged quality, some CIRs also acknowledged that as a product of

the CO some checks were inevitable. Realistically, the CIR cannot be expected to overrule bosses, mayors or governors. However they can attempt to effect change by advocating for their positions and what they believe is in the best interests of quality assurance, as any worker would.

Takeaways at this stage

- *CIRs should discuss the importance of having a CIR, editor or other translator be the final individual who signs off on a translation with supervisor, T&I supervisor or requester.*

Step 6 - Establish your Own Ethical Stances

Key Challenge: General ethical struggles in T&I

In Stage 5, the CIR attempts to assert their agency to the greatest degree possible, acknowledging that the typical hierarchies in workplaces may override attempts that they make to act unilaterally in translating and interpreting. In opting to maximise their agency they open up a wider range of ethical choices to themselves as they are safe in the knowledge that they are free to act as they feel is best. However, regardless of levels of agency in their placement CIRs were seen to experience ethical conflict in T&I. While aware that ethical conflict can never be entirely eliminated in the course of their practice, if CIRs engage with potential ethical challenges proactively and consider perspectives on ethics in T&I they can reasonably be expected to approach a position that they are more able to defend confidently as a reasonable course of action. Furthermore, the CIR should remember that a wide range of ethical positions exist in T&I, each with their own defenders and detractors.

Takeaways at this stage

- CIRs should engage with existing codes of ethics for practitioners of T&I (examples of codes are provided in Appendix Z). In reviewing such codes, the following critical questions should be asked:
Can principles from these codes be applied in your practice?
In applying these goals could any harm come to you, your employer or the local citizens?

- CIRs should engage with ethical scenarios such as those in this thesis and consider how they may behave (See Appendix Z for a detailed breakdown of these scenarios and questions), asking the following questions:

Would you struggle with how to act in such a situation?

How would you act in such a situation?

How would this decision potentially impact on all parties in the translation?

Would there be any personal repercussions for such an action?

- Arising from an analysis of the scenarios the CIR should be able to answer the following questions.

Is there any content that you would refuse to translate?

Does any stakeholder have the right to ask you to withhold information from any other party to an act of translation or interpreting?

Are there any differences between a CIR and a standard translator and interpreter as depicted in translator and interpreter codes of ethics?

It is important to reiterate that any recommendations to CIRs must be cognisant that they are not operating in uniform settings, that T&I processes may be lacking or non-formalised in their placements and that they may lack the agency required to execute particular ethical strategies. As such, in situations where relativity in ethical decision-making is implied, the focus in these recommendations has been on encouraging the CIR to be able to make ethical choices that are robust and defensible in order to alleviate anxiety.

Appendix AA1 - Transcript Focus Group 1

Start Time	End Time	Transcript	Speaker
00:00:01.0	00:00:27.0	Ok, so I'm gonna begin the focus group with some discussion about the role of the CIR. So please talk about what you think a CIR is. What is a CIR?	Facilitator (F):
00:00:27.0	00:00:47.0	A Coordinator for International Relations (R1-3: Good job) Yay! Em...It all depends on where you are, right? (R1-3: Yeah, it does) I mean like different [contracting] organisations have very different ideas of what a CIR is and what they should do and what they should be.	R1-1
00:00:47.0	00:01:52.6	So I think for my City Hall, it's definitely more of the like cultural exchange (R1-1:Mmhmm), like they want you to be there to like interact with the locals and like teach them about your culture and then like, you know, umm, like hopefully get them to like your country and then hopefully you will like Japan so that when you go back home you are, like, Japan's great! Yeah, so, umm I feel like a lot of the stuff I did was more of the this like umm people to people kind of cultural exchange so like not so much the like translation, interpretation [sic], sort of, aspect of it. Yeah umm, I would've liked to do a bit more tourism as well, but I feel like they didn't really know what to do with me. (R1-1: ummhmm) So, umm yeah for me personally a large portion of it was like teaching <i>eikaiwa</i> (English conversation classes) so yeah like, I mean, yeah like, I enjoyed interacting with the people so I think I managed to fulfil that part of the CIR job but not really so much the translation and interpretation. Yeah, so I think for me, umm the CIR job was like a quite important uhhh component of it was the interaction with the locals and uhh the exchange of culture.	R1-6
00:01:52.6	00:02:46.6	I think in a way you can to a certain extent separate the CIR job from the CIR role. The CIR job is highly variant depending on placement. Especially you find big divides between like prefectural versus municipal governments, urban versus rural and within those governments in what division you are placed like you could end up at a BOE [Board of Education] (R1-1: Yeah) rather than at an international division but I feel like the role of the CIR, our basic goal is often the same	R1-5

		<p>which is to facilitate mutual understanding between Japan and our home communities and our home cultures whatever they may be, if not necessarily your nationality but I think that's what's usually written on paper. And by doing that, like you can do that in a lot of different ways, which goes into the CIR job. You can go on the culture side and then on something like the translation side its basic, like more basic communication rather than like a, like the people-to-people aspect but overall it contributes or at least it is supposed to contribute to that increased mutual understanding in terms of more internationalisation. I'm using air quotes on that word (laughs) for the sake of the recording, the internationalisation of Japan but also for the reverse for people presumably from outside Japan to get to know the country better and to continue that mutual furthering of understanding after their time on the programme ends.</p>	
00:03:31.6	00:03:53.4	<p>Yeah. I think it's basically we're supposed to help like connect our home countries and Japan, like even if it's through like, you know, the language barrier, like you translate something into Japanese or into English, so that both sides understand, or you know even the interacting with locals and like telling them about your country and like learning about Japan so like yeah I think umm and like CIRs versus ALTs, like ALTs do a lot of umm cultural introductions and stuff in the classes and stuff too but like for us it's a little more based on like language ability so they expect like a little deeper understanding, like not just a cultural understanding but like a deeper understanding through bridging that language barrier kinda, yeah (Yeah)</p>	R1-3
00:04:16.2	00:04:21.9	<p>Yeah, I think that for us [CIRs] as well it's not just children as ALTs are its more.... like a lot of the events, I was involved in had a lot of elderly people come in, a lot of moms with their kids sort of like, there was more varied age range, age range</p>	R1-1
00:04:40.3	00:04:57.1	<p>It does depend on where you are too. (R1-1: Yeah it does, it really does) I think my job was mainly going to primary schools and interacting with the</p>	R1-4

		kids, even though I did have like those classes for adults, who were mostly elderly people (laughs) but like I think it does depend on where you are (laughs)	
00:04:57.1	00:06:00.3	Mine was really heavy on translation and interpretation [sic]. But it wasn't because my city wanted to further, what is it, sister-city relations or whatever, it was because they really want to have a, like to share, information like the immigrants that live in [the city] (People make interested noises). We're actually like pretty advanced (R1: agrees) in my opinion when it comes to like accepting foreigners, like we actually, even our Mayor realises the impact, the positive... like the advantages of having um immigrants in the city and like the role that they play so like a big part of our uhh initiative is to help them like settle in Hamamatsu (Interested noises from the group). And umm yeah so for us like as CIRs is to help the foreign residents and then the sister-city relationships.	R1-2
00:06:00.3	00:06:41.1	Yeah, so it also depends on where you are from so like in [my city] I would get so many translations that had been put through Google translate and wanted me to like native check (Laughs. R1-3: Native check). And I mean like I am right here! I am going to have to retranslate this entire thing anyway so why are you Google translating it? (R1-4: You could've just asked me) And it just annoys me so much. And I know there is not a big, or there were barely any English-speaking residents in [my city], there were maybe like ten of us but like these were like national level documents as well like from the government like talking about biomass and whatever else [my city] was into so like come on (Laughs) Come on!	R1-1
00:06:41.1	00:06:41.2	So, like I guess like even within the same placement your roles can be really different because where I was and R1-3--- is we have a big Spanish speaking immigrant population and Portuguese speaking immigrant population so we have one CIR each who is a native speaker of those languages but the English language CIRs... of which I believe there are 3. (R1-3: 3 yeah) Two are in the International Division and one in the Board	R1-5

		of Education. The Board of Education one deals with the ALTs primarily. (R1-3: Yeah) Umm because that's honestly probably our biggest English speaking population group (Yeah *laughs*) uhh like whereas the rest of us a lot of the stuff we have to do as International Division CIRs its doing stuff like you know there is disaster preparedness or things like that, we had sometimes to keep in mind that a lot of the people using our stuff weren't going to be native English speakers. (R1: Yeah) So we had to like make it easy for like everyone uhh for like I guess English as a common language to understand. (R4: Isn't that a thing? Like <i>yasashii eigo</i>) (R1: Yeah <i>yasashii eigo</i> , like simple English) (R3: I do the same thing) So like sometimes I would even make two versions of the document, like a native speaker <i>muke</i> (geared) one and like an easier to understand, you could get the main points one depending on what they needed, or if they weren't sure and I had time I could make both, like here you go.	
00:07:59.2	00:07:59.3	OK so just to bring it umm back. Before you started on the JET programme do you feel that the role was explained well to you. (R1: No. R1-3: No R1-4: No (laughs) R1-2: No) Is that universal? R1-5: I would vote no. (R1-1: No)	F
00:08:21.3	00:08:25.7	It's more of what like what they write on the website is totally not what you end up doing.	R1-5
00:08:25.7	00:08:44.9	It was too vague for me. (R1-6: Yeah) But like they asked us in France, they ask you to like choose umm which city you want to go to like so do a ranking. And, I really couldn't decide based on the description because it was like basically the same thing for each place so everyone just decided geographically.	R1-4
00:08:44.9	00:08:45.0	Can I just confirm. So, you were given a list of cities. (R1-4: Yes) that you could be placed in (R1-4: and you have to rank them) Ohhhh Ok (R1-4: Its a different system) (R1-5: Interesting)	F
00:08:54.4	00:09:10.0	In places where CIRs are, I dunno we are 27 now French CIRs (R1-3: And they have what each French CIR does in each city kind of thing?) Supposedly... (R1-3: That's still like Wow) (R1-6:	R1-4

		That's still more information than like R1-3: Yeah R1-6: Yeah)	
00:09:10.0	00:09:10.1	Because the Brazilian CIRs have a very similar network like [redacted] totally came to [his placement] because he wanted [that placement] and he heard from the person who was there previously what the job was about, so he tailored his whole application to that position (R1-2: That's not that..... For sure)	R1-5
00:09:22.0	00:09:40.4	I think it's because you are in an English-speaking country so there is too many ALTs there is too many peoples wishes to like manage it's not possible (R1-3: That's true) We are like 2 ALTs and like 25 CIRs so it's like (R1-3: It's just like English speakers wherever).	R1-4
00:09:40.4	00:10:05.4	I feel like about 50% is what I expected, and I did end up doing a lot of translation and interpretation, I did end up doing a few school visits. Like a lot of the examples of work that they gave online I did cuz my position was more of a jack-of-all-trades type CIR but I was completely shocked, had no idea about the PA role that I was given. (Mmhmm)	R1-5
00:10:05.4	00:10:05.5	I was completely shocked that some people like actually taught English, like even if it's like once a week or twice a week or like an <i>eikaiwa</i> (English conversation class) I was just like surprised that people actually do that as like part of their CIR roles. (R1-3: Yeah *unintelligible*) (R1-6: Yeah, I was definitely not expecting that.)	R1-2
00:10:22.9	00:10:29.7	Could I just ask then, umm, did you expect to be translating and interpreting as part of your roles? (R1-1: Yeah R1-2: Yes R1-6: Yes, mainly translating and interpreting. R1-3: Yeah R1-4: Yeah R1-5: Yeah) OK. And is that how it ended up? (R1-6: Nooooo.) (Laughs)	F
00:10:34.5	00:10:34.6	I mean during my interview they told me that there's like two types of CIRs and like one ty- one of them like one type sits at the office and does like translations and interpretations and the second type goes to schools and like does like <i>bunka shoukai</i> (cultural introductions), like cultural introductions and like does fun and like you seem like the fun type of CIR (laughs). I was	R1-3

		like, oh, oh really? OK and then I came here, literally 75% of my work is just sitting and translating. We do go to school visits but it's usually special needs schools where they require Japanese ability to understand the culture. So, it's a lot less woo who interacting with the locals and introducing my culture and more like a lot of desk translations. It's not like I didn't expect it to be such a major portion of the job because its Co-ordinator of International Relations so like shouldn't there be like a little more interacting, you know, in person or like some movement so yeah that was a bit of a shock for me because like I'm just in my second year, so I just got used to it now but....	
00:11:55.1	00:12:02.7	One of the previous CIRs in my city, thought that she would be doing something like that instead of desk work translation, interpretation. She didn't like that part. She was, she thought she was kind of like fooled into the job or something.	R1-2
00:12:02.7	00:12:03.7	Yeah... I mean yeah at first, I was just like, But why is there so much translation? Like I wanna do stuff, you know. I wanna see like some change slash interactions. You know? But yeah, yeah, its mostly translations and the PA part was definitely very surprising because my co-workers emailed me and said by the way you are a PA and I'm like oh, ok it can't be bad right? (Laughs) Quite, quite, quite time consuming because you have to plan like every, like all of the events and like you know like manage the ALTs and you know I, I thought the so we have like that Prefectural Board of Education CIR, I thought he would do like most of it but like he is doing a lot of (R5: Behind the scenes) Yeah a lot too behind the scenes, a lot of work, like a lot more than I thought there would be because like prefectural advisor, I 'm like if they need help setting up their phone plan I can but it's a lot more than just setting up [that]. In fact, no-one actually needs help setting up their phone plan, they need a lot of different kind of help so...	R1-3
00:12:52.3	00:13:19.1	So, I also have a very different experience with PA. No-one came to me for anything. (R1-3: really?) whatsoever. The only thing I had to do was organise the two, the uh middle, the <i>kenshuu</i>	R1-1

		(training conference) but that was it. I never got a single phone-call, a single e-mail. (R1-3: But organising orientation is kind of stressful....) It wasn't that bad, so the Japanese PA took over most of that to be honest.	
00:13:19.6	00:13:19.7	(R1-3 and R1-5 Laughs - Ahhh, ahhh) 90% of the time there just like let's do the Budget. (R1-4 And the <i>kairan</i> (collection of documents passed around the office)) Yeah, the <i>kairan</i> !	R1-3
00:13:30.9	00:13:31.0	I also think it really depends on who is in your office at that time. That plays a key role, I think. (R1-1: Mmhhh, yeah) with like <i>jinjiidou</i> (rotation of workers that happens once or twice a year) and stuff. (R3: Yeah R1-1: Yeah R1-2: Yeah) That can really effect your work rate year to year including the ratio of translation to interpretation, also events. Like at my placement as you know like the Olympics were announced. We're hosting events. We're not Tokyo but we are hosting like four events (laughs) (R3: Ya) and like they made new <i>kas</i> (divisions) and everything for it and like they became the bane of our existence. (Laughs)Like they are single, like that single Olympics <i>ka</i> is probab-, probably like single handily responsible for 30% of the translations I did. (R1-6: Wow) Like daily. (R1-3: It's 70 now) (Laughing, oh wow, oh my gosh). How have things changed?	R1-5
00:13:38.1	00:13:38.2	We are just waiting for them to dissolve. (R1-4: Is it like announcements? I don't understand it) It's like, we had a one year to go event. We had a one and a half year to go event (R1-4: Really?) and then a half year to go event. (R1-5: And then all like the hosting the teams and the host towns and the....) And there are a lot of pre-games training camps, don't forget to do the Memorandum of Understanding, so like kind of high.... Suddenly there is like, oh Australia wants to sign this thing so their pre-games athletes can come and train here. This is kind of high level. So, like yeah... (R6: You should really like, get a professional). The Governor and the President will be signing this document and your like (laughs) OK! Wow that's great. But emyeah.. It's very like dependent on the event like recently, well not recently ,but a few months ago we had to do the rugby World	R1-3

		Cup handbooks and stuff because it was taking place at Kumagaya which is in Saitama so they had their own handbook and they wanted us to translate that and check that so it's also very based on what major events are happening around that time of year.	
00:15:12.3	00:15:35.7	Or like right after 3/11 we had a tonne of disaster related stuff for example. Like I came in in 2013 2 years later but that was still on the tail end of being done so I did a lot of them in my first year and then it had shifted to Olympics by my fifth.	R1-5
00:15:35.7	00:16:04.0	In...in that respect it can be.....it's kind of...it can be kind of Um like there's not many many extremely new translations like some of it is just like the same accent at the same time every year like you know a letter, like there is declining letter to like all these events which basically the same template so there is not much new content that you have to translate just move around some sentences because literally the Japanese is the exact same so not much generation..... In general, I think. (F:Ok) More so its those kinds of letters.	R1-3
00:16:04.0	00:16:16.8	So just change tac just a little bit, have you ever, have any of you ever experienced emmm working with the public in a hospital, immigration office or something like that. (R1-1: No, R1-4: No) (R1-2: Police station and hospital, yes) Ok talk to me about that.	F
00:16:16.8	00:18:06.8	Well em, I had to interpret for like a lot of Filipinos because I spoke the language so em, I had to interpret a lot of, interpret for a lot of domestic violence victims and obviously some of them are in the hospital and some of them were in the police station. It's a bit hard because for the police station, the police don't really know what to do. And they either have never dealt with I dunno. I dunno why it's different for them if it's like a domestic violence between a Japanese and a non-Japanese. And also, they don't realise how interpretation is really hard (Laughs) and em that I would need also like information about like the case or something like that. (R1-4: To prepare R1-3: And like the law and stuff. You can't just know Japanese law on domestic violence.) And the legal	R1-2

		stuff as well. Exactly like the terminology so like it's quite hard. That was my experience. The hospital, not so much. If it's like something that's like medical. In like any interpretation anyway, I was saying like look I'm not a specialist, I'm not trained so like if I don't know what a medical term is could you explain it to me in like simple Japanese so I can like interpret this properly. But that was the like the biggest obstacle that I have had.	
00:18:06.8	00:18:06.9	Did anyone else have any experience with anything like that?	F
00:18:06.8	00:18:51.3	I was once asked if I could go assist a JET with a medical issue as a work matter and I didn't want to because I didn't want to take any sort of responsibility for something that I felt that I wasn't equipped to handle and I knew that other CIRs did because they had to but my translation supervisor at the time. I actually had a translation supervisor which I think is very rare for most CIRs, umm and he translated himself between Japanese and Korean. And he said no. He basically said I understand your concerns and I agree with them, and we are going to refuse. So, we did. And I think like a JTE (Japanese teacher of English) went with them instead.	R1-5
00:18:51.3	00:19:12.3	Ok. Ummmm Great ok so. Moving on them. Umm Have any of you ever experienced a conflict in your role as an interpreter and translator if that's what you did and your capacity as a government employee? (Hmmm)	F
00:19:12.3	00:19:22.2	It's hard to imagine in what capacity (Laughs) (uhh umm)	R1-4
00:19:22.2	00:19:56.6	Yes. In that sometimes it was difficult to.... not within the government, not with my co-workers because they understood but speaking with other people who either saw me as the interpreter first or the government official first and if I was being the opposite role then I had to explain to them that right now I'm being the interpreter, I can't necessarily say my opinions at this time or I have to make very clear who is saying what. Or like you know distinguish when I'm talking as a government official versus when I'm interpreting for someone else even if I don't agree with	R1-5

		<p>anything they are saying. (R1-1:Oh yeah, Umm, umhmm) And they could interpret that as my opinion (R:1-1 Yeah) which it is not or umm in terms of like... the thing I just mentioned with a medical thing, that came up, the fact that I was a government official, uhh technically, and how that if something had gone wrong medically wise because of some interpretation I had done maybe in some world the government could have been held liable which they obviously desperately wanted to avoid. Um, the only other time um that it was really awkward was when uhh one of the ALTs umm overstayed their period of stay and that was serious enough because we were talking about potential deportation that my translation supervisor and I both went with that ALT to the immigration office in Shinagawa, where it was very very awkward dealing with essentially the national government who the guys there were not sure how to deal with me and it was the fact that I was a government official that they allowed me to say. Like my supervisor showed his government ID and he said she's with me. She's my subordinate, my direct subordinate and I vouch for her because she's a government employee and like here to assist this man so uhh that's the only reason I was allowed..., cuz otherwise they were like.... Wait are you an overstaying foreigner too? (Laughs) Are you a criminal? I'm like, NO! That was uh... So occasionally I did. I did feel that tension, but not terribly often, it was mostly in exceptional circumstances.</p>	
00:21:35.2	00:21:57.1	<p>Ok.....ummm. So, moving on then so. I'd like to move to discuss the practice of translating and interpreting. What were your experiences of translating and interpreting as a CIR? Or what are your experiences?</p>	F
00:21:57.1	00:23:17.1	<p>Uhhh. I have never.....well...I'm only very casually interpreting as a CIR. (F: Uh-huh) But I've done quite a bit of translation and it was always uhhhh, as a team. So, there was an employee at the town hall who used to live in America, a Japanese staff. And so, we would look at *laughs* texts like, it was very simple stuff like uhhhh rules for taking out the trash and stuff like that that they wanted</p>	R1-4

		<p>the foreigners in our city to know. And so even though we were both not English natives *laughs* we would work on translating from Japanese to English and there was a... there was also some um books on preventing disaster.... Disaster prevention related stuff. (F: So, you just mentioned non-native speaker translating from Japanese to English, right?) Yes (And interpreting what was that?) Interpreting was in French. But it only happened like three times, and it was in a very casual setting. (F: Ok....um ok. Anyone else?)</p>	
00:23:17.1	00:24:09.8	<p>Oh.uh off the top of my head. My experience as a translator. (F: umm hmm) Like I don't expect people to know how to translate but I ex... I think that everyone should know what translation means and that it involves knowledge of two languages like the source and the target language. (F: OK) So I'd have people ask me like, can you read kanji and speak Japanese though? *Sigh* And it's like (Laughs) You're asking me to translate this, so I guess. *Laughs* (Laughs) Uhhh what else? Umm Yeah so I don't... like understand how umm the fact that people don't understand how hard and time consuming translation is (Umm R1: Yeah,) It's something that I always.... experienced. (R4: It's supposed to be so easy)</p>	R1-2
00:24:09.8	00:24:09.9	<p>I think there is that mindset in Japan though that like Google Translate is enough (M: Laughs) Like they don't care. So, like at my current job, I'm working with the <i>Gaimusho</i> (Ministry of Foreign Affairs) (R4: Laughs) the.... I can't remember, uhh, what's the word for it.....uhhhh foreign.....(R1-6: Foreign) (R1-4:Foreign Affairs R1-4 and R1-6: Ministry) That one. And umm we're doing an event and they've created an English pamphlet and the English is really bad. (Laughs) Really, really bad. So, I emailed them the other day and I finally got an email back from them and they were like, So we are really embarrassed about it but like our superiors say it's fine so we're just going.....uhh we can't do anything (Laughs) (R1-3: Oh my God) It's terrible. And I'm like you are the central government. You are setting an example and you are setting a really bad one. (R5: Yeah) So like the fact that and that's not just the central government, that's like everyone in Japan. They're</p>	R1-1

		<p>all like oh you know Google Translate is fine. (Umm) But like the amount of stuff I received that had been Google Translated and they just wanted me to check it. (R1-4: Umm) Like once they were trying to do a new website, so they were doing the automated machine translation version (R1-3: NO) and they were like, Oh we paid a load of money, do you wanna check this and make sure its readable. I read through the first page, and I was like, no. They were like, what do you mean no? I was like, this is really bad. They were like, this other city is using it. (R1-4: Laughs) I was like, Yeah it's really bad (Laughs) So eventually the decided not to use it but it's just sort of like that I don't think they realise how hard it is (R1-2: Yeah) to like make (F: Sorry that automated translation that was in, while you were a CIR) Yes, that was while I was a CIR, at the very end. (F: Yeah)</p>	
00:25:35.9	00:26:01.4	<p>Also, I was kinda shocked that they actually let us translate into Japanese. Cuz I was taught that we only translate into our native languages (R4: Ummmm) so that was like a huge shock for me (R3: Mmmhmm) Literally my first job as a CIR was to translate something into Japanese and I was like no. (Laughs) So that was like a huge shock for me. (F: Did you refuse?) No R1-6F: Ok (R1-4: If it was the first job it's hard to refuse) (R1: Yes) No because I had a co-CIR and also I was assured that somebody would check my translation. That was a big factor. (R1-1: Mmhmm) And also I didn't know if I could say no! (Laughs) (F: Anyone else)</p>	R1-2
00:26:18.5	00:30:24.5	<p>Yeah, so for me I uhh didn't really do that much translation and interpretation. Umm interpretation was mostly for when the cruise ships come in and if like they have a welcome ceremony on board the ship. But also, like very casual interpretations when umm for example the ummm tourists buy stuff from the local product fair at a port then I will help to interpret between the sellers and the tourists. And that's quite fun because it's like less stressful ummm Then umm also for sister-city relations so I did some interpretations. Then also translations its mostly for tourism and sister-city relations but I feel like my city didn't really know what to do with me (R1-1: Ummhmm) Like I think the problem is that we</p>	R1-6

		<p>are quite rural so first of all, there are not many foreigners living in the city and also, we don't get that many tourists. So first of all my city is trying to uhhh umm was trying... actually is still trying to get more foreign tourists to come in via the cruise ships. Umm Actually that is kind of why they asked for someone who could speak Chinese because a lot of like the tourists coming in were like uhh Chinese speaking. Umm but I feel like they have this idea like OK we are gonna have the tourists uhh come in but then after that they don't really know what to do with the tourists. Like umm First of all like my city doesn't have that many tourist attractions. It does have some (Laughs) but the problem is that the umm public transport is really terrible so like basically from the port like if you want to go to the like umm city like the city area umm you need to go on the shuttle bus that's operated by the tour.. like the cruise ship like umm otherwise like the only other way is for them to like to take a taxi or then like to take a taxi to the umm tourist attractions themselves is like really expensive because they are really far away. So, either like the cruise ships organise these tours or umm the tourists have to like take a bus around which is uhh not very convenient. And also, one thing I was quite shocked about was umm. So personally, I think it's better to umm drive around Miyazaki Prefecture because of the umm terrible uhh public transport, but the problem is that umm I was helping these tourists to go to a rental company to uhh rent a car. But apparently the rental company only accepts Japanese tourists, (R1-3: Wow), sorry Japanese driving licences. Like the don't accept international drivers permits. So, I'm like, ok, so you wanna like you know get more people to come in and do... like visit your city but if like you are not gonna make it easy for them to like get around then like they are not gonna want to come here. Like they are gonna go to like other cities (Yeah) (F: Can I just confirm, you were helping tourists to get a car from a rental company and that was in like, what capacity?) Umm yeah....so it was like interpretation, yeah. (F: So, they would call your ...) Yep. So, I called the car company and then at first because we said the tourists has a licence because I thought the IP was</p>	
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		<p>enough. Umm so then they took a taxi to the car company and when they said that they didn't have a licence the car company was like, sorry we can't rent this to you so like I had to you know <i>yaritori</i> (interact) on the phone. (F: Umm, Ok) So, and then also things like you know I would say things like can I translate uhh the trash manual (R1-1: Mmhmm) or like you know this is like, you know, like they uh like got this other translation company to translate this like tourism pamphlet and it was awful (R1-1: Uumph) So I was like please can I re-translate this and they were like, Um no. That's like... we don't really need it. (Laughs) Like um, they are.. like I think for my trash manual things like they gave some excuse like oh actually the data for it is like with the printing company so like even if you translate it, it is the printing company that has to do the formatting (R1-4: Yeah, I had that happen to me too) of the manual. Yeah (to R1-4) (R1-4: It's a thing). I also feel like it's probably also that my city doesn't have many foreigners who speak English so they probably don't think it's important.</p>	
00:30:24.5	00:30:48.7	<p>Yeah, it's the same for me. I was like, oh I can translate this, like the bus timetable because nobody knows what anything is and it's like not on Google Maps and they were like emmm, *Unintelligible* and I was like I can make my own and so I made my own (Yeah) and gave it to my supervisor and I think nothing will ever happen to it. M- City has got barely any English speakers anyway (R6: Yeah. That's why I'm like, sometimes I am like, why do you need a CIR?) Yeah</p>	R1-1
00:30:48.7	00:31:43.4	<p>We had the opposite problem honestly, cuz we had so many translations. Like but I guess I'm lucky.....I thought we were very.....I was.....I don't know about K-, I was very lucky to have as I previously mentioned, our translation supervisor so our process was super streamlined and it also helped that he was a translator himself so he understood that translations took time. He understood that we had to do a lot of background research. He understood that it was much more difficult for us to translate into Japanese rather than into English, so he avoided that whenever possible because he knew it would take so much</p>	R1-5

		<p>time that he knew that it would essentially end up being a waste of time, umm and uhh because he knew all of this and understood it intimately and because he was also an old Japanese man we got out of doing a lot of things that were just ridiculous you know if they're like we need this 10 page article translated into Japanese for the Governor by like tomorrow morning he would call them up and yell at them over the phone (Laughs)very effectively and be like, Do you understand what the hell translation means? No, you don't. This is absolutely impossible. Do you want me to put it into Google translate and give you nonsense? Yeah? Yeah, you do! Like and then you know...when they would be all contrite on the phone, he would be like we can give you a one page bullet point summary, take it or leave it.</p> <p>Laughs Yeah something like that. So, because of that I had a really overall positive experience of translation during my position because I felt like I had a mentor and he also kept binder upon binder of previous translations done by earlier generations of CIRs, usually organised by <i>nendo</i> (fiscal year) (Wow) and you know he would, we would get a request... He's been there for like 10 years or something (Oh)... And so, we would get a request you know from like such and such division and he would be like, Oh we did something like this three years ago, let me go find it. And he would just like produce this document from three years ago umm as a reference which was just incredible and like really sort of like taught me about the importance of keeping systems like that and like I have kept it too, like digitally. We are starting to move to digital a little bit. But like umm like we would get all of our requests through him, and he would be the one to evaluate whether or not it was reasonable and if he wasn't sure he would come and discuss it with us because there are two English CIRs who do that and ummm and then help us negotiate for things like deadlines and resources and things like that. Ummm so and then we usually the English CIRs would then check each other's work if there was time and umm he would often try to do English to Japanese even though English is his second foreign language, his primary one is Korean but he would read the</p>	
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		English as best he can, do it in Japanese and then give it to me for example to check the meaning against the original and that was way faster and I could spot mistakes very quickly (F and R4: umm) And then I could easily explain to him like, this isn't the nuance, I don't know what you should say in Japanese but it's not this and he would be able to come up with something and I would be like oh yeah yeah yeah actually that is how you say that so umm I really liked working with him to the extent that like when he leaves it will be extremely sad day (R3: Yep) nigh Apocalyptic (R3: Yep, Laughs, R3: That's right) when he leaves that placement. Like if, like I feel like it's not an exaggeration to say that it will be apocalyptic when he leaves (F: Laughs)	
00:34:12.6	00:34:15.2	I'm surprised he wasn't <i>jinjiidou</i> -ed (transferring of staff within an organisation)	R1-4
00:34:15.2	00:34:15.3	He's a specialist	R1-3
00:34:15.2	00:34:20.7	He wasn't because he was specialist. He was hired as a specialist so he doesn't get <i>idou</i> 'ed (transferred).	R1-5
00:34:22.7	00:34:55.2	And so he does all of the Korean translations also, (R1-5: Yeah) in addition to managing all of our translations. (R1-6: That's amazing) (R1-5: Yeah) He does like furigana (Japanese characters inserted over Chinese characters to aid in reading comprehension) and then he explains like if we get something about sake pressing and there's a lot more research that we have to do in our own native languages in order to translate something from Japanese into like if you don't know about law in general then you can really translate so I was surprised at the amount of background research that you have to do in your own native language in order to accurately translate it, even if it is into your own native language. (F: Right)	R1-3
00:34:55.2	00:34:56.7	Ok so just a question about some of your worst experiences translating or interpreting? (Huh...) It's like if anything jumps out. You look like you want go?	F
00:34:56.7	00:34:56.8	Sure. We had this uh... So, I'm from Ohio. And Saitama and Ohio are sister states. So, umm we had this reception where the Governor of Ohio	R1-3

		<p>came to Saitama to meet with our Governor and they had this little (F: mmhmm) thing. And I wasn't.... we ... they had hired an interpreter and the Governor from Ohio was bringing two of his own interpreters so .. you know they assured me time and time again no interpreting that's ridiculous (laughs) we have our own person don't worry (R1-5: Oh no) And they're like so since you're from Ohio maybe you could just like come to the event and we'll like sneak in a quick introduction to the Governor of Ohio and that'll be it. So, I was like Ok that's great. So I went to the event and you know all good, interpreters are doing their job and there comes time for them to have lunch and so they are sitting you know opposite each other having lunch and of course there are like five important Japanese people and like a lot of important Ohio people and umm the translator is sitting between persons four and five. And the Governor, our current Governor speaks perfect English so he's just talking and people 1 and 2 are just eating their food and umm my division manager, <i>kacho</i>. <i>Kacho</i> is like Hey, why don't you go sit in between person one and two and umm interpret for them (R1-1:Terrible) (R1-5: <i>Kacho</i>, no! No, he should know better! Ok sorry) (R4: Laughs) So I was like ummmmm and he grabs a chair and puts it between person 1 and 2. These people are the ummm Prefectural Assembly Speakers, so it's like ohh hello and unfortunately or fortunately the Governor's granddaughter and I went to the same university so umm the Governor was all like, Wow, Yeah, Ya <i>zahi</i> (Phrase indicating encouragement to do something) do everything. So umm, I was like ok, that's not going to be hard except they put me on the Japanese side, not the English side so I had to interpret into Japanese (R1-5: Wow crazy!) And they were talking about community colleges and I was like those don't exist here *Laughs so it was ummm quite quite stressful so umm that was actually my first ever interpreting experience of my entire life because we do (R1-1:gosh) mostly translations like, I like interpreting and I wanted to try, not exactly in that way for my first time, like I have trauma or something, but umm it was uhh interesting and very stressful but umm, you know, I wouldn't say</p>	
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		that I regret it or anything. It was a good experience. (R1-1: It was a good experience) (R1-2: You only get better as the more you do it). I mean like I can't get worse than that. The Governor and the Ohio Governor and I didn't know how to say growing soybeans in the garden (Laughs), what is growing? I'm just like <i>diazo</i> (soy beans), <i>mame</i> (beans) *Gestures to indicate growing* This (more laughing) and the speaker was just like, What are you doing? And I'm like, I'm so sorry *laughs* I can't. Ah!	
00:38:04.7	00:38:04.8	I find this a really big problem, like. I don't know why they love to like just throw you in to the deep end? Like umm you know sometimes they'll tell you that you don't need to interpret but like last minute someone will be like no, no, no like actually you do need to do it. (Ummhmm, umm hmm) or like you just keep asking them for like, you know, preparatory materials (Yeah) and they either never give it to you or they give it you like I dunno they day before or like a few hours before. (R1-3: And they're like it might change so we can't give it to you yet but like just give it to me and you can you please?) Yeah...Yeah. So I dunno like, like I feel like talking to a lot of CIRs that this is a widespread problem, (R1-3: Yeah R1-1: Yeah) and I dunno why it's still a problem because I'm pretty sure that like we've all complained at one point.	R1-6
00:38:35.6	00:38:35.7	But see like that's the thing like it's a lot to do with how they don't understand (R1-6: how it works) how two languages work, like it is very hard, like more than you would expect, we do need background information it doesn't just go like Japanese English Japanese English, Japanese English. It's like there's something else going on here. (R1-6: Yeah)	R1-3
00:38:51.8	00:38:52.1	Like I know this is about worst experiences, but like one of my simultaneous best and worst experiences was the best part was that I was interpreting for a bunch of our people who had come from the Philippines and so they spoke Cebuano, their native language and then English, and I was interpreting between Japanese and English and sometimes they would explain to people in Cebuano more stuff. But like the fact	R1-5

		<p>that they were also bi-lingual meant that they were extremely understanding of my situation (R1-6: Ummhmm) and that I wasn't a pro. So that you know when I was trying to interpret about the projects in the robotics lab (R1-4: Laughs, R1-6: Oh gosh) and I as just like standing there like, Uhhhhh (more laughs) Give me a minute. They were like don't worry about it we understand, take as much time as you need and I'm like this is gonna be pretty simple uhh but you know like you know the students there that were explaining their projects they were like you know it's the problem with like sometimes with scientists trying to explain their work to the layman I'm like not getting any of it in Japanese (laughs) and then finally the professor, like she jumps in, she like sees me struggling she's like, This part is like the robot's eyes (Laughs) and I was like, Thank you, like, like, so like simultaneously like bringing them around and of course like on that same trip it was like a classic like, Oh you won't have to interpret here. Oh yes now I do. Oh, you will have to interpret here. Oh no you don't. So to the point where I just started preparing for interpretation for every single place we would go but like it was much of that potential worst experience was mitigated by the fact that the people I was interpreting for primarily understood the difficulty and were very kind about it.</p>	
00:40:33.4	00:40:44.1	<p>OK, so... Would you all describe CIRs as professional translators and interpreters? (All: NO) (R1-6: Definitely not) For the record there were two shaken heads there as well. Ok so would everyone agree with that statement?</p>	F
00:40:44.1	00:40:44.2	<p>Yeah, because once I saw they had, they had like, you know the like fine print on like contracts like you know all the fine law print? (R1-4: Yeah, yeah yeah yeah) and umm they'd given the <i>irai</i> (F: request) uhhh. Request! They had requested a translation from like uhh, like an outside company, like a proper translation company and it came back and it was pretty good like they were these words that I had like never ever heard of and that's when I realised that like professionals who know this kind of jargon and stuff, those people are professionals like we would have to do</p>	R1-3

		so much Googling and go on this law website and look up like all the words and like that's not professional (Umm) in my opinion.	
00:41:23.7	00:41:52.0	But like contracts. Contracts like we would get them all the time like, not just me but like a lot of CIRs get asked to translate contracts (umm, ummhmm) and that's a lot of legal jargons and like you really need to have a professional to translate those kinds of things, so uh, not us.	R1-2
00:41:52.0	00:42:09.2	(R1-4: I feel like...) Uh (R1-4: Oh go ahead) Oh, go ahead umm I was just gonna say umm but can I also add that I feel like a lot of times that professional translators they hire are really crap (R1-1: Umm, R1-2: Yeah, R1-3: They are really crap) It's like oh yeah we got this umm you know other company to translate it, can you please native check it. And it's like, and you paid money for this? (R1-4: Ummmm) Like...	R1-6
00:42:09.2	00:42:24.7	Yeah. That's like where there is a fine line between is native better or like actually trained professionals? Even for interpreting they are like, oh you're native, you have to be better than this person with 20 years of experience of interpreting. (Nooo) I'm like what do you mean?	R1-3
00:42:24.7	00:42:24.8	I think training is definitely better but it's more of like that like they are cheaper. So, they like hire the ones with lower rates (Yeah) and obviously the quality is gonna be lousier. (Yeah) I think that's the problem	R1-6
00:42:29.1	00:42:29.2	I don't really say I almost learned how to be a professional translator over my four and a half years on the job and there were a couple of reasons for that. One is because of the mentor type guy that I've already mentioned and also because of my first co-CIR who had like He had gone to graduate school, not for translation but he had a very professional mindset and he was very I guess mature and like I dunno he also really helped me out to the point that toward the end of my time as a CIR and especially seeing all of those like cheap <i>gyosha</i> (commissioned worker) crap that they kept giving and I was like I can always do better than this. *laughs* I still didn't, like I still don't consider myself a professional in the specialist area like legal or economics or politics	R1-5

		but I am a translator now like that's my job title. So, I guess I can call myself a professional now in a more generalist sense and also sort of in administrative documents and HR. If I guess I had a speciality it would be that and like sub with like the arts I guess. But uhhh I got that job straight out of my CIR experience, and I felt that my work environment prepared me very well for that transition but I recognise that my situation was not necessarily common amongst CIRs as a whole.	
00:44:04.3	00:44:13.8	Umm, Ok. So what do you think differentiates, if you agree that CIRS are not professional translators or interpreters, what do you think differentiates a CIR from a professional translator and interpreter?	F
00:44:15.7	00:44:34.9	I think lack of experience (R1-4: Yeah). I think a lot of us never translated or interpreted (R1-4: And training!) Yeah! (R3: Like I literally graduated college last year) Yeah, yeah and like you said, no training (R1-4 and R1-3: Yeah) so like literally, we are just, like we know the two languages that we are asked to translate and interpret.....	R1-6
00:44:34.9	00:44:43.5	Yeah, there is a lack of understanding what it really means as everyone has said (Y: Yeah), what it means to interpret and what it means to translate.	R1-4
00:44:43.5	00:45:18.0	I mean it's also like a subjective thing, I mean suppose that like you ask your like half-Japanese, half-American Japanese friend to like translate something and like obviously you can do a better job and in that capacity like you are more professional than them, like even though they obviously know both languages so like I think it's just, I dunno like very situation but also like based on how much you know, like if other people don't know that there are like professional translators out there, we might be like the best they've ever seen (R1-6: laughs) but it's like very subjective, I think. (L: Especially like R1-6: Especially like, oh sorry go ahead, L: Oh sorry)	R1-3
00:45:18.0	00:45:18.1	Especially like first year CIRs you come in probably straight out of university. You have no real translation, inter, interpretation experience except for what you might have done in the classroom, like how do you think about legal	R1-1

		contracts and stuff. By your fifth year, sure, you've had all of those like five years of experience you've probably done some training, you've got all that experience, you can probably call yourself and interpreter or a translator, if you have that confidence, but like I wouldn't call myself an interpreter or a translator.	
00:45:49.1	00:45:52.7	I would still say CIR, like if someone asked you what your job is, I would still say, I would never say *unintelligible* and they would be like, What's that? (Laughs)	R1-3
00:45:55.6	00:46:02.1	Wait, N, I wanna hear from you on this because I know, I know (R1-2: No, noooo), I know you had training before you became a CIR (R1-2: Right, right)	R1-5
00:46:02.1	00:46:29.4	Yeah that's true, I guess I graduated with translation studies (R1-3: Woaah) so yeah, it wasn't a big surprise to me when I, on the first day of work I had to like translate stuff but like as I mentioned earlier, the biggest surprise to me was like I had to translate into Japanese because as a rule, in a lot of countries in the EU, umm we only translate into your native language. That was like a huge, like, I dunno shock for me, yeah and	R1-2
00:46:29.4	00:46:52.5	I'm sorry, you, you didn't like in class and stuff you never translated into..... (R1-2: No!) Really?! (R1-2: No, that's like...) We must have different rules because like I did it all of the time... (R1-2:.. that's like. It depends on like, the country) into Japanese.... Into Japanese and into English. (R1-2: Like I know Germany translates both ways, like) It's called version and theme I think (R1-2: Yeah. But that was like.....) I did translation studies too, *laughs*	R1-4
00:46:52.5	00:47:31.4	So, to me, umm I don't know what is a professional translator. I don't know if I should call myself one because I did study, I did train as a translator but there is you know specialisation and I never did that so I know how to translate but I still have a long way to go. And... However, the things I had to translate at city hall weren't, you know, technical, so it wasn't like a big problem to me that I didn't have like specialisation so...	R1-2

00:47:31.4	00:48:47.6	<p>What I sort of found interesting, now that I'm not a CIR, I've had the opportunity to go to like a translation conference here in Japan and I was very surprised that probably from the perspective of a lot of , like even Japanese translators is that CIRs would count as professional translators just cuz like in the US they have like a certification exam like the ATA (R1-2: Umm) like you can basically be like, Hey, I'm certified and all of this.. but like Japan doesn't have like an equivalent certification system, which is like stunning to me because they have certification systems (Yeah) for almost everything else. (Yeah) Like I guess if you are an interpreter and you have the like yeah I can be the guide, like the paid guide exam like that I guess could count as a qualification towards some sort of interpreting but like in terms of translation there is nothing. Like you call yourself a translator and like if you get jobs and you are hired then you are a translator. (R1-4: That's true) So but the like I guess current industry and cultural standards of Japan, CIRs are but I think a lot of us are from places where there is a more professional streamlined translation career path or system or schools or something (R1-2: Yeah) so we have different we come at it from a different perspective.</p>	R1-5
00:48:47.6	00:49:09.0	<p>It's really odd though because like Japan is one of those countries that you know really needs translation. (R1-6: hahahaha) (Yeah) but it's like yeah. (R1-3: That's why they don't have it, because it would be too difficult. It's like your, you know, a quarter American you a pro, you'll do fine.)</p>	R1-2
00:49:09.0	00:49:22.6	<p>Ok, so moving to the last phase then of the focus group. Umm I wanna talk about the involvement of others in your work as a CIR. I want you to talk about the level of independence you felt in your work as a CIR.</p>	F
00:49:22.6	00:49:23.6	<p>I was super independent. (R1-4: Laughs) So umm when I joined my, the supervisor who had requested me got moved in the <i>idou</i> (transfer) in the April before I arrived. (R1-5: uhhh) so the <i>tantasha</i> (supervisor) or the supervisor who got me was like Hello, (R1-3: Who are you? *laughs *</p>	R1-1

		<p>I..... Can you speak Japanese? *laughs * He asked me, on the car ride back to [my city]. (R3: Wow) I was like.....umm *laughs * I mean this is why you hired me, is it not *laughs *. And they, I got to the city office, and they were like yes, they were like, We don't know what to do with you. Ummm here's some pamphlets that you can translate, so I translated a load of them and nothing, they just sat on the computer forever (R1-6: Oh my...) And they were like, We didn't mean for you to actually translate all of them. *laughs * So I was like, Then why, did you give me these? Because like about, wooden biomass and stuff if you didn't want me to translate them? So, I ended up just doing stuff that I liked, so I ran a load of kick classes. I occasionally translated e-mails for the mayor. Umm I got pulled in on two trans., interpretations for him, one which was really fun it was like full of, it was for biomass again *laughs *... (R1-3: What's this biomass?) The city has the biggest biomass plant in Japan. I could tell you all about it, but I don't want to. But it was a bunch of guys from Europe. One of them was like, one of the Swedish guys was like the cousin of the owner of Ikea and I was like. *laughs * That was like my favourite thing and we just got out, we just went drinking together and interpreted...I interpreted for them and the Mayor. But like that was like the level of interpretation I did. Umm but like everything else was just like self-done. It was all very like event planning, do it on my own, translation do it on my own and explain to the supervisor that'll leave it in a folder somewhere for a few more years. That was about it.</p>	
00:51:10.6	00:52:38.9	<p>Yeah ummm, like I was pretty independent too because like my supervisor, he's like kind of like a slack, like, umm I think being ... the supervisor before him that my predecessor had was a bit more like she had a better idea of what the CIR should be doing and she would suggest things to do but my supervisor basically just let me to decide whatever I wanted to do (R1:Ummm). Also, like umm there was once I was actually asked to do this translation and I think this Priest or something he was like he needed me to translate this document for him to apply for his visa or</p>	R1-6

		<p>something. And then like... I was like... I mean I translated it and then when I found out what it was for, I was like look like I'm not a professional translator because like he actually wanted me to like write my name on it and say that I translated this. So I mean like umm my supervisor didn't even realise that this was a problem until I told him, I was like I'm not a professional translator. They're gonna like to submit this for like a visa application. I think I like shouldn't be putting my name on it and saying I am a professional translator. So like in the end they tried to talk to this dude, but he was kind of insistent that I put my name there so in the end, we kind of compromised and I put my name there and I was like, I'm not a professional translator, so yeah like I guess maybe because they are a rural city so maybe they don't really like have a very good idea of like... you know like, you can't just ask the CIR to translate these kind of important documents (F: OH) yeah. So, like yeah, that was my experience.</p>	
00:52:38.9	00:52:39.0	<p>I had a lot of that too like I... the the first translation job I got was this random lady from my city who wanted me to translate like IRS stuff (R1-6:Wow) (R31-: Oh my god) (Oh my gosh)I have no idea....*Laughs* So I turned her down because yeah I really wanted to do translations but not that. Yeah, and I've had that problem too. They've had like private companies who wanted to, em who wanted me to translate stuff as well but my <i>tantousha</i> (supervisor) actually turned them down, my <i>tantousha</i> was like, We can't like be liable for this. Goodbye *laughs* She was really great. But yeah, I was like pretty independent as well. I didn't really have to tell anyone where I was at any time. *laughs* That was pretty great. *laughs* (K: Wow. We don't have much *unintelligible*) Oh yeah. Especially since I was gone a lot for <i>gakko homon</i> (school visits) and I was on my own and the teachers didn't, didn't really care about what I was teaching either, so it was great all round. So, yea, I would be gone for like I dunno, five hours, from my workplace and then I would be back at some point. That's all my workplace knew honestly (R6: Wow)</p>	R1-4

00:53:58.9	00:54:08.3	Here everyone knows. It's in your schedule so that everyone can see when you are going and when you come. And when you are done you have to call and tell them that you are done (R1-6: Wow. R1-4: Oh my God) and they will decide (R1-4: You have to call?)Yeah, yeah, yeah (R1-4:Ohhh, laughs)	R1-3
00:54:08.3	00:56:20.4	Yeah, and they will decide whether or not you can come back. However, if you call our wonderful translation supervisor or you tell him in advance, I think I'm gonna be done here and he'll be like, wait to call me *whispering* until five *laughs *. Like, like there is depending on like the bureaucracy, sometimes people were on our side like but like in my first year I had a co-worker who was nicknamed bureaucracy queen amongst the CIRs, and nothing ever played with her but like in terms of... I guess but like in terms of the content of a lot of my translations or presentations, I was fairly independent there, like I could decide how to translate something and people would back me up. And I would, I could decide what I was gonna do my presentation on and make my whole presentation and occasionally I would ask my co-workers to proofread it because my presentations were usually in Japanese, but the contents were completely up to or sometimes held in discussion with my co-CIR. And in terms of like school visits with the sensei, they were like could you do something about fall? And I would be like, Ok and then chuck in some fall leaf, but like in terms of like the actual processes of doing my work, I felt like I had a fair amount of independence, unless like the requester of a translation was like really.....ahh.. how shall I say this? Like stubborn or insistent on the way they wanted to translate it, in which case, I uhhh, I butted heads with someone in the tourism department quite a bit because.....I think they are probably out by now but...umm you know, we would always fight over the you know literal versus non-literal (L:Umm) translations and my supervisor would back me up. He would be like, do you wanna sound like idiots to every foreign visitor who comes? If so (Laughs), use your translation. If you want them to actually come here and like be cool, use hers. And I was	R1-5

		like thanks supervisor (Yep) I appreciate that. It got to the point where, like, if they were getting to the point of encroaching on my independence, I then absolved myself of all responsibility for the results and I was also back up by the, by the other people in my office, so.....	
00:56:20.4	00:56:32.1	So could I just, you absolved yourself of all responsibility for the results. So, you said you are not taking the responsibility and then you had your supervisor there to back you up. (R1-5: Yes generally) Ok, you were agreeing there. Can you....	F
00:56:37.1	00:57:46.8	Yeah the whole literal translation versus what actually sounds nice and natural in English is also another issue (R1-2: Umm, <i>wasei eigo</i> (Japanese words borrowed from English whereby the meaning of the original English word has changed in the Japanese)) Like, I was lucky that this year in April, my department, they actually created a new international - size - promotion, Internationalisation Promotion Division, (laughs) which I got to enter, which if I had've known, I wouldn't have let, but never mind *laughs* and we got to work with the tourism bureau in creating a new English only website. And I was basically like, I refuse to direct translate anything, umm if you want me to make it sound good then let me do it in English because you have far too many words because Japan loves writing everything *laughs* and hates pictures for no reason. So I was just like, yeah, no I want pictures and I want Clear concise text that makes it sound appealing. And then they were very nice and let me do that. But it wasn't, I don't know if you could call that then direct like translation itself because it was mostly me basing it off the information there and picking the bits I liked. But it was fine. (R1-5: I guess it's like bordering localisation.) Yeah. (R1-4: True)	R1
00:57:46.8	00:58:25.0	Well the people that I work...uhh the people that I translate for, they don't understand as I mentioned earlier, they don't understand how translation but the people in my <i>ka</i> (division), they actually understand how it works and they give me all the power in the world to decide the	R1-2

		deadlines, the formats, the <i>furigana</i> (explanations of how to pronounce Chinese characters) *laughs* so like I have that power. So, like, what happened to you, the direct translation thing, that always happens with the <i>kankoka</i> (tourism division), like they had me translate this website and they didn't use it. (R1-1: Frustrating)	
00:58:25.0	00:58:28.1	(R1-5: Yeah, like that's another common problem for CIRs) (R21-: yeah), I find, they're like, translate this but like by the way we are not even gonna use it. (R1-2: Yeah, yeah) (R1-4: laughs)	R1-6
00:58:28.1	00:58:29.6	And like they even asked me like oh but like what about our translation *laughs* and I was like I mean, I, I would literally just like full hone (true feelings) not even like <i>tatema</i> e (hedged speech) just be like, I mean if you wanna make a fool of yourself, I just wanna say sure (laughs) but as an English native speaker I would go with this one and em and I would write like if they would ask me to like, check their translation sometimes I would write like you know with this translation, it's really bad for the image of our city and they, they hate like they love that, because its saving face so I would always say like if you go with this translation its terrible and it's like really bad for the image of the city, so go with my translation. *laughs* (R1-5: Yeah, I would use that excuse to and just substitute city for prefecture.)	R2
00:59:19.9	00:59:56.3	So just to move on just a little bit, did you ever experience a time when someone like a colleague or a higher up directly intervened on any aspect of your work as a CIR? (R1-3: So, like the content of the translation or like requests and stuff like that. Like they came in and they're like no you can't do this?) (R1-4: uhhh) Like so first of all either or and then maybe translation and interpreting la-, we might talk about that later on. But whatever,	F
00:59:56.3	01:00:12.3	No... They trust me. They like, they understood that when it comes to translation and and/or like interpretation, that's her job, that's her speciality so like if she says this then we'll go with this, for me. That was my experience.	R1-2
01:00:12.3	01:01:21.8	Umm. We have two CIRs in our umm division and one of them is always more sen, superior (R1-5: <i>senpai</i>) like <i>senpai</i> , superior so like my co-worker	R1-3

		<p>he is a like fourth year, yeah he is a fourth and I'm a second year so like if he is out of the office and we have translations due today and or like immediately, my supervisor, it might be because I don't have much experience yet but my supervisor usually will not submit it just with me having translated it like he always prefers to have my co-worker check it and then translate it so umm I think there's a little more like, obviously they've worked together more and just kind of, just got here but umm. There's always...he prefers two people to check it rather than just me. If it's just him its ok but if it's just me he kind of says, let's wait for your co-worker to come and then let him check it, even if it kind of skips the deadline, passes the deadline. That's just because there's two of us.</p>	
01:01:21.8	01:02:07.7	<p>Yeah, that's been the same for since 2012 for sure, in our placement. And I was actually very frustrated by that at the beginning because at first, I felt that I wasn't being trusted. But then I just sort of understood that it's kind of just like a senpai, kohai kind of thing and that it's just like preparation like extra preparation for me. Uhh and once I sort of changed my mindset, I was like oh ok because I was like oh wait no in like this context it should look like they care about me and the quality of my work and that I learn from other people. And then when I was the senpai, I sort of became that position and I sort of understood...more.</p>	R1-5
01:02:07.7	01:02:07.8	<p>Oh.....ok. Just. Ummm, ok did you, so would you agree that you had the potential to effect change in your workplace. (R1-6: No, R1-3: uhhhh no)</p>	F
01:02:16.4	01:02:16.5	<p>If I had support, then maybe. But the fact was that like I got shifted around, I got moved to so many different seats over the course of three years. First, I was with my actual department, then I got moved down to the other end of that department and then I got put in to the like department that creates the monthly magazine but I was still a member of the old department, like I was just sat there for no reason. And then I got moved to like the next department and then I didn't actually <i>idou</i> (transfer) there until like, I spent seven</p>	R1-1

		months just sitting there and then I eventually was like actually made part of the international division. So, like no one was actually like, oh you actually belong here, because you actually belong to the other departments so we can't use you but you are just sat here. So it was sort of like very like what..... Am I that department or am I this department? Like what am I actually supposed to do? And there was very little guidance.	
01:03:04.6	01:03:09.8	Yes, somewhat. Much more so when I was the senpai and when I had more experience. I think from my third year I was really able to effect change because at that point, because of <i>jinjiidou</i> (movement of personnel) I was one of the most senior people in the office even though I wasn't technically like a full-on <i>kencho</i> (prefectural offices) person. So, like people were asking like how did this event go last year or like what is the procedure for this? And so, I was able to answer them and like establish my position as like a relative expert. Umm but then also choose what information to pass on and take that opportunity to introduce changes which were mostly small but for example significant. Like changing the timing of some of the events or like making sure to put all of our resources online and like umm especially when I was like allowed to start going on <i>shuccho</i> (business trip). Like I had some <i>kaigai shuccho</i> (Overseas business trip) to like the Philippines and I had a lot of control over what I did there. Like I gave a lot of presentations as part of this programme, and I designed all of those myself and I felt like I had made a difference in that programme. So that was like, in like specific contexts I felt like I could make a difference, especially like once I was in the position of senpai/ expert. Umm but in my first two years I was extremely frustrated because I felt like I couldn't change anything.	R1-5
01:04:30.2	01:04:30.3	Yeah.... It's like it's kind of hard to like initiate change especially at the higher government bureaucrat levels when any idea you might even like a small simply executable idea has to go through rounds and rounds and rounds of <i>kairan</i> (collection of documents passed around the office). This person has to sign... <i>bucho</i>	R1-3

		<p>(department head) has. To sign off on it and your like, I just want to speak English at lunch time *Laughs* No we must get the <i>bucho's</i> (department head) signature! *Laughs* So it's very much like I feel very sometimes I feel very discouraged by the amount of bureaucracy and levels that you have to trudge through to make like a small change like supposing I actually wanted to get rid of like the machine translation for like our prefectural website because it's just so bad (R1-5: God it's terrible!) and like I don't mind like translating everything myself and something like that but then like no that just sounds you know I don't think that'll be necessary and then like they just go you know (*exhale of breath*) but.....If we must start to consider things like that then we must start to look at the budget and then all of the <i>kian</i> (like a planning document) and the outline and this and that and then it has to go to all levels and so not much support from the Japanese side either because they are obviously the ones who have to do all of the paperwork (R1-2:umm) so like yeah so umm yeah I know I kind of low-key given up on big change like, Oh I'm going to change the government kind of stuff and I'm like well just carrying on Senpai's torch as of now just being like I'll just keep it going, not going to make any waves, because Japanese people don't seem to like waves so yeah, I was kind of ambitious at the beginning but then when I realised how unwilling everyone is to like actually want to you know make anything better. They're like if its good, let's just leave it look good but it's like it could be better, they're like that could though, could not be better so. Yeah like, I've kind of given up a little bit now.</p>	
01:06:32.3	01:06:41.1	Yeah, on an institutional level I gave up very quickly but on a more local and individual level I was able to do things.	R1-5
01:06:41.1	01:07:24.8	I think what also contributes to the whole not willing to change things is like the <i>jinjiidou</i> , like the personnel shift. I hate it so much. (Umm, yeah... yeah) Like so much. Like there is no point them even trying to do something new if all they're going to be there is like, they don't even know how long they are gonna be there. They could try	R1-1

		and do something that they are really passionate about and then get moved just as they're about to do it. Like you have anywhere between 1 and 5 years depending on your department depending on you know you. So, it's sort of like why do you even bother *Laughs* when like you move in April then you have like 2 months to get used to your job and you then you have only got like 10 months left so it's like what? But you are so busy like still learning about everything else that you have been given, (R1-3: Unintelligible) whilst teaching.... So, it's just, it doesn't make sense to me.	
01:07:24.8	01:07:24.9	It's very discouraging for them too like, you know (R1-1: Yes) They come to the job. They all want to learn how to do their job but then they kind of also want to help you but like, your like, I wanna make these changes, they're just kind of like can you just wait for a second while I learn how to do my job (Laughs)? So, it's stressful.	R1-3
01:07:36.4	01:07:36.5	Yeah, and a lot of the time they are really overworked (R1: Yeah) so even if they do wanna help you (R1: Yeah) they just can't. (R1: Umm yeah, it's ridiculous the whole system, *laughs* the system) (R3: The system!) (Laughs)	R1-5
01:07:49.8	01:08:19.4	Yeah and I think in my case I feel like their idea for the CIR was a lot more temporal, like (R1-1: umm) I feel like what a lot of what I do is like, I will do this for these two years that I am going to be here and there is not going to be any lasting change, like, so for example like trying to translate the <i>gomi</i> (rubbish) manual so like in the future foreigners can do it. They're like ummm yeah, we don't really need it. Then things like I tried to set up this Facebook because I wanted to have like an English version of the City Hall's Facebook because I thought you know it was nice for like foreigners in my city to kind of know what the city is doing and to update them on like events coming up but then so at first they um like so I did the <i>kian</i> (planning document) but then they were like oh ok fine that's a cool idea but the thing is you need to like umm have rules as to what posts you are going to translate because obviously I told them that I can't translate every single post because like it's the entire like <i>Kouhou ka</i> (Communication	R1-6

		<p>Division) like that's posting right so there's tons of posts but my original idea was that ok I will just pick whatever I think like foreigners might be interested in like knowing and translate that but they are like, No you must give us like exact rules that you are going to use to decide like what your posts are gonna be. So, I was like ok fine like Ill cho... I was like ok Ill umm posts that I think foreigners would find useful knowing about the city and then like about events or whatever. But they ended up changing it to like you can only translate posts about upcoming events. You can't post about things that have already happened and it's like a report. So, in the end I was just like there is no point having this Facebook group because a lot of times like umm the posts will be like ok 3 days before an event they'll be like, We are having this event and I'm like There is no time for me to translate this. No-one is going to read this (laughs) And like I mean like my whole idea of like letting foreigners know more about what the city is doing is kind of gone if I can't translate these reports on what events they are organising. So like, yeah like I feel like they just kind of want the CIR to be like the token foreigner to like interact with the locals and also help with like the city sid.....the sister-city relations but only within the like narrow scope of what they already have for like sister-city relations (Yeah). Like they are not interested in like expanding more these sister-city (K: Yeah.) relations, yeah just what is stays the same (R3: No new stuff, you just make existing better).</p>	
01:10:09.5	01:10:18.2	<p>You touched on an interesting point about the transience of CIRs, like we are also technically in a weird way subject to jinjiidou (personnel transfer). Like we have a max of 5 years (R1-1: mm) and some places don't even allow that (R1-1: Yeah), there is a max of 2 or 3 (R1-6: Yeah) so you've got the same tenure as the average Japanese government employee. Which can make things really hard to get off the ground, especially when you are viewed as an only temporary member of the office. Umm and also based on what your previous CIRs did, like if you had a predecessor, I mean not have a pred comes with its own set of problems (R1-1:Mmhmm), in that you have no</p>	R1-5

		<p>idea what you're supposed to be doing, but if you do have a predecessor, like, if they established something, nightly eikaiwa (English conversation classes) because they loved teaching eikaiwa but you hate teaching <i>eikaiwa</i> (English conversation classes), that idea will die (R1-6: Yeah) so maybe that was a change they introduced but then ten years down the line it will be as if it never existed, because you know, you don't know. I mean like I was very different from my predecessor but the PA role, cuz she was a major PA person. The PA role itself changed as I was there because of CLAIR (Laughs) Sorry, just throwing that out. Umm anyway CLAIR was like we are changing the PA role, like whatever. Like I had to, and my senpai CIR at the time was like I really want to have us be basically do the same job but like have us share everything. I'm like yeah that sounds good to me because like I wouldn't want to be a full time PA, yuck. So umm, disclaimer, I did enjoy some aspects of PA work (laughs) Ok I have to admit. There and like you know, he was able to start like a study trip tour thing. Is that still happening? (R1-3: Uhh [redacted]?) like the March one? (R1-3: Yeah, yeah yeah yeah) OK! So he introduced a lasting event change for our JETs which is still going oh (R1-3: Ohhhh. Yeah I didn't know that was planned by [redacted].) Yeah, he introduced that! Umm it was during my first year, he like did all the <i>kian</i> (planning document) and stuff (R1-3: Way to go [redacted]) and he tried to do this other thing but that failed because we didn't go through the bureaucracy properly (Laughs) and we took what we learned from that experience to apply it to making the San Gatsu Kenshu (March conference) a thing and it's still going (R3: Yeah) like 6/7 years later. So, like it, it can happen but maintaining that change is really hard and getting it off the ground is really hard and its constantly in danger once those changes have been made (F: Ummhmm) because of budgets (R1-3: budgets), because of <i>idou</i> (transfer), because of the new CIRs not wanting to do that. I think that it's very hard to effect lasting change on that.</p>	
01:12:39.0	01:12:50.4	So umm, just, umm last umm question. Umm would you all agree that you were well integrated	F

		into your workplaces? R1-1: No! R1-2: Current one or like CIR one. R1-1 and F: CIR workplace.	
01:12:50.4	01:12:58.4	So, so like not really but like Ok, I guess.	R1-6
01:12:58.4	01:13:58.6	Not really, like I really liked my colleagues, they were so nice, and they helped me a lot with even health stuff (Yeah). They like, they took me to buy my phone and.... to... for like administrative stuff. They, like when I told them I was going to a place in Japan in Ishikawa they were like you were like, you can get a grant for that. (What?) Yeah, like you know? I received 3 man (30,000 yen) to go to Ishikawa (Wow) (R1-6: That's amazing) I know! They were really supportive (R1-3: I know) *laughs* And anytime I wanted to do something or not do something I could tell them and they would listen and it would not always pan out but.....but at the At the end of the When all is said I was just really someone temporary (Ummhmm, R1-1: Yeah R1-6: Yes) and I was not involved in the main events that they were doing. So sometimes I would come back from whatever what I was doing, and everyone would be busy doing.... Other things and I'd be like...OK *laughs*	R1-4
01:13:58.6	01:14:21.1	I was definitely not integrated, well, like my current job I work like a Japanese person but I never like experiences like filling out like <i>kians</i> (planning document) and <i>kessais</i> (approval document) and stuff so I never had to do that, so I was like ohhhhhh I didn't know how to function in that office. So, I was like yeah I didn't know that this was like what an actual Japanese office was like until I like started my new job. (R1-4: Yeah) So I, I do think that they think that I am useful in my old workplace but they at the same time they don't see me as like like an actual part of the <i>ka</i> (division). (R1-6: Yeah, they see you as like a separate entity) (R1-4: Yeah)	R1-2
01:14:46.6	01:15:16.1	Yeah, like we haven't got the like, the basic training like the training on how to do <i>kairans</i> (collection of documents passed around the office) (R1-2: Yep) and like how to do the like newspaper stuff. (Ummhmm) (R1-6: Yeah) And the *unintelligible* and like we never do any of that baseline stuff. (R1-4: yeah R: Yeah) so I think that they can't really like ask us for help with that	R1-3

		and also like our skills are like kind of higher than that level so they feel bad asking us but like on the low *unintelligible* *Laughs* and they are checking the names and stuff and they are like, If you are really free can you please help me? So, it's not really like, yeah, we are separate entities.	
01:15:16.1	01:15:49.4	Like actually yeah, there is the point about the envelope thing because like I feel like a lot of the administrative things that they do, I want to to help but it's like... (R1-3: no no no, it's fine. You must be busy) ... (Yeah) Yeah it's like once everyone just like broke out all of these brooms and started sweeping the floor (*laughs*) and I was like, Can I help?(R1-4: laughs, R1-3: Yeah) And they were like, Oh no no no please sit (R1-4: Really) and I was like, I'm not sitting at my desk and like sweeping while.. (R1-4: Wait, so you didn't do the <i>osouji</i> ? (Cleaning up)) Yeah...No, so I did it myself like they said no, you don't need to but I was like no I'm helping. So, I grabbed a broom off someone, and I started sweeping but they were going to like exclude me. They expected me to sit at my desk (M: Oh no) while like everyone was cleaning. (R1-2: Answering phones) ... Yeah	R1-6
01:15:49.4	01:15:49.5	I was like.... I was like forbidden to it. (R1-4: Yeah) Well like not really forbidden just like...*reaches for phone dramatically* (R1-6: laughs) just like before they were... (R1-3: They were like I don't really know if you should be doing that and you were like, OK I'm sorry) No like they... like they were... No no do your work. I was like what work? Just let me answer the phones! They were like, Its fine. We got its we got it. So yeah, it was just, it was really weird. (R1-4: Yeah)	R1-2
01:16:05.4	01:16:24.5	Yeah. Like I had one guy who had asked me to stuff envelopes, so like I went over to help him, and my supervisor came over and was like, If <i>Fuku-bucho</i> [deputy department chief] sees you getting Laura to help you with these sort of tasks (R1-3: For real?!), you'll both be in serious trouble (R1-4: Really? R1-3: Yes!) so get her to sit back down. I was like I'm not doing anything; I'm sat at my computer reading fan fiction (R1-3: Yas, *Laughs*) Can you just let me feel useful by	R1-1

		<p>putting sheets into an envelope please and they are like no. (R1-3: Literally everyone comes in and they are like are you not busy? Are you ok doing this? And I was like.....) I literally told so many people I'm feeling like that, and they were like oh you must be really busy (R1-3: Yeah) and I was like...no I have literally like I have done nothing all week but read the news (Laughs) and then read another fan fiction, read the news and then go back to fan fiction.... like. (R1-3: I remember) like come on guys.</p>	
01:16:49.3	01:17:18.6	<p>I remember my supervisor was like I know you are eating at the moment but like what does this translate to and I was like, Don't like, you are supposed to like stop me from eating at my desk (*Laughs*) (R1-3: Doing your workout and it's like...) Yeah. I'm sorry I know like, you like your blueberries but I just wasn't to ask you some questions, I'm like (R1-3: It's fine it's my job) you're supposed to scold. (R1-4: You wanted to be scolded?) *Laughs* I was just like I was eating all the time, but they like never said anything.</p>	R1-2
01:17:18.6	01:17:25.2	<p>The don't say much. There's like a little bit of <i>kyorikan</i> (feeling of distance between two people usually) (Yeah, umm, umm hmm) I think they're grateful but also like.....you know (R1-2: Yeah)</p>	R1-3
01:17:25.2	01:17:29.4	<p>And it's because like after I started my job like I just realised that they never scolded me because they never like saw me as like, a part of them (Yeah, yeah , yeah) (R3: *Unintelligible*, R1-4: Like a spy? Laughs)</p>	R1-2
01:17:39.6	01:18:46.7	<p>I had this like really weird feeling of like that's like exactly how I felt for like my first couple years but then like similar like I experienced like a big evolution over my four and a half years there. And I think it was because I was there for, so freakin' long. (R1-2: uhhhh). Ummm that. Like at first, I felt like really alienated from like my office. I felt like I didn't know anybody. I felt like I was just like translating all the time and like occasionally talking to other people in like my little desk island but like over time I started working with people from other departments. I started working with other desk islands in like in our team. So I would go on <i>shucho</i> (business trips) with them or like we</p>	R1-5

		would go to enkais (drinking parties) together or you know we would or you know I would say like, oh hey I am free right now, what can I do to help. Like I, once... I started like sort of like <i>sekkyokutekini</i> (proactively) being like hey I wanna do these things and then they would be like, oh wait, you do? and like.....uhhh...towards the end of my years there I was maybe free one day of the entire year but like still they knew that I would like you know that I would always be like willing to sort of come around and then once those people from my earlier years got <i>idou'ed</i> (transferred) to other departments like I was just walking around the <i>kencho</i> in another building and people would be like, Hi, Hi, how's it going? And you know that really felt, made me feel like I was actually part (R1-1: ummm) of the workplace and that like I finally had like work friends but those took a really long time to developlike honestly my first 2 years were a completely different experience to my final 3.	
01:19:00.5	01:19:03.5	I can I can like attest to that. Like you are, you still feel like part of the office even though you are not here. Like people still talk about, you know Jane-san and like (R4: Her presence?) yeah like her presence is still there, It's there.	R1-3
01:19:03.5	01:19:55.7	Like, it was, it was like, and I really felt that like when I left. Like I got a goodbye party on par with everyone else's goodbye party (Aww). And they even gave me the departing gift of money. (R1-3: Oooooohh) Which I was stunned by. Like I don't think they have every done that before and I was like, Wait, I don't think I can take this and they were like, We insist! And I was like, I really don't think that.... And they were like, Buy something!! (Laughs) And I was like ok.... (R1-3: Buy something! Laughs) So like, like I really felt I guess like not like recess.... necessarily loved but like I felt that I was valued and that people knew me and I knew them and that I was a part of that community which I then left. Like I still have enkais (drinking parties) sometimes with my old co-workers basically like <i>Kokusaika</i> (International Division) circa 2015 (R3: Laughs) like that group of people. They are all <i>idou'ed</i> (transferred) to other places now, but we will still get together for enkai	R1-5

		(drinking parties). (F: Um....ok. Oh ... no.) (Laughs) (R1-1: Oh I was just saying that's nice.) (Ok. Sorry)	
01:19:58.1	01:20:07.7	Ok yeah so just to finish up. Umm. Is there any other aspect of your practice as a CIR you'd like to address that might be relevant to translation or interpreting?	F
01:20:07.7	01:20:12.6	Have we brought up the CLAIR interpreting course thing yet? (R1-4: Laughs) (R1-1: No) (R1-6: Oh no, we didn't)	R1-5
01:20:12.6	01:20:12.7	But I didn't like, I didn't like the text books. (R1-2: I hate it it as well) But the interpretation bit, that was really good. (Unintelligible) (R1-4: Those translation texts were awful) (unintelligible)	R1-1
01:20:23.9	01:20:24.0	Well, I'm doing some changes. (R1-4: Laughs)	R1-2
01:20:23.9	01:20:24.0	Wait, are you in charge?	R1-5
01:20:26.8	01:20:28.7	Can we update the textbooks because like? (R1: definitely)or do something with them...	R1-6
01:20:28.7	01:20:36.3	I'm not exactly in charge of that but like I wanna (R1-4: Laughs) I wanna like talk to somebody about the Japanese course.	R1-2
01:20:36.3	01:20:36.4	I feel like the general consensus is the textbooks are like a joke. (R1-3: What are you talking about...?) (R1-4: It's like the translation and interpreting course?) (R1-3: What are you talking about I don't remember the textbooks.) (R1-4: Yeah. It's awful) It's because it's a joke. (R1-6: And it's like really old!) And we do more challenging stuff in like our day to day. (R1-4: Yeah, that is true). But then like interpretation course, (R1-6: Is great) like that one week in Shiga. (R1-6: So good) (R1-3: That's so good!) (R1-1: Yeah brilliant) (R1-6: It's like I hate interpreting but it actually inspired me) (R1-3: Ummhmm) (R6: and..) (R1-3: That was what like wanted me to do interpreting, I wanted to do interpreting after doing that) (Laughs) (R1-6 and R1-1: Yeah) I had zero confidence... . for that.	R1-5
01:21:04.0	01:22:31.4	So, I'm in charge of like all of the career fairs. And as I'm, I'm having the big meeting tomorrow for the career fairs....um... and I've noticed that like a lot of people are not confident with their Japanese level and I like knew that CLAIR offers the like shitty, sorry (R1-4: Laughs) the like messy Japanese course and I've heard like how bad it is.	R1-2

		<p>So, I told my senpai, like, why is this bad? Cuz, we hire like a company or something. But also like, umm ok so it's like there is something that we can do about this and it's like. We can try, I think I can... umm And yeah so like developing like a Japanese language and also like a business language umm, business... sorry, business Japanese language is like my goal (*Laughs*, yeah) at the moment because umm it..I think it would help like... even people who have N2 or whatever are not confident (R1-6: Yeah) with their like <i>keigo</i> (polite) Japanese which I think is like also really important when you are interpreting for like (umm, yeah). (R1-3: Even just like answering the phone, (Yeah, yes) Like people are just like so terrified of answering the phone (R1-1: answering the phones, yeah)) And like writing e-mails. (R1-3: And even like talking to your co-workers about like changes that you want to do. Like it's not easy if you are not confident of your like Japanese level (R1-2:Yeah R1-1: Yeah) so maybe like that would help like you know holster your personality a bit more if you like knew how to put it in words.) That's true yeah. (R1-6: That's a good idea)</p>	
01:22:31.4	01:22:51.4	<p>Especially like talking more Japanese-y. Like I'm very direct. I'm super blunt. I like can't. (*Laughs*) Especially in my first couple of years, that came across quite harsh. (*Laughs*) Like I'm just trying to be gentle but I'm like saying what I think. (*Laughs*) But like being taught like how to like talk around it whilst like taking that long road that they love to take whilst finally reaching their objective and then like bringing it to ...(*unintelligible*). (R1-5: I think that like) It's interesting!</p>	R1-1
01:22:51.4	01:23:12.8	<p>I think that like once you get to the level that most CIRs have as a baseline. It's really, there is like a big limit in like what you can do with like a textbook. Like I think part of the reason that Shiga <i>kenshu</i> (training seminar) at JIAM was so helpful was because it was like actual professional interpreters (mmm R1-6: Yeah) Like this is how it is (R1-6: Yes) and now we are going to practice it right here right now (R1-6: yeah) let's go! (R1-4: In small groups too) (R1-6: Yeah) so....</p>	R1-5

01:23:12.8	01:23:12.9	And it's really gratifying to see that you like that you can keep up and enjoy like.... an actual professional translator (R1-6: Yeah) speed and it like, Ohh this is kind of fun I'm doing ok (*Laughs*) not bad.... You know...	R1-3
01:23:21.9	01:23:22.0	It's almost like something like that but more on the translation side, not just like the 45 minutes we get at orientation or like (Oh my God) or like the 75 minutes we get at MYC (*Sighs*) And those.....Those you only have time to do like the basic introduction stuff (R1-6: Yeah) that most of us already know (R1-4, R1-6, R1-2, - Yeah). So like if like in an ideal world there would be like a second week long <i>kenshu</i> [training camp] (R1-2: yeah) of like Japanese business <i>taiken</i> (experience) (R1-2: yep) of like in person actual practicing realistic scenarios.	R1-5
01:23:46.7	01:24:05.7	Like I can't promise like, big stuff (*Laughs*) because no like because we've got like thousands of JETs. (R1-5 and R1-6: Yeah) like, and to me like the easiest thing to like .. have provide this to like everybody from home kind of so like... (*unintelligible*)..is like online. (Yeah, umm) But obviously like...	R1-2
01:24:05.7	01:24:20.0	I guess like online discussion groups even. Like that would require people to arrange their schedules (R1-2: Yeah) accordingly. But in terms of actually like getting people to commit (R1-4: Umm) (R1-2: I also feel like) and have that actual <i>taiken</i> experience.	R1-5
01:24:20.0	01:24:20.1	Also there is that you know obstacle of like old <i>erai</i> [high status] Japanese men (Umm) who work upstairs (umm) (laughs) (R1-6: yes) So but year as a CIR, like, like training... language training I think... (R1-6: I think that like that the [*unintelligible*]) *repeats unintelligible*	R1-2
01:24:34.2	01:24:34.3	It's also very subjective on like what like see like even all of us do such different jobs that if all of us took the same interpreting...interpretation course then maybe it would help some of you but like I do zero interpretation so like it's very hard (R1-2: Yeah) for like CLAIR or whoever to cater every single person because that description of like What is a CIR is just soooo general (R1-2: Thank you), I mean like yeah, its encompasses	R1-3

		<p>everything. Like it encompasses everything but like everyone does such different stuff. Like one of my friends just visits <i>onsens</i> (hot springs) and then writes about them in her blog. (Laughs) That's her CIR work. (R1-4: Oh my God). Yeah, and I'm sitting seven hours a day doing just translations. So it's very, very (R1-2: Varying) varying. That's why like even experiences. Some people are like I love being a CIR and some people are like... well it's so bad. (Laughs) So like, it's very very subjective.</p>	
01:25:21.6	01:26:51.4	<p>So, like, reading all of the comments from like, for like career fairs and all of the like career support stuff that we do it's like hard to cater to like everybody's (R1-1: umm, R1-6: Yeah R1-4: It's like impossible) everybody's comments or whatever but like the general stuff, even that, some people don't appreciate. (*Laughs*) So like, but yeah ... i..i.it. it's hard to find like a middle ground.... like..</p>	R1-2
01:26:51.4	01:26:51.5	<p>Yeah, I feel like a lot of people don't, are not very understanding of that (R1-2: Yeah) which is on them and not (R1-2: It's like...) on the organisers. (R1-2: My....wish is like please grant my wish. Like yeah but there is also like 5000 of you and like 5000 of you and there is like emmm 6...3 of us?) (*Laughs*) Yeah, in terms of like the CIR job satisfaction like overall. Like really, it's the placement. (Yeah, R1-1: Yep R1-2: Yes) like matching people's expectations and what they want to do with like their actual placement. Like, mine was very ideal for me, personally. Like I just got extremely lucky in terms of like my position matched my personality and what I wanted to do and then I could change it a little bit to make it suit my more. But I feel like that someone else in my position would hate it. (R1: Yeah) But I feel like also maybe people who want to be CIRs, there's more people who wanna do like translation than there are those types of positions. Or maybe like you signed up and you really wanted to do a lot of school visits and you know, you're translating 7 and a half hours a day. Like there is ... there is... I recognise that it is very hard to do placements and like listen to what the CIR wants and listen to what the JET wants (R2: Yes) and you are like dealing with thousands upon thousands of applicants a year. You know, I recognise the</p>	R1-5

		logistical problems, but I feel like that's a major root of CIR job satisfaction (R1-2: Yes) (R1-3: True)	
01:27:05.0	01:27:53.6	But also, like perception of Japan. Like if someone who wanted to be placed in Tokyo got placed in like Niigata? Not Niigata, somewhere further (*laughs*) like Ehime (R1-4: Miyazaki) (*Laughs*) and it's like oh my four years in Japan are so bad. I'm so sad but in reality, it's just because it was different from what you wanted and I wanted to be in Okinawa, but I got put in [my placement], solely because I'm from Ohio and the <i>shimaidoshi</i> (sister-city). So, it's like okay I guess not bad (laughs) but it definitely changes like they want you to you know PR Japan when you go back to your home country but like the placement and like the job <i>naiyo</i> (content), details (R1-1: Yeah) actually really...Wow I can't speak English (Laughs) (R1-4: Just say it in Japanese)	R1-3
01:27:53.6	01:27:55.1	But it also does come down to your placement. Like my placement had no idea what a CIR was, what I was supposed to do. I am fresh, I was like fresh out of university, I had no idea. (Laughs) It seems like they hired me for a reason. (Laughs) They did not know what that reason was and like a lot of the guys in [another prefecture] as well kind of felt that way especially in the city. There is one guy know in Nagi who is like I don't do anything. I go to the kindergarten because I want to but like they city hall won't even let me translate the website. They won't let me do anything. (Mmm) And I think like I wish there was more understanding on the COs part of what (mm) Like I know CLAIR came out with that handbook like last year, aimed at COs being like this is what a CIR is... (R6: Oh, they did?) (R4: Yeah, it was so bad) (laughs) They came out with a handbook that was like various examples of what CIRs are doing and what they have done but I don't actually know how much the COs are using that. I don't know how..... Are they just using it as reading?	R1-1
01:28:45.2	01:28:45.3	I was just gonna say like if .. if not just.. like the support towards CIRs but also like (R1-1: COs) like if there is a way to like let Japanese people know that non-Japanese people do not have the same	R1-2

		<p>culture and work ethic as Japanese people. Like we don't the whole <i>honne, tatemae</i> [difference between what is said and what one really thinks] thing. We don't do the whole ummm indirect communication because like I think a lot of CIRs have a problem with like, as you know, the way Japanese people (R1-1: umm) basically (R1-1: work) Work (laughs). And like communicate and like you always hear like ummm I didn't know like I didn't know I was supposed to do this . You know I didn't know I was supposed to do that. I didn't know like; this person was being moved or like whatever so yeah. (R1-1: Yeah) (Which is also really....)</p>	
01:29:31.9	01:29:32.0	<p>I also find like they don't really inform the CIRs about (R1-2: Yeah) a lot of things. (R1-1: about) (R1-2: yeah) Like something will happen and then you'll be like oh I didn't know this was happening and they're like oh well actually we knew this for like months we just didn't (R1-2: yeah) Yeah. Like I think it stems from the problem of them not really seeing you as a part of (R1-2: Yeah) (R1-4: a part of the group.)</p>	R1-6
01:29:45.0	01:30:17.0	<p>Yeah. They probably don't, like it's probably like Oh I don't wanna bother her when she is so busy (R1-6. Yeah. Which we are not busy) I don't wanna bother her when like there is a huge event that maybe she should know about but like you know it's fine she doesn't know about it but like sometimes you just wish that they wouldn't decide for you (R1-6: Yeah) (R1-5: Yep) that you need to know what you don't need to know. Like maybe they should just give you a choice. (Yeah) Like hey this is happening would you like to know more about it? If you're like Oh I'm so busy its ok then they don't need to but they are just like, She must be so busy, she doesn't need to know (Yeah) Lets not <i>meiwaku kakeru</i> [to bother them]. (*Laughs*) unintelligible</p>	R1-3
01:30:17.0	01:30:17.1	<p>OK great. That seems like a good place to stop. (R1-5: Thanks) (R1-6: OK thank you)</p>	F

Appendix AA2 - Transcript Focus Group 2

Start Time	End Time	Transcript	Speaker
00:00:00.0	00:00:30.1	Ok so ummm I'd like to begin the focus group with some discussion about the role of the CIR. (R2-2: umm hmm) So in your opinion what do you think a CIR is. What do they do? (R2-2: umm.)	F
00:00:30.1	00:00:30.2	Umm from my experience it is mostly kind of translating stuff, but I've also heard about a lot of others who do more kind of exchange based things so I feel like the intended role of the CIR (*laughs) is to like, yeah facilitate the exchange of different cultures, mainly Japanese with other cultures wherever the CIR is from but I feel like a significant amount of CIRs don't get to do so much of that (*laughs*).	R2-2
00:01:06.5	00:02:30.8	I think from my understanding, there can be uhh various roles, depending on the ... the...the contract (R2-2: umm) organisation, especially for non-English speaking CIRs, the focus tends to be international relationships. So like usually they are brought in because there is a sister city relationship or something similar (R2-2: Yeah). And also, there is a very big difference between what the prefectural CIRs and city CIRs do, from what is my understanding. But also, the role of a CIR. I think when a CIR was first conceived, (R2-2: Umm) nobody was like Ok so this is exactly what this person will say, they were like, OK well we want someone to do things with the foreign people. (R2-2: laughs, yeah) So this will be their role. And so whichever needs the contracting organisation has then the CIR goes and does their best to try and fulfil that. (R2-2: Yeah) But I've also heard of people who umm just take care of the sports related relationships (R2-2: yeah), with other countries or just the tourism aspect (R2-2: yeah) so...	R2-3
00:02:30.8	00:02:49.3	And then there are also some that just kind of get stuck just doing teaching and things. (R2-3: Yes) which kind of feels like a bit of a waste of their skills, but yeah. I suppose in more rural areas where they might not have so many ALTs it kind of makes sense (R2-3: Yeah).	R2-2
00:02:49.3	00:02:49.4	So, do you agree that the role was well explained to you before you started?	F

00:02:53.9	00:02:54.0	I feel like there was a lot of each situation is different. And eh... kind of thing. Sometimes we got kind of a li... not a list so much but kind of like a very generalised idea of like what we could be doing. And a lot of times it felt like translation and interpreting was like kind of gonna be the main part of it but for a lot of people like that wasn't the case and some people almost felt like they were misled.	R2-2
00:03:31.7	00:05:37.2	I don't feel like it was explained very well to me. Uhh, I mean, I feel like half the reason that things were difficult for me was because of my own lack of preparation but it could also be argued that it was because my ex... all of the explanations that I received were so generalised and I did not know what to research to like prepare myself. And I am not good at just like casting a net and just like researching anything under the sun and the stone. I need to know like specifically what I am doing or otherwise I am going to procrastinate and just not bother with it. Ummm, yeah, it was just constantly like anything I looked up was like, Well I... my situation can't apply to you and ten times more so because you are not a teacher. Cuz it feels like while the ALTs constantly keep saying, every situation is different, because everyone is a teacher and they are going to be working with a Board of Education of similar institution for the most part it feels like there is a skeleton that applies there, like, there is like reasonable expectations that everyone can have, whereas with the CIR, because it seems like the role when it was conceived, like S was saying, that like it's a really generic type of thing they want you to do and what thing is, which is cultural exchange means very different things to every area. So that can just mean translating these documents from other place that they want to communicate, to like, also that, but like communicating with these parties that visit every so often or coordinating events and really grandiose things or things like that. (R2-2: ummm).	R2-1
00:05:37.2	00:05:44.3	I also feel like it's hard to even find information about what CIRs do because like the majority is ALTs so if you look up JET Programme you will generally get ALT stuff and like my mum was trying for ages to just find as much information about what I could be doing as she could. And that's how	R2-3

		she found the forums actually. She found them for me (*laughs*). So yeah, there is that problem as-well I think.	
00:05:44.3	00:05:53.4	Did you all expect that em translating and interpreting would be part of your roles, before you came?	F
00:05:53.4	00:06:50.6	That was probably the only thing I had reasonable expectations about that I would be doing both those things. That being said I pretty much only ended up doing translation. Uhhh, I don't know why I wasn't used to interpret most things. I mean.....My paranoia says it's because I wasn't skilled enough but there was a Japanese co-worker who was proficient in English so it could just be that since she's been there for seven years and knows what's going on she's tasked with most of the interpretations since they are generally really important things, always meetings with the mayor, between some like very like How do I High standing party like.... There'd be meetings between ambassadors and things like that and like corporations with the mayor for just courtesy calls and things like that and it seemed like they only used me when they actually had to use someone else because she wasn't available	R2-1
00:06:50.6	00:07:54.4	Yeah.... I kind of felt a similar thing.... Especially with regards to interpreting. Umm I figured that most of my job would be translation and or interpreting but like mine is also like to begin with they tried to use me for interpreting. But then I think that both them and me felt like I wasn't quite at that level especially for if they wanted me to do it into Japanese, I just kind of like could not. And also, I had another umm like a Japanese lady that had really good English and she tended to handle most of the interpreting. The only interpreting I've really done is like English MC-ing at events and stuff where I have been given a script and I translate it beforehand and then I just read out the English on the actual day. But other than that, its mostly translation and that was why I wanted to be a CIR because I wanted to go into translation and I figured it would be good experience.	R2-2
00:07:54.4	00:10:34.8	Yeah, I think I just sort of imagined that it would involve a certain role of interpreting and	R2-3

		<p>translation. I think that sometimes people forget that I can speak other languages (Laughs) They are like all of a sudden they will be like, oh yes we need this thing translated into English. We have a person who can do that. ... And they are so used to doing it with Google Translator (R2-2: Oh no) that they just automatically go for it and then weird things come out. (R2-2: Mmmm) But yeah, I mean I do some interpreting and there is usually the interpreting that I do is because nobody else can do it, either because nobody else has the right language pair or because there is not enough money to hire anybody else (R2-2: yeah). Umm That also tends to be sometimes for the more important things, just because people are bad at planning (Laughs) but recently like more and more people are like right I know this person, like we've met before and she is not a person and she is actually like a normal person (R2-2: Yeah) and I can ask her if I need anything interpreted or translated into a language. Ehh but yes a lot of the times I just go around the city and find something in weird English and I'm like, Where is this from (E: Yes) and I go to the person who got it translated and they are like, Oh yeah. But sorry. There was a deadline. Like we didn't have enough time to ask you. (R2-2: Yeah) Or like we forgot, or like we didn't know you existed. (R2-2: Mmm) And I'm like, Yes but this is like Horrid and it represents the whole city (R2-2:Yes!) What are you doing? (E: Yeah, I get the same thing) and they're like, Yeah well, we'll do it next time. And sometimes they do do... ask me the next time and sometimes they do not. (R2-2: uhh) And I have to go there again and they like find some excuse of why they didn't ask me (R2-2: Yeah) in the first place. But also, I have this thing where I don't feel as comfortable into languages that are not my first language (R2-2: Yeah, that's fair). And there is no one I can also to look at my work and be like (R2-2: Yeah) because there is no co-worker like in my office that like has that type of experience. (R2-2: Umm) So there is not as much of a system in place as there might be at your workplace (R2-2: Yeah) because you mentioned you have English speaking co-workers. (R2-2: Yeah) in your workplace. But for me it's more like I'm either the last person who gets to speak on the things I translated or I'm like,</p>	
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		I'm not even at the same level as Google translator. (R2-2: Mmm) like its a useful machine that inputs native languages into it and Japanese comes out. That's very handy. *Laughs* (R2-2: Yeah)	
00:10:50.5	00:11:20.9	Yeah, that's really annoying when like so even from departments that are like right next to mine and I will like see translations that they have done, and they like clearly haven't gotten anyone to native check it (R2-3:mm) and I'll say that um I'm like why don't you just ask me? I'm right next to your department. And they'll just give some excuse or something. And or other times they'll be like oh we've printed it now. It's like...Or it's been published or like whatever (R2-3: Yeah. It's too late!) But it's embarrassing and it badly represents the city. *Sigh*. It's such a shame.	R2-2
00:11:20.9	00:12:32.4	Yeah, the issue that I came across a lot was, the city hall is big so (R2-2: Yeah) so like we are just the international affairs department and because of the nature of international affairs they need someone who speaks other languages but you end up also being the token employee in city hall who, if they know your there and think you're reliable, they will just dump all translation work on you. They'll like... they have to request your boss to like ask you to do it but like, you end up doing translations for like a lot of things inside city hall. But then the weird thing is you'll get requests to check something because they hired a different company to translate it and its always that the company that translated it turned it into garbage (R2-2: Yeah) and its very annoying because its like this is a check, you have to check this and if there's problems you fix it. But like the problem is is that they whole thing is a mess (R2-2: Yeah) so you just have to re-write the whole thing. And it ends up wasting time when you should have just given it to me so I could've just done it from the start and if there are mistakes then I could just check it afterwards.	R2-1
00:12:32.4	00:13:32.0	Yeah, it's like that magazine I showed you, where like they have a native English speaker, some guy from America or something. And he translated it, but it looked like he had just does it through Google translate or something and it was awful. And I ended up getting up one of the ladies from the	R2-2

		<p>tourism department to just demand a meeting with that magazine editor or whatever and we said, look this is trash *Laughs* Did you get someone to native check it. And he was like oh, but its a native speaker and I was just like *Laughs* no, no its not. Like they didn't seem to realise that like even with native speakers there are people who are good at their native language and people that are not. And this guy was just not at all, (R-1: Laughs) clearly or just couldn't speak Japanese so he just put it through Google. I had to re-write the whole thing, but they refused to change that issue of it because they had already printed it and it was uhh. It was cringeworthy.</p>	
00:13:32.0	00:14:48.0	<p>I recently got...ummm..news of a translation that was asked ummm. .. basically, a friend of mine, an ALT was asked to do this translation. And he is a native speaker, so it was not an issue in terms of the English(R2-2: umm) It was an issue in terms.. he did not have any experience translating. (R2-2: aahhh) so he translated a narration that was supposed to be subtitles on a video (R2-2: ahh) as if it was a completely different piece of media and it was just... it was very weird. It didn't fit the format of this translation at all. And because he didn't have experience in translating this kind of content, all of a series of technical terms were off and I tried as much as I can emmm to, like uniform (R2-2: Yeah) everything that is translated and I have like a document that I reference and everything was like slightly off and it was very awkward (R2-2: Umm) and I umm just casually like stumbled upon this translation which like otherwise would have gone completely .. .like unnoticed (R2-2: Yeah) and everyone would have been like, Well a native speaker has done it. Well, that's true but ... it is not the best translation it could be. (R2-2 and R2-1: Umm)</p>	R2-3
00:14:48.0	00:15:25.3	<p>Yeah, I think I had to just native check I think, some of the translation for subtitles before. (R2-3: Umm) And they didn't even tell me it was for subtitles, when I was native checking it, so I almost ended up changing it wrong. Umm... and then even like the actual translation wasn't great *laugh*. I think they just got the like English speaking guy that was</p>	R2-2

		supposed to narrate said translation to like translate it for them and it didn't work.	
00:15:25.3	00:15:25.4	<p>Speaking of native speakers of English, (R2-3: umm) it reminds me of another. ...I don't know if they think it's an issue, I think it is though. So, I was the 11th English speaking CIR and I think for most of the first ones it was people from Britain. There was one person from the Netherlands (R2-2: Umm). So, because of the variety of English speaking CIRs they've had now when you look back on documents to try and check on things. They are very hard on you that you need to be consistent with like documents that have been translated already so like you need to like scour through this network of like files and if there is something that has been translated like this and you can reference and re-use it, then re-use it. (R2-2: umm) But the problem was that with really old things or like certain documents because it was translated either by like a British person or an American person it ends up being very *laughs* inconsistent (R2-2: umm) English like date formats are inconsistent, spellings are inconsistent and it always confused me like, what I needed to do. Cuz, I tried to think well I need to be consistent but then like does that mean I need to change it then because like should I not just have one consistent style of format. (R2-2: Umm) It sounds like a lot of places with CIRs just and that kind of work don't do what like editing companies and things like that do where they have a sty- a style guide (R2-2 and R2-3: Yeah) There is like the universal ones like APA, MLA and things like that, or they have their in-house ones. And I feel like *Laughs* this type of work you need that (R2-2:Ummm), because otherwise its gonna do what happened at my place where there is a bunch of random British English documents and a bunch of random American English documents and then just you know really random stuff in between and they're just gonna tell you that, Well, if it's correct then don't change it but then that means that you just get this weird inconsistency throughout the city where like some things are in British English (R2-2: umm) and some things are in American English and its I feel like that's very confusing....(R2-2:Yeah) and kind of a problem.</p>	R2-1

00:17:23.6	00:17:23.7	Yeah, like we have like the opposite problem because until I got there they've been using American English and obviously I am British so I would just kind of naturally do British and we did decide for some reason that we are going to do everything in British English now. Although I don't know if the others that translate into English actually are or not. Umm but yeah there was no mention of anything like a style or like even keeping consistency of documents. I found that kind of strange. Ummm.... yeah.... I I'm still kind of wondering if I was right to get them to change to British English or if I should have just kind of sucked it up and tried to do American English (R2-3: umm) even though I'm not American.	R2-2
00:18:09.1	00:18:09.2	Ok, so I'm just going to change tac just a little bit ... but... umm do you think CIRs have a diplomatic role?	F
00:18:17.4	00:18:17.5	Ummmm.... To some extent cuz I mean whatever they translate for the most part represents the city they are in so its gotta represent it well (F: OK) Especially of I'm guessing because [R2-1's city] has a lot of (R2-1: Yes) big ... uhh events and history related stuff.	R 2-2
00:18:44.1	00:20:54.8	I was just thinking it's probably different depending on where you are (R2-2: Yeah). Cuz it the... the amount of diplomacy involved is ... whether or not you have relations with other foreign parties (R2-2: Umm) so like some places maybe like you know they have like a sister city or two and like maybe not much else goes on. Then you have places like mine, like one of the cities that most Westerners tend to know if they take Japanese history because it's all like mentioned and so because of that they have a lot of ties with places. And it was also the place where the bomb was dropped so a lot of politics surrounding that. Ummm. Yeah every year there is a peace ceremony where over a hundred nations come to just sit there and watch people talk about that. But like lots of communication and people come and visit the mayor and stuff and I only ever dealt with translating letters from those people usually. I was asked to interpret for the Mayor and the Ambassador of Ecuador a week in which was not good umm. I don't know if that had	R 2-1

		<p>any like sway on their opinion to like probably rely on the other person more for that type of stuff because I didn't really like do that again, like ever. Umm Yeah, and even though there was a lot of communication between different like countries, between him, the mayor and those people, I don't know how much diplomacy I had because it was always the same type of letters unless It was for like some topic that had not been discussed until now. It was usually something that had something I could look back in the database. Like oh there is a similar communication that year, so I just need to look at that and see what's different and just translate the parts that are different. So like, I didn't really feel *laughs* like I was doing much diplomacy, more so just like updating letters (R2-3: hmm) Yeah. The most diplomacy I would do is like when I would translate new letters and I want to make sure I am not like translating in like an improper manner and making the mayor seem silly or something like that. But that was a minority of my work, so I didn't think about it as much.</p>	
00:20:54.8	00:22:57.1	<p>I wouldn't necessarily call it diplomacy because the scope of it is very small but like for our sister city, I am the face of everything like they don't remember anybody else. They don't remember their names. They... they... I..am the contact and like sometimes they ask me things uhhh for areas that our department is not in charge of and it's like I am doing that work while I am just delegating and like sending it back to other people and they're like ok so please like do this thing for tourism and I'm like...I don't do (Laughs) everything in this place. Ummm but then like I am the point of contact for everything, so I am both the face of the exchange and the person to contact in case anything happens. And that is both for the Japanese side and the non-Japanese side. And ... um ... it is that way, I think, also because of the cultural background and how the... other party expects that negotiations will take place but uhhh my opinion has a very heavy weight (R2-2: laughs) in some ways. Because I have a very different weight when it comes to my foreign side (R2-2: Yeah) than when it comes to my Japanese side. Like in Japan I'm just the last person in my office, the like kind of like the outside person</p>	R2-3

		that will leave eventually and then for my sister city I am the person... even though I am not the first person umm they look at me to do anything. So yeah....	
00:22:57.1	00:23:14.9	So, have you ever experienced a conflict between your role as an interpreter and translator and your capacity as a government employee?	
00:23:14.9	00:23:15.0	(Long pause) I don't think so... Ummm (long pause) Like sometimes when I have to like recently because of the tax increase like City Hall is doing the coupon thing where, it is like system that was ruled out by like the Japanese Government to supposedly help like low-income people when the tax increases. And the basic idea is that ummm they can buy 25,000 yens worth of vouchers for 20,000 yen umm and they can then use those for I don't know that they can use them for food because I read that food wasn't taxed. But they can use them for other things that they may need, and it's supposed to take the burden off but umm, firstly for the true poorest people they can't afford to spend 20000 yen on vouchers so it's not going to help them. And also, we have two universities in my city, one of which is 50% international students and teachers. They also all got sent the letter in Japanese about these coupons. Most of them cannot read it and they think they have to buy them, or they think that they are in trouble about something because they literally have no idea what it says umm so they come to city hall and ... I don't know how it works in other countries but normally in England you don't buy coupons, you get them for free because they are supposed to help you. So it feels really weird to have to A Explain this whole process to people when I don't really feel it is that helpful and also do I just buy it because that's what the system is and it's supposed to help or do I tell them realistically that its... they are probably better off not buying it because it's not going to save them that much money. It'll save them like 5,000 yen and also, they don't have to, whereas they already think that they have to. So.... I'm kinda like should I be telling them to just leave it or should I be telling that what city hall would want me to tell them to do and just say that, oh look at these fabulous coupons. Its, it's kind of hard.	R2-2

00:26:00.3	00:29:43.8	<p>I don't know if this is as relevant. It wasn't even a problem at the end, just cuz of my personal opinion on it but there is one thing I had to translate, a communication between our department and umm ahhh a City Hall, Aberdeen. Because they have historical ties because of a historical figure named Thomas Blake Glover. He like, was a really famous foreigner who really helped a lot of things like modernisation in Japan and a long story. But because of that, our department runs this programme every year called Kokomo Yume Taiken they don't have a translation for it cuz I assume it's probably hard to translate Child Dream Experience (R2-3, F,R2-2: Laughs). Umm basically they rotate between their sister cities and friendship cities for like a week or something umm so like the group of junior high school students will go on this trip and experience like the culture there and etc., you know cultural exchange. And so that year was in Aberdeen, this year, like right before I left, they went to Aberdeen. And...in the midst of planning all of it I had to translate lots of email correspondence between the two and one of the things that ended up coming to me that I initially mis-understood was just a horribly uncharacteristic mistranslation on my co-worker's part. She had shown me something that she had decided to translate and asked me to check it. And I don't remember exactly what it was but like the word heterosexual was in there and I thought that was just like a really weird direction to take like what the word meant... was more like normal and it didn't cross my mind at first but she had told me that they wanted to say that they did not want the children to have home-stays with gay families basically. And that's when it hit me that the normal household part was like you know normal as in straight family, man-wife uh family unit. And uh... I felt really uncomfortable in that moment because it really clashed with what I personally thought cuz I didn't see a problem with like its cultural exchange (R2-3: umm) so like ... uhh. One; gay parents don't bite people or anything and two; it's a good opportunity to expand their horizons which is the whole point of this. I did not have such a good time during my year there, so I didn't really have a stake in like trying to like... I guess from my perspective it would be like helping them. But it</p>	R2-1
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		<p>was just like a weird day or two just like a little personal dilemma just like... I didn't know if it will cause any problems between the two cities if I like translate it as is or if I change anything cuz you know... uhhh Politics and sexuality are kind of like a dicey thing, especially when it's like between two nations. It was really small event in where it happened, but it did like kind of make me feel like there was kind of like some sort of conflict between the two roles. (F: So, can I just confirm that so you just translated it as heterosexual or something like that?) So I just ended up changing it as like, I don't remember like what exactly it was that I translated like it was basically the message that was sent is that we would prefer not to have gay families be chosen.. (F: Ok, grand) So they just wanted to make it explicitly clear that we want heterosexual family units (F: Right) to be chosen on your end cuz they wanted them to find the host families.</p>	
00:29:43.8	00:30:54.7	<p>Yeah... speaking on more like kind of ethical things I guess I did hear about my Chinese co-worker having to interpret for uhhh obviously like a Chinese family of a student there. They had like epilepsy I think, and they were trying to study at one of the universities but they weren't getting any support for their disability to the extent that they had to drop out. And their family was like trying to.... They literally wanted to speak to the mayor and like so formally complain and like everything. And I have no idea how he coped with that because that sounds like really awkward thing to have to mediate with and also, I think he has had to deal with families that have children who are being bullied at school and things. So, I think like he gets the rougher end of the interpreting compared to me. I think, I just... I'm not sure how he deals with that.</p>	R2-2
00:30:54.7	00:31:04.1	<p>Ok so can I maybe just And this is actually following on from that, have any of you ever had experience working with the public in like a hospital or an immigration office or a similar place like a police station or something?</p>	F
00:31:04.1	00:31:07.4	<p>I haven't personally, like no.</p>	R2-2
00:31:07.4	00:31:44.2	<p>I have... uh... once because well we were visiting our sister city. One of the children felt ill so I had to</p>	R2-3

		bring them to the hospital. It was not.... Fortunately, it was not a serious thing so it was solved very easily so I did have to interpret for that. (F: OK)	
00:31:44.2	00:33:10.1	Umm there is a system set up at like Nagasaki City Hall where in one of their buildings there is like a child health department. Every month they offer like a free check-up to the public so like foreigners will also come in and do it and so if there are no international volunteers is what they are called to like go and interpret for those people then they'll call us to do that. So I would occasionally, not every month but when it would happen, there would be a call and they would ask if I could come and interpret for this foreign family and like you know convey the information about their child's health to them. .. and umm. I also one time had to go to this hospital but that ended up being a mistake I suppose on my part. I had to answer the phone first, at our desk and everyone else was away and they were asking me if it was ok if the people could interpret could come to a hospital to interpret for this lady. And no one had ever communicated to me during my time there basically what it is specifically that we handle. Like I know generally like the work I was dealing with but like no one told me like that that was not what we did. I ended up having to do it because I had already told them it was ok because I just assumed it was fine. But so, one time I did go to a hospital and I communicated. I helped interpret to a lady who had just given birth the stuff she needed to do to like maintain her health and the health of her child etc. and an.... any questions she had.	R2-1
00:33:10.1	00:33:28.6	Great, ok so moving on. So, we are gonna talk now about the practice of translating and interpreting as a CIR. We've been doing that already but like any experiences that stick out in your mind? Umm about translating and interpreting. Let's start maybe with some good experiences. Have you had anything like...	F
00:33:28.6	00:33:28.7	I mean for interpreting. Like whoever I help if often just really grateful like to actually have a native speaker there. Umm and that's like I don't enjoy interpreting. That's like the one thing that makes it	R2-2

		<p>worthwhile for me. Umm because I had ended up being like we have three people, kind of four that can translate English at my office. Umm like three very confidently, well two, I'm not one of them *laughs*. Like I've kind of ended up being the one who does all the childcare stuff, like the child support divisions uh requests because we get quite a few ummm, because with the international uni a lot of people come over for masters degrees so there... they tend to be older, they bring their families with them so they have to sort out childcare for their children. Umm so I help out with that a lot, and it seems very stressful *laughs* because there are nowhere near enough spaces and it's kind of a complicated system. Uhh so, I think they are just really grateful to have someone to help with that (F: And that's on the interpreting side of things?) Yeah, its uhh, like <i>mado guchi tsuyaku</i> (interpreting at a public facing desk) ((F: Ahh ok.) Umm and yeah I mainly do that and sometimes for the citizen's affairs department thing so for... it's mostly to do with the international students like when they get here, if they have children, and when they leave again. That's like most of the interpreting that I have to do. I think it's just kind of a relief *Laughs* to have someone who can understand everything that they have to say.</p>	
00:35:29.9	00:38:31.4	<p>I've had similar experiences with the child health thing that I've just mentioned. It's usually also families who come here cuz there are universities here, so they are also doing masters etc. so they bring their child here, usually like infant or toddler age. That's the only ones I ever had to help with. They are like so nice (R2-2: umm) and grateful because I can't even imagine how stressful it is raising your, practically newborn child in a country where you don't quite understand what's going on to varying to degrees. (R2-2: umm) It means that it's still difficult for me because I'm not exactly proficient in medical English myself and I don't know about day-cares or anything over in American and how they work so it was a like active learning process that like never really ended to be honest. Umm... But like yeah it was always just nice interpreting for those people because there was</p>	R2-1

		<p>not much like at stake, I guess so I could be very casual and just try and help even as I'm getting stressed and trying to like understand everything. For translation... I mean...in general I can't think of a very specific thing that was nice but it was just nice finishing very big projects (R2-2: umm) So one example is there was a project that I inherited from my predecessor cuz he unfortunately couldn't finish it on time. There was... Because [my city] had gotten a new umm World Heritage Site registered which was like this collection of cathedrals and churches throughout the area because of their uniquely Christian history compared to the rest of the country. (R2-2: Mmhmm) And that was... a negative also in a way because it was just a lot to deal with and incredibly difficult and just obscure religious Japanese and I also don't know religious English that very well and it's also its very difficult because all of the different sects of Christianity which use different words for the same thing or similar things. And then because of the persecution that happened during the history which (*unintelligible*) explaining it also means there wasn't like a lot of like easily understood terminology that was used. It was just these people hiding using the information that they had previously gotten from like the rudimentary translations that the missionaries had gotten and then there was like a complete blackout period where they just had to like rely on what they still had and so it didn't really evolve in a way that was like say to translate. But once that was over, I felt like I learned a lot about it and it was, while frustrating, at the same time still interesting to work with so I feel like in the sense that it was fulfilling it was a positive.</p>	
00:38:31.4	00:38:41.8	<p>Umm linked back to that because I had a project for a translation into Japanese (R2-2: Oh no) from English written by an old Japanese person *Laughs* (R2-2: Oh no) who had unfortunately died so I couldn't even ask him what he meant to say ... about this kind of things, very technical Christian terminology. And it was extremely difficult but also very rewarding and as it is not yet completed, uhh but it is ... very challenging but in a uhhh.... A very interesting way, I guess. And you learn a lot</p>	R2-3

		<p>through it (R2-2: Yeah) which is fascinating. And then ...uhh... also another project that I'm working on currently, where I have a more...umm... central role, I guess, as an...a translator. Because usually I get requests, I translate things and then usually the things disappear magically into the void. (R2-2: Ummm)And they somehow become a finished product (Umm). So, I'm part of the chain of work. Ummm, I get to interact a lot with the people who are working on this museum instalment. So, I get to change a translation as the Japanese changes. And no weird gaps in the translation come out because of that. So that's also a very rewarding aspect of this particular project.</p>	
00:40:12.7	00:40:15.3	So, any bad experiences? Worst experiences?	F
00:40:15.3	00:40:15.4	<p>I was just kind of frustrated with translation throughout my entire time there cuz they had me translate in a very specific way which was not what I expected based on what I had been taught about translation. Like....I majored in Japanese in university and then one of the last few classes I took was one semester on translation studies and theories and so my expectations were like from... I got expectations from that course that were like completely different from what happened in reality. So.....they made me translate in a way where they were very particular about retaining every meaning and like word the Japanese had. So, like, I couldn't be very liberal like with just like I wanted to just retain the meaning and just render it into like regular English. But because they are just like, but like it doesn't say the word that this Japanese is, so can you like do that? So, like I always had to make it very verbose and worthy and kind of awkward because of the way how Japanese grammar is just English grammar backwards. Umm. I was just constantly frustrated with that because it made it seem more confusing than it needed to be at times. And honestly, I feel like it made my English worse, just like constantly having to keep doing that every day at work. (R2-2: Umm) I kept questioning at a certain point like, what is this wrong or like if not wrong then just weird. And I couldn't tell at a certain point anymore, because I was so used to it. And.... It also was difficult to like, ... talk with my co-worker/ I guess she is a...my</p>	R2-1

		<p>superior in a way, the one who could speak English. She's also the one I had to send all my translations to. So, the moment I had to translate anything, she had to check through all of it and she would mark anything or any problems with it and then I would have to change it. And that would just keep on going until it is finally done. And then it would loop around the office and receive approval. And while she is proficient in English, she has good written English. Because she is not a native speaker it meant that there were some issues every now and then and occasionally she would give me back corrections that were just actually not grammatically correct. And I found it difficult to explain English grammar in Japanese which I semi-did not expect to have so much trouble with, but I don't know why I didn't expect that because it is really difficult to explain language. Um.And it was... I just found it really difficult to try and like assert that well I am the native speaker that you hired, and I am like 99% certain that that is not correct. And I just want you to like...I dunno... believe me. (R2-2: Umm) Not like...just ..just like have faith in me like, I'm pretty sure I know it's wrong so like I dunno why we are arguing about this. Umm well never it was arguing, just like you know discussing about it. And I kind of just ended up like giving up a lot of the time. Like if it wasn't 100% like just factually correct, if it was just weird, I'd usually let it go after a bit. I just didn't want to make my job any harder than it was. Yeah... that was just the overall negative I had on my time there. I just wish I could have used more normal English. (R2-2: Umm)</p>	
00:43:42.3	00:45:50.8	<p>I had a similar problem. Like umm any of my Japanese to English translations that are like <i>irais</i> (requests) from other departments umm they tend to go through the Japanese lady that translates and interprets English. So, she kind of spoon feeds work to me. So, I do them and then she checks it. Even though it's into English and her English is generally very good. Its good enough for me explain any mistakes that she makes or any differences in the way that we would translate things. And generally, she does believe me, it's just very awkward to have my English checked by a non-English native speaker and it doesn't feel right somehow. And what</p>	R2-2

		<p>infuriates me more is that umm fairly often other departments will come to my department for native checks and they will kind of forget/ignore the fact that I exist and go to uhhhh my co-worker who sits next to me who kind of has the worst English out of all of us or go to the Japanese lady who interprets English and ask them to native check it *laughs* And they're not natives *Laughs* So it's... and also the fact that umm when I first arrived my... supervisor or whatever literally took them around to every department in the city hall and said, This is our new CIR. She will... she can translate anything. If you need her to translate stuff or native check stuff, then just contact us and we'll have her do it. So, like they know that I can do that. I did my <i>aisatsu</i> (greetings) in Japanese. I did them in <i>keigo</i> (respectful language). So, they know that I can speak Japanese as well, but they will still ask my co-workers for things like that and not me. And also sometimes when they do get me to native check or translate things umm without going through.... uhh the Japanese lady that speaks English ummm they will just not send me the right type of file for whatever it is. Ummm I've had cuz they tend to use umm for posters and things they use Adobe Illustrator and I use Photoshop. So they will send me this like flat image and I will have to ... uhh manually paint over the Japanese and restructure the image or redraw in some cases and then put the Japanese back... uhh put the English back in to translate it, which is very time consuming. And one double sided poster that I did recently that way took my two weeks. *laughs* And they were very grateful, and I probably should have just refused it because the only way I can do this is because I have a graphics tablet and they let me bring my laptop and that to work to work on it. So anyone else wouldn't be able to do it anyway... But it's just a very awkward way of working and I'm not really sure how to remedy that.</p>	
00:47:06.2	00:48:27.2	<p>Yeah I've also had to (R2-2: Yeah) completely recreate posters for events (R2-2: Yes) from scratch and I didn't even get the original file so I'm just like uhh this is red. It kind of looks like this read, I'll use this red instead. (R2-2: Yeah that's kind of worse because) Yeah (The one that took me two weeks</p>	R2-3

		<p>like at least they give me a folder with all the images in it and I could at least piece it together but like what you had to do sounds impossible). Yeah, you get nothing, like I got the original and I'm like OK thanks (R2-2: Yes) But then its very fun.... Also interpreting. Unfortunately, our main contact on our sister city side is an older man and he does not really understand what propriety is. He can be very inappropriate at times but he's also like the most.... High standing person. On the other side he is my main contact like I contact him for everything. So right now, what I'm doing is always being with another person when I'm with him (R2-2: Wow). Also, he, unfortunately says a lot of inappropriate jokes sometimes that I need to interpret into Japanese which is also not fun and he overshares a lot in general. So, I have had to interpret very sensitive personal topics that he brought up to the Japanese and the Japanese side is just very awkwardly (R2-2: Yeah) nodding along and not very helpful. So that is always very fun. And also I have a couple like really close deadlines both for interpreting and translation jobs that are not great. (R2-2: Umm) I would say that yeah those are the biggest dissatisfactions that I have.</p>	
00:49:11.0	00:49:34.0	<p>Some of the ones like, where I've done like the English MCing, they've literally told me like either the day of or the day before I have to do it, which doesn't give me much time to translate the script. And sometimes they don't even give me much advanced notice of like what time it is or where it is So that's also very *laughs* annoying.</p>	R2-2
00:49:34.0	00:49:41.0	<p>So just changing tac a little bit. Would you all describe CIRs as professional translators and interpreters?</p>	F
00:49:41.0	00:49:41.1	<p>(R2-3: No) I mean compared to like other translations I have seen during my time as a CIR, yes. *laughs* But I suppose it would depend on the person and how much experience they have translating.</p>	R2-2
00:50:02.6	00:51:16.1	<p>Yeah. I mean like if it is professional in the sense of like Skilled and proficient then like I don't agree with that like in the sense that like you can have a professional CIR but it's very much like rolling the dice and seeing who you get. It very much seems</p>	R2-1

		<p>like that's what my office has been doing with the English-speaking ones. Since I'm like *unintelligible* you can guess that there's not very high retention rate with like English-speaking ones. They all leave after like a year or two. But ummm the last two ones they got were actually quite just their Japanese in general, they were both skilled in that way because they both came in with N1. Apparently, my predecessor has full score in N1 which is kind of insane. Umm and then I come in and I am significantly less proficient in many areas, so I don't really understand the selection process. But yeah I don't know if I can like I guess like a blanket term to all CIRs professional [sic] (R2-2: Yeah) based on my experience.</p>	
00:51:16.1	00:51:26.4	<p>Yeah...uhh I wouldn't call myself a professional translator and or interpreter. I know that there are some CIRs who have received training and some who have worked before as interpreters and or translators. Umm but I think ... mainly what I feel I like to call myself a professional is both the language knowledge, the system around me because there is no system in place. There is no editing, there is no proof checking, there is no nothing. It's just me by my lonesome with my Google Search Engine (*Laughs*) and doing our best. And I have taken a class before in interpreting and translation and I do try to keep up with the research and like...read books about it and like take courses when possible. So, I try like improve my knowledge in that way but of course it's very different from the training a professional has received. (R2-2: Ummm) So... Yeah, I wouldn't call all CIRs professionals.</p>	R2-3
00:52:28.1	00:53:00.1	<p>Yeah, cuz like even though they do the like JET offers the translation and interpreting course. Which of course admittedly is mostly interpreting, not translation as I had hoped, I admittedly didn't feel any better prepared to interpret after taking that course to the extent that the course is what made me realise that I don't like interpreting (*Laughs*) so ... yeah, I think.... I think it does depend on the person for sure.</p>	R2-2

00:52:59.1	00:53:01.2	So, what is it that you think makes a professional a professional with regards to translation and interpreting?	F
00:53:00.1	00:53:00.2	Umm probably the way that they approach it is the significant factor. Like... I dunno, I just try, and I feel like compared to other people that translate for City Hall stuff, because they are not native speakers, I try and like ughhh take as accurate an approach as possible and try and make it creative, as if it was for like a marketing piece or like an article or something. I will try and make it as close to ...uhh... material written in the native language as possible. And I feel like a lot of other translators that the City Hall I am in uses, they don't do that. They will just try and translate it as literally as possible, and it doesn't work.	R2-2
00:53:58.8	00:55:23.9	I think it is mostly skills and experience. Cuz uhh let's say uhh a normal CIR doesn't necessarily have any background in translation or interpreting. And they might find that from the first day on the job they need to do translation and interpreting (R2-2: Ummm) So they are a complete beginner in the field when they start. Or they could be a professional already. So, I think it is very varied. So, I think a professional should have skills and like knowledge into the research so they can not only go with what feels right as a native speaker or as a fluent speaker as the case dictates but look back into studies and know why something works, why something doesn't work what they can do if they are stuck on a bit because what I do is try and best and look for translation techniques. But like what a professional does is he knows, or like they know the translation techniques (R2-2: Umm) and don't have to research them every time. Like sometimes they probably also do but they have a vaster scope of knowledge on the subject (R2-2: Umm) and they probably also have other professionals that they can ask support and advice from (R2-2:Umm, Yeah).	R2-3
00:55:23.9	00:56:33.5	I feel like also knowledge of like tools that they can use to actually help them as well. Because ...uhh... when I did the translation studies masters that I did like one...uuhh like they had modules in specific things like machine translation and even for like our general module they had us make like collocation	R2-2

		databases and stuff for specific topics or just try using different tools. Whereas like most CIRs probably wouldn't have that training. Umm so I think that's probably about.... why as well. And I think, like, to be honest, even after doing that course, umm for Japanese at least I don't know where I could find a lot of resources to help with translation... I mostly just.... Like yeah, I'd use my like Google searches or like umm have various like dictionary apps or like websites that I look at. But other than that, I don't really have much to rely on.	
00:56:33.5	00:57:00.3	Ok so then the last section, so I wanna talk about the involvement of others, other people in your work as a CIR, so the level of independence that you felt in your work as a CIR. Did you feel independent... free to...	F
00:57:00.3	00:57:42.5	I didn't really feel independent. There was a lot of factors to that though, like, like I said my year was not very great. I didn't have a good experience. But just to like summarise, the entire time I had, I very much struggled with just like knowing what was going on at all times. I never felt like I understood my workplace at the end of the day. I felt like understood it enough at like the end of my time there just enough to like manage but I was never confident in a lot of the ways that my workplace operated with things. I would constantly like have to ask people questions, which didn't feel like I was well received with that. Like if I would repeat a question like more than once they would make a note of it. Like this is the second time know, so I felt like asking questions was discouraged which made it even more awkward. Umm yeah, I never felt like I could just take a request and finish it all on my own and that would be that. Like I constantly had to like look to somebody for something that I wasn't sure of cuz I had never experience something. Like if there was something that I didn't know, which was like almost all of the time I always had to go to somebody cuz I didn't feel comfortable trying to take on whatever issue it was I had myself cuz it made... I was made to feel like I would just like mess something up or something. So, I just was overly conscious and paranoid about like making sure I was doing things the right way. So, I constantly had to go to like anybody was on hand	R2-1

		and just ask about something. It was usually my translation co-worker because that was usually the majority of the questions I would have. But yeah, I just felt was I was just kind of there. And they would like give me my work and they would like constantly check to like make sure I'm doing everything ok. I could never just take up something and like finish it all by myself.	
00:58:54.0	00:59:17.4	For me it depends on what work it was. If it was work that I got giving by the Japanese lady that does the rest of the translations then umm she, if it took a while, she might check up on me that I was like ok with it and umm once I'd finished it I would have to tell her that I'd finished it and then she would then check it and then bring any queries back to me. But for other things, for other departments, like the poster I mentioned, my co-workers didn't really check in on me for that. Like they would see that I was doing it and they'd be like wow that's pretty cool, but they wouldn't really, like sometimes I could do translations and they wouldn't really know what I was working on. Umm so I'd just kind of finish that myself, or for some of the native checks, like people from other departments would actually like come to me first and ask me and I would do that. Or *laughs* like in the case of that magazine that was really badly translated, it just happened to be passed around to us and I read it and realised that it was terrible and just typed up my own like rewritten version of it. And none of them really knew about that until I had finished it. *Laughs* So yeah, it's kind of 50-50 I guess for me But like translation I would ahh ask my Japanese co-worker who sits next to me for help, like reading kanji for names and things. (R2-3: Umm) So I don't know if I would be able to completely finish one on my own.	R2-2
01:00:33.3	01:01:08.8	Yeah, I think it depends a lot on who is asking for help with a project. Uhh sometimes I umm like the person they directly ask to, and like we communicate normally as I imagine you would in another workplace. And I am the person.....They ask you if they have a question about the English translation if there is anything else that needs to be added or if anything that needs to be changed then they come to me. Uhh and these usually are the co-	R2-3

		workers who either have faith in my abilities or don't have faith in their own. Some have a certain amount of language knowledge and so they will come back asking for corrections of things that should not be corrected. Like I would send a document over and have to explain every single bit because I then would get asked like, this is not how I would do it and I'm like Yes but (E: laughs) in this case like this word means this. So, like that happens. But I feel like as I have ... get more experience and they get to know me better as the years go on, they have started to trust me more and then like let me work on my own now. But then I will always get like the very umm I dunno like they Mayor of some place being like, oh this English is wrong because I, I know English I went to English once for a few weeks. (R2-2: Ohhh, yeah) And Yeah, that sometimes happens. And then I feel awkward (R2-2: Yeah) because like I know I'm not a native speaker but I know that it's not this. And... uhh... yeah.	
01:02:36.4	01:02:44.9	So, have you ever experienced a colleague or higher up directly intervening in a translation or an interpreting piece of work that you had to do?	F
01:02:44.9	01:04:32.2	Yes. Both for corrections that were either warranted or unwarranted. And just for very sensitive pieces of materials that had to be translated. The Japanese was very verbose and the way it was structured was not very fluent in English. It was like sentence, really long explanation of the sentence and then why that explanation existed. But because of the way that that material had to be handled I could not change it. Like they came back to me, and they were like, Sorry, like I know that it makes more sense in English but like.... Because it is not a widely known and accepted point in this research on this topic, we need you to do it the other way. But then talking about it cuz it was just super awkward; we came to a compromise and just changed a little bit of the original to make it sound better. So that happened.... in the past. But usually it is because like, they are worried that someone will uhh send complaints about like if it is in some way sensitive material then we try to like work around it and like keep the phrasing as close to like Japanese as possible. (F: So, like can I ask what you	R2-3

		mean be sensitive material. Like I am familiar with the phrase, but I mean in (R2-3: ummmmm) like in more specifics?)	
01:04:32.2	01:04:32.3	So, like specifically umm like the research on the topic is not extensive and this person researched it like based on new translations. (F: Oh ok ok) But like other scholars were not agreeing on the topics (F: umm ok ok) so he had to insert this very specific like, This is this kind of problem (F: Um) So like this is a black pen and they know that everybody believed it was a blue pen before but because these new things came to light (F: Oh ok ok) it is actually a black pen now . (F: Anything else? R2-2: I can't really think of anything F: OK)	R2-3
01:05:22.7	01:05:40.5	Emmm ok so.... Do you agree that you had the potential to effect change in your workplace?	F
01:05:40.5	01:05:40.6	No. Not for me at least. Uhh I never felt like I was going to change anything about my workplace pretty early on. Everything had like an established system for everything, and it was all set in stone. And I had to like to follow that system. I never felt like I needed to change most things usually after a while but like had I ever had like a disagreement with how things are done, I'm pretty sure I couldn't have done much about it. They probably would have told me to just, you know this is how things are done so you should probably just deal with it for now. They probably wouldn't have seen any sense in changing anything major like that. Umm I would only ever get asked for input about just like, there would be occasional meetings about like maybe some big request or I dunno something about like something just going on internally with our department. And they would just kind of like ask for everyone's opinion because that's just what they do. But aside from that I don't think I was going to change anything at all, honestly.	R2-1
01:06:54.0	01:09:10.4	I feel like I have a bit more license to change things, like just because I'm the first CIR in my placement in like 20 years *laughs*. So, to some extent they don't really know like what a CIR can do, what they can be used for, what they should be used for. So, like with the native checks and things I'm slowly convincing them that they need to ask me for things like that and its necessary to get things	R2-2

		<p>checked to avoid stupid mistakes and things like that. But any sort of huge changes...Although in my first year. This is not related to translation at all but some... for the mid-year conference that we have to go to. In my first year they would not let me go in advance or stay behind from the conference at all. And as the conference is in Tokyo and I'm in Kyushu, it was very awkward to go there on the day of the thing and come back straight after. I had to wake up at like 4 or 5 am. *laughs* on the day that I was supposed to be there to get the plane and everything. And also, for the translation and interpreting course I, I didn't even get the plane to that. I think I had to take the express train and then the Shinkansen which I think took four or five hours umm on the day that we were supposed to be there. So, this year, after complaining about it a lot and writing about it in my <i>fukumeisho</i> [report on work], they've actually not allowed me to go early for the mid-year conference this year but allowed me to stay the weekend at least to kind of recover. Although I have to pay for the hotel for those nights, they have kind of softened their stance on it a little bit which is kind of a good result I think.</p>	
01:09:10.4	01:10:23.8	<p>I think I have power to change things within reason. Umm mainly because there is not much of a system in place. I am the third CIR in my position, and this is there 10th year hiring a CIR I think. There is not much of a system in place because nobody thought to put one in place. Nobody has the necessary skills to put one in place. So, I have a lot of wiggle room. If I have a valid reason and valid concern that I bring up, then people around me are open to at least discussing the possibility of a change. Of course, change takes time *laughs* (E: umm) and it takes a very valid reason to make a big change so bigger changes need more people asking for them. But I do think that I have a certain amount of power to change things.</p>	R2-3
01:10:23.8	01:10:32.3	<p>So, the last question then, which is slightly related is, Would you say you are well integrated into your workplaces?</p>	F
01:10:32.3	01:11:23.9	<p>Fairly well. I feel pretty well integrated into my core desk island thing of like 6 to 8 people. I was better integrated into the rugby department that used to</p>	R2-2

		<p>be part of our department aswell. But now that they are their own department I don't feel as integrated even though they are right next to our department. There is kind of like a space that has opened up and they don't ask me for stuff as much as they used to. But within my own department like everyone is everyone's really nice actually. I feel really grateful to get on with all of my co-workers.</p>	
01:11:23.9	01:12:55.1	<p>Ehh I would say yes and no. Yes, on a personal level I'm always very welcomed, everybody is very kind to me, very open, very positive. No on a professional level because I am on my own all of the time, I am not integrated into the system. I am not, I don't feel part of my unit of people who work with me, in my island. Yes, we sit together but our work is so different. And people are so not aware and do not want to know about what I do as long as I am doing it. So, there is not, like I miss the Japanese societal above and below. I wish someone above me would be like, Oh Please do this, or like Please do it like this. It's always figuring [it out] from scratch.... By myself. (R2-2:umm) And nobody to ask to if I need any help especially technical help, with any issues. So, its either that I cannot do it because it's not allowed for some reason or I have to do it on my own, like all of it. (R2-2: That sounds tough)</p>	R2-3
01:12:55.1	01:13:27.0	<p>So, I guess I am yes and no too but in the opposite way. So like towards the end I was like, I felt confident enough in my job and what everyone around my does like to do work, I felt like I was integrated in the sense that like, I could do my job generally figure out who I needed to talk to about certain matters. Personally, absolutely not. Like I didn't make any friends, like the entire time there. Uhh, I guess my work place is technically only that desk that I was in a whole floor of other different departments that would occasionally talk to us because they had jobs for us but outside of that I would never communicate with those people so there's just a bunch of Japanese people on this entire space on the floor that I never really communicated with, except for like infrequent requests here and there. And then within my own desk island, like I couldn't really explain in detail what happened, just like throughout the entire year</p>	R2-1

		we never really meshed personally, we just didn't connect, which was unfortunate. Yeah, so personally I didn't really integrate like, at all.	
01:14:15.9	01:14:29.6	So just to finish up is there anything else that you would like to talk about umm in your practice as a CIR in relation to translation or interpreting that you feel might be relevant? Anything we haven't touched on.	F
01:14:29.6	01:16:06.8	I think I have a few points. (F: Sure) Uhhh very briefly to go back to ages, I forgot what you were talking about. But why people employ outside companies to do translation work that is done badly. Uhh, I think a lot of it has to do with the way Japanese public office work. If you need a budget for something you're not gonna get it the next year if you don't use all of it. (R2-2: Ohh) Like you cannot ask for an increase in budget if you didn't manage to finish it. You cannot ask for the same budget if you didn't manage to finish it. So, I think that is one of the reasons. (E: Oh ok) Also a concurrent reason for why people don't ask for native checks as often I think is... is the purpose of translations. Unfortunately in my opinion a lot of people still have the idea that translation, especially into English, is not a matter of usefulness and it..... they do not look at the native speakers as much that could use that translation, it is of a matter of prestige. Like so the city has the money to pay someone to translate into English, it is international. Umm And I'm sure that it is different if you have a significant English-speaking population that needs your help. But like for childcare and important matters I'm sure it is different, but I think for a lot of the time, for like events and stuff it is good if there is the English but like it is not necessary.	R2-3
01:16:06.8	01:17:33.5	Yeah, like umm I don't think I mention before but like umm a lot of the translations that I take on myself with no encouragement from my co-workers is translating event information. Like, I will see posters for events and things and be kind of like, oh this looks fun. Its normally stuff I wasn't to go to and I will sit at work and translate it. No-one has asked me to translate it but uhh also it helps that my work asked me to set up a Facebook page	R2-2

		<p>and an Instagram to help me promote my city. So, once I do a translation of event stuff, I can either make an event for it on Facebook using that page or I can just post the information on the page myself. I am the only person that runs this page *laughs* so I get all of the say on what goes on there. A lot of people have said that it is really helpful, like a lot of the residents and things. Or even just the ALTs and stuff because the majority of them don't speak much Japanese. But, especially at first there was kind of almost an atmosphere of like, why are you doing that? Or like, who needs that? Or like We don't have a great need for that. Umm And also with some other things, it seems like translations into English are done as a duty, as a thing that they need to take care of, and they don't take any pride in it. Whereas I am the complete opposite, I want it to be perfect. So, like, yeah, I feel like sometimes the reason they don't ask me to check it is because I will be more like picky with it whereas they just want to get it done. So, I think that that's also kind of a problem.</p>	
01:18:14.4	01:20:16.7	<p>(F:Yeah) My last point (F: Yeah) sorry (F: no, no, no) (E: no no no). It's about interpreting. I think it is very hard to juggle, at least in my experience, the, my position as an interpreter and as a worker. Like I am the interpreter but I'm also a member of the delegation who sometimes needs to answer questions and like the way I am approached like an interpreter is always in the literature, is always brought up as a very umm neutral figure, like a neutral person who could disappear at any moment *laughs*. I don't tend to disappear as much, it's because I look like this. Uhh and also because I am usually an integral part of the discussion that is taking place and I think that it is very hard to juggle that role (R2-2: uhh) Like sometimes things get told to me only and I get asked not to interpret them (R2-2: Oh?) Yes. Sometimes....I... I dunno, I get asked questions to me (R2-2: yeah) that as an interpreter I would interpret but then the client, the other side client of the Japanese Government office asks for it not to be interpreted (R2-2: ohh). So, it can be kind of walking the line on what the right thing to do is and my position on that personally right now is that I work for my Japanese</p>	R2-3

		office (E: Yeah) and so my Japanese office knows everything I know that they need to know as well. (R2-2: Yeah) Unless it is a personal matter, like someone confides in me (R2-2: Yeah) then if it is a work thing then they will know.	
01:20:16.7	01:20:16.8	Ok, great!	

Appendix AA3 - Transcript Focus Group 3

Start Time	End Time	Transcript	Speaker
00:00:21.2	00:00:21.5	Ok umm so. So, I'm gonna begin with some discussion about the role of the CIR. So, what do you think a CIR is? What is a CIR's job?	F
00:00:21.5	00:00:21.6	(R3-4: It's a loaded question) Right? Really, I mean. According to the programme (Ummhmm, Yeah) it's like a person that facilitates international relations within a town. That's very general so wherever you go its very different. Whereas the ALT, you know for like 100% your teaching (R3-2: Yeah, R3-1: Yeah) but umm for CIR you could be teaching, umm. You could also be doing sister city, a lot of sister city stuff (Umm hmm) You could be doing a lot of translation. You could be doing... I dunno.... Promoting for what is that tourism (All; yeah) so I think in... in... real general speaking it's just that facilitating international relations. (R3-4: Yeah R3-2: Right) and whatever falls under that umbrella is up to the city.	R3-3
00:01:07.6	00:01:15.1	Yeah, its whatever your contracting organisation what's you to do (R3-3: Exactly, R-4: Exactly In the end that's what it means. R3-2: Right)	R-1
00:01:15.1	00:02:24.5	For me like both being a CIR and ALT, I believe that its more than just what your job duties are outlined (R-1: Yeah) because it's not just your being employed you are part of a programme. But for me I really don't think there should be as much of a difference between ALTs and CIRs because ultimately the line is blurred, it's the Japan Exchange and Teaching Programme, not like just teaching (R-3: teaching) programme. So, like part of that exchange is outside of work you should be acting as a cultural bridge you should be facilitating local events, like talking to people, making wherever you live a more comfortable place for foreigners if maybe that is your prerogative or maybe just in general a place that umm like I dunno facilitates international exchanges in some ways. So I believe that at least in my placement a lot of the ALTs, as well as the CIRs they try their best to, you know, initiate events (umm hmm), umm reach out to other places, like try to get things going, which	R-2

		was not something outlined, I think, by their CO whatsoever, but it's just so we kind of feel this burden like, We are CIRs so we should be doing more for the placement.	
00:02:24.5	00:02:27.5	When you say international exchange like, what does that mean to you though?	R3-1
00:02:27.5	00:03:31.0	What does that mean to me? For me it's, for example in my area we have quite a bit of foreigners which is weird because I live very much in the countryside of Japan (R3-4: Yeah) so there historically have not been many foreigners whatsoever. But I am kind of in a weird spot because we are in the <i>inaka</i> (countryside) but I'm also in an onset resort town. (R3-4: Ahhh) Its like one of the top ten in Japan (R3-4: Nice) So because of that we constantly have foreigners coming in every day. The problem is that the older generation is not used to this and is quite uncomfortable with it. So, part of what I do is, I talk to restaurant owners, ryokan owners. I help them out, I say, this is who you interact people who are not from here. I interact with just random guests that I see, and I Fill them in on events and things. I try to make sure that there isn't much of a cultural shock between any guests who are coming into this very traditional culture and also traditional Japanese people who might be weirded out by the presence of all of these people they have never seen before.	R3-2
00:03:31.0	00:05:02.0	Cuz like, it's easy to say, oh yeah our job is doing international exchange, but like, I think each person might have a different definition of what that means to them because like, for me this was my third time in Japan and my whole goal coming here was like I want to like give back what I have gotten from Japan in the past and I have not been doing that very much because (R3-3: laughs, R3-4: Yeah, I dunno what it is to do that) I'm anti-social. Umm but like to me it just means interacting with people as much as possible (R3-4: Yeah) without necessarily like organising stuff. But the thing is too, so I'm prefectural which means the scale of my work is very different from the city (R3-4: Right) And the other thing is too, that I live in a pretty big, bigger city. Like I live next to Kyoto, so people are used to having foreigners around. And a lot of the	R3-1

		foreigners who live in my prefecture are uhh from Brazil. So, we also have a Brazilian CIR and he does a lot of that. Whereas for me, my work is mostly like translation so... it's more of like..... Having the prefecture like promote itself abroad.	
00:05:02.0	00:06:21.5	I'm also prefectural so I can relate to that because I dunno, I was really more expecting like, I'm from the sister state with my prefecture and I was like oh I'm gonna get to do all of this exchange stuff but it turns out that the prefecture doesn't do anything and all of the stuff they do is on the city level and we are not involved with it whatsoever (R3-1: Oh no) so I was like ohh you.... I, they, I was really excited about that when I came so that was like a pretty big disappointment for me. But I guess on the same level, like, because even the word like, I guess for, I don't consider it like that <i>inaka</i> (countryside) because it's still like a 300,000 people city but I'd say like location-wise I think the mindset is very <i>inaka</i> (countryside) (R3-1: Right, R3-2: Yeah), if that makes sense. It's sort of an isolated area so like, like we have this Fukui Reporters thing where we go out and do events with the local community and then like share it online. Hash-tag Experience Fukui (Laughs) Yeah. But ... but like you'll go out into the mountains, and you know like, you know like harvesting rice and these people have like never met a foreigner in their lives (R3-1: Yeah, R3-2: Right). I guess in some way that is like exchange we are doing, which I do like.	R3-4
00:06:21.5	00:07:11.3	Yeah, I have like maybe 700 people in the town that I work in (R3-4: Oh wow!) cuz it's a resort like no one lives there (R3-4: yeah, yeah yeah) There is also an onsen. They wanted to, like they asked me, like, Would you like living there or would you like to live in like, its... it's basically, I mean like, it's part of Japan's thing of like making <i>muras</i> (villages) into like town districts (R3-4: Yeah) and boroughs into city districts. So we are just like a city that is made up of five bigger ones. So I live in like the downtown section that actually has like however, many thousand people but where I work is like this small place and because it is an onsen town no-one has bathrooms in the house..... At all (R3-4: What?) Because you're not supposed to bathe at home. (R3-4: Ohhh, R3-1: Wow) so thats why people also	R3-2

		don't like the tourism. There like, I just wanna like go bathe. I'm not here to like to show up and there is like. Million people there. I'm just trying to live here.	
00:07:11.3	00:07:17.2	So, did you all expect translating and interpreting to be part of your role before you came?	F
00:07:17.2	00:11:08.8	(R3-2: Yes, R3-4: Yeah, R3-1: No) I expected it and I desired it. (Laughs) I was hoping I would have a lot to translate when I got to my placement. I'm kind of weird in that I spent two years in one town and they stopped hiring CIRs (R3-4:Ohh, R3-2: Yeah, R3-1: Yeah) and I had to move to another one. So, in my first one there wasn't much to do anywhere, in any realm (R3-2: Right) so I found myself translating a lot of stuff that wasn't asked of my anyway (R3-2: Umm hmm) so like the trash guide (R3-1: Oh nice) or like anything like that kind of stuff, you know, so real easy to , like you know there was only about 500 foreign residents (R3-4:Umm) in my first town, in that first city so there wasn't really much to translate . They would call me down to like the... what is that like.... the <i>Shiminka</i> ? (Ummhmm) you know like... (R3-4: Oh <i>madoguchi</i> (public facing desk)) yeah for like <i>madoguchi tsuyaku</i> (interpreting at public facing information desks) and like I'd do that and its whatever. You know they wouldn't need me as much because they had some English speaker and like not even... like very English speaker quote unquote. So (R3-1: Ok *laughs*) you know like studied abroad for half a year kind of English speaker (R3-4: self-described) and you know like he spoke ok but you know I was like, what if it was like a difficult situation then he wouldn't be able to (R3-4: But you have a native speaker here like... why?) (R3-2: They don't really care, honestly. R3-4: They don't, do they?) So, like umm interpretation and translation, I thought was a big part and umm its even bigger now because I have more responsibilities and most of it is translating for English-Japanese and Japanese-English with me, I have a newsletter and I have to write articles every month (Ohh R3-2: Oh nice). So like the bulk of my work for like a week and a half every month is like just compiling both an English and a Japanese newsletter, (R-4: same content), just like the Japanese version has furigana in it and	R3-3

		<p>its just tedious because you have to put [unintelligible] on it (R-2: Right, R3-1: yeah) because that's the <i>yasashii nihongo</i> (simple Japanese), quote unquote (R3-1: right, for people who can't speak Japanese, R3-1 and R3-4: yeah) so that people who are kind of sort of learning Japanese can read it but at the same time all of the content of the newsletter is taken from the ... the town paper, the town magazine. So, the content itself is as hard as a Japanese resident would be reading (Ummhmm) but it has the [unintelligible] instead, it has the reading (R3-4: Oh ok) above so people have an easier time reading it. And that way they can look up kanji if they want to learn more about it. And then the other one is English version and that's just completely translated form the Japanese. And then there are other jobs here and there. Like translate for the Child Rearing Department, kind of thing, you know. (R3-1: Oh, ok) Like go out with them to the baby check-up day for ... for three-month-olds and translate for this mother ... like interpret for this mother please. Or like translate this document for shots (Ummhmm) or whatever you know that kind of stuff. I'm...I'm very the city level translation, like the stuff you translate for cities, so like <i>bonsai</i>, (R3-1: oh, oh yeah) umm I'm trying to think of the English word so like (R3-1 and R3-4: Disaster prevention R3-4: preparedness) yeah disaster prevention and preparedness. Disaster preparedness, prevention, child rearing and raising children, parenting and what not, school stuff, My Number, I know a lot about getting a my number card). (Laughs) And um and um if it's at all useful to foreigners, like I have to explain it every time about the my number card and how it is connected to you <i>zairyu</i> (alien) card and all that stuff. So... yes in short. (Laughs) (R3-4: In conclusion....) So yes, I expected and I got a lot of translation and interpretation work, thankfully. But you get bored of it after a while, but yes, sorry. (R3-3 and R3-4: laughs)</p>	
00:11:08.8	00:13:20.9	(F: Sorry, go ahead) Yeah, I was kind of like, I dunno, I, I've, I feel like, I've, some of your guys know but like I'm disappointed by kind of the duties I have because I feel like no one really knew what I was hired for so my workplace is rather	R3-2

		<p>irresponsible with me. I thought I would be doing more interpreting and translating but the problem is, I work at like, I have kind of a weird job so I work as....umm kind of like an international liaison at like a Public Arts Centre so I thought that I would be you know, interpreting for performances, like, translating like all of the PR materials, but I'm not actually allowed to help artists directly (R3-3: That's really strange) because artists hire their own people from like their own theatre companies to interpret for them. (R3-1: right) And they're also at a residency programme so they need a 24-7 interpreter with them, which I can't do (R3-4: Yeah) because that's not in my contract. So, I don't have a lot to do, I feel like sometimes I'm just thrown busy work and I finish it and I send it off to people and they never post it and they don't do anything with it so it's kind of a waste of my time. So, my job has been rapidly changing within the past couple of months. I reach out to more and more companies; I've started working at our City Hall and I do a lot more translations for tourism and I've actually entered the tourism divisions. (R3-4: That's cool) And I'm also helping out another town that recently hired a new CIR, but they are trying to do so much and they have zero personnel. There's also going to be a new association in like the resort town that I work at so I might be helping them there. I'm also going to be helping at the bus centre, like the bus information centre. So, I'm doing a lot of like odd jobs at the moment. I'm also doing like, an English uhh lecture for the fire department starting next month. It's kind of like all over the place at the moment so like yes I expect a lot of translations, I didn't get them initially so now I am more happy to be like being out more and being more active within the community.</p>	
00:13:20.9	00:13:21.0	Would you say that you both also expected interpreting and translating?	F
00:13:20.9	00:13:56.3	Not interpretation so much (F: OK) So one of my bachelor's degrees is actually in translation (F: Uhhuh) And I got my N1 A few years so I started applying for CIR. I actually applied 4 times before getting in and I was on the wait list every time. And my goal was to come here so that I could do	R3-1

		translation and get better and then possibly get a job once I, I finished JET.	
00:13:56.3	00:13:57.2	Yeah.... I mean like obviously I did expect translation work and ... and it's... it's the majority of my job. I'd say it makes up like at least a good like 75% (R3-1:Oh) I guess I didn't expect as much translation as I get like I feel like I ... like cuz I I physically can't do all the translations that the prefecture would need so like they send like a lot of the stuff out to like different <i>gyoshas</i> [outside contractors] and stuff and then sometimes Ill check that afterwards and stuff. But I dunno like in my opinion, its very fun, (Laughs) A lot of this stuff like is stuff that anyone can do and lot of it is busy work (Oh really?) and there is a lot of stuff that like only a CIR can do, like you can only have done by someone that is like there and is living in the community and I guess I just feel kind of under-utilised in that way, (R3-2: Yes) like yeah, (R3-2: I feel you) yeah, I just feel yeah. Like three people are gonna read this document (laughs) kind of stuff, like. But at the same time it's what my CO wants me to do (Yeah) so I can't be just like no...(R3-3: I guess so *laughs*) But yeah.	R3-4
00:15:13.9	00:15:33.4	Depending on what you are translating I think it it really Like I translate speeches a lot or like stuff they sent to.... We're sister... sister prefectures with Michigan so like the two last years was the fiftieth anniversary so a lot of translation was for that so I know people were reading it (R3-4: Yeah) but if you are just doing busy work....	R3-1
00:15:33.4	00:15:33.5	Yeah, for stuff like that like yeah obviously that has to be translated (R3-1: Yeah) for communication to happen. But like some of the stuff they put out Like oh my god. We have this 17 plus page document that they wanted me to translate into Japanese. (R3-3, R3-2 and R3-1: Into Japanese?) Yeah, into Japanese and it was like, and it had these poems. (R3-1: Oh my god! Laughs) And it was for this art gallery thing and then I finally, I visited the art gallery and they used like tiny, tiny, tiny bits and I as just like, (R3-1: That's frustrating) You just wasted like a whole , a literal full-time whole week plus, (R3-3,:Umm) of my time, I was like.	R3-4

00:16:20.8	00:17:48.9	That happened to me like last week. So, like my workplace is a complete mess. And everyone who learns where I work goes like like Ummph, your workplace is a mess (R3-3:laughs) Part of the reason is because I work for a residency programme which means that like someone comes in and they are artists which means that they are fickle and like reck, reckless, not reckless what is the one? Spontaneous, capricious if you will (R3-3: Ohh) They are just like, oh we are gonna do a show in two days. This is it. We are doing it. You translate it. Oh shit, it's the day of the show. Oh, I guess you are not posting it because it is already the day of the show. They don't understand that translating takes time (R3-4: Yeah) They will post things on Facebook and be like This long 30-page document must be translated in 10 minutes actually because like oh we are out the door already and I can't provide it. So they had a bunch of interns come in and do work (R3-4: Oh my God), to... as like tech interns (R3-4: Yeah) and they were like, Oh you should translate all of their like daily diary posts into English. And they would post the Japanese version and I'd be like, why are you posting it? There's no English attached to it. And they were like just do the English. And I wasted weeks. They were so long these diaries because that's all they were doing (R3-4: yeah). They were helping a little bit but mostly they were just writing these things (R3-1: Oh wow). I tra...I had like a 15-page document of diary entries. I sent it and they were like, What's the point of posting it? Its already like...like it's been a day and I'm like, you wasted so much of my time, like what is the point of this busy work. It's really frustrating.	R3-2
00:17:48.9	00:17:54.1	So, did you feel prepared to work as translators and interpreters before you came?	F
00:17:54.1	00:17:56.4	Translation yes, interpretation no.	R3-1
00:17:56.4	00:18:03.6	No and no. I came straight out of university. This is my first full-time job guys.	R3-2
00:18:03.6	00:18:11.0	Me too but for me it was like, translation is basically just knowing both languages. (R3-1: it is not!! That is not true! R3-4: Wow, it is not!) *laughs* I know that's not true, but I mean that's basically what it is right?	R3-3

00:18:11.0	00:18:28.3	I know that CIRs are hired for translation purposes a lot of the time, but I disagree with that profoundly *laughs*. But at the same time, I have also had to native check like professional translators in Japan and they're not doing a good job (R3-4: I can't believe some of these people are getting money to translate these things, so terribly!) I know! And then you get it or we (R3-4: yeah, yeah yeah) get it after and we fix it and were like, You wasted your money. (R3-4: Yep, yep) Anyway	R3-1
00:18:48.1	00:18:48.2	I did part time translation work in college, so I felt like, at least somewhat prepared to do the translation aspect. The interpretation not so much. (R3-2: Interpreting is still struggle. It's something that I learn more about like, everyday) Yeah. And I interpret for the Governor (Laughs) and I'm like, Do you realise how unqualified I am (R3-2: Right) to do this job. (R3-1: yeah)	R3-4
00:19:09.3	00:19:52.4	I've. I've done some interpreting and like umm whisper interpreting for performances. (R3-4: Oh God) But the problem is they don't understand that that is a completely different skill set. (R3-4: Yeah) Because the performances are really avant-garde and it's really difficult topics (R3-4:laughs) and mi like, *Makes singing noise* I wish I had known what this would be about (R3-4: yeah) because it's really hard and embarrassing, especially cuz all of the subject matter is quite sexual (R3-2: Laughs, R3-4: Oh God) and I don't feel comfortable saying all of these words out loud to a person who is visiting. So yeah, I feel like it's less like I'm not prepared for it. It's like a mutual like my workplace does not understand what interpreting is (R3-4: No) and they do not provide me with the materials that I need to do a proper job.	R3-2
00:19:52.4	00:20:12.0	Umm so would you say that there is a diplomatic aspect to the work of CIRs? (R3-3: Between who) (R3-2: Could you define diplomacy R3-1: Yeah) Umm well what do you take it to mean? I'll throw it back to you.	F
00:20:12.0	00:22:21.3	Well like not between a foreign body and us. More like between my job and everybody else working around me. That form of diplomacy, I think there is a lot of that. (R3-1: yeah) (F: like interpersonal?)	R3-3

		<p>Interpersonal as like in the office. Not so much like, I have a sister city too, but we don't really. They don't really contact us. They don't email me back as often as I would like. (Haha) So nothing gets done. (R3-2: They are giving you the cold shoulder.) So there, there can't be no diplomacy if there is no... there's hardly a relationship there. But in terms of the workplace, ummm I dunno like give and take and stuff like that. There is. But I feel like, umm, I'm already in year 4 so... But where I am now there are a max 2 years. They are usually used to people that have just been here for a year (Ohhh, ok). Yeah, so, I transferred 2 year... after 2 years in one city I'm doing 2 years in another one. I came in their first year, which would be first year for someone else as a third year, so I was very umm headstrong. Is that like a bad word? (R3-2: It's pretty bitchy, yeah, R3-1: Yeah) Laughs. Umm so stuff I didn't want to do I was just like no I'm not, nah, nah, its ok. (R3-4: woah) *Laughs* So like in terms of diplomacy umm I feel like a lot of times I hold the cards because like, I'm the one that speaks English. It's like dammit! So like, umm this is how I want it done, this is how it's going to be done most of the time. *Laughs* If they want it done a different way then um I mean like, I try to convince them that this, this is how it sounds in English I promise you that this is way better than what you think it should be (Laughs). So, umm I think uhh in terms of diplomacy there is like a little bit of that. But umm in terms of outside bodies, like not so much. yeah... yeah (R3-4: Like no international diplomacy, I'm guessing) Yeah..No.. none of that *laughs* Umm yeah, I'm at city level. I think, ehh I mean even prefectural it depends on what they have you doing (R3-1 and R3-4: Yeah). Like sometimes they have you doing international things and then sometimes they don't. (R3-1 and R3-4: Yeah)</p>	
00:22:21.3	00:22:33.7	<p>For me it depends on where you are from so we know have a French CIR and a German CIR as well and they are heavily involved with, you know, being where they are from. Like you know the French CIR frequently goes to France (G: huh) and like does stuff. The German CIR, she's here specifically for the Olympics so she is like working for the Swiss and German rowing things because we have like a</p>	R3-2

		river and it's a whole thing. Umm, weirdly the other American CIR is very much doing like tourism with America. I'm just like <i>omake</i> (superfluous item) at this point (Laughs). Like I just happen to speak English. No one cares about where I'm from. They introduced me as the Ukrainian CIR once. (Laughs) It was really funny because I'm American. (Laughs)	
00:23:01.7	00:23:19.5	Yeah, I like to joke that I'm like the offices translation lacky. Cuz they'll be going on these like business trips to English speaking companies and they'll have me translate like email after email after email after email but like no one ever would think to bring me along with them (R3-3: Oh, I remember that post *laughs*) (R3-2: I'm like, I wanna go)	R3-4
00:23:19.5	00:23:23.2	Why couldn't I go to Michigan? (Laughs) (R3-4: Yeah)	R3-1
00:23:23.2	00:23:48.5	Yeah, at this point like our French CIR, its, it's because she is like everyone's senpai, she's been here longer than us. She heads French tourism, makes sense, Australian tourism, ummm, doesn't make sense, kind of weird. She heads American tourism. I'm right here. (Laughs) I'm literally right here!! Nope.	R3-2
00:23:48.5	00:23:48.6	But...Like to me, in translation and interpretation there's a level of diplomacy though. (R3-4: Yeah, that's true) Like you know right now how there is the whole talk about interpreting for Trump, right (R3-4: Yeah) So like (R3-3: Laughs, R3-2: Wait, what is this talk?) Ok like so you know how Trump essentially like doesn't make complete sentences or sense (R3-2: Yeah, R3-3: Right) So when you translate for someone like that, do you translate his words verbatim and you look like an idiot, like you can't interpret properly. Or do you, (R3-3: Or do you try to assume what he is saying?) like smooth what he is saying? (R3-14: Oh my God, that's hard. R3-2: The latter) I remember one time I was on a boat and there were like There were... there was like tourism stuff happening and this man came in and he was like, could you tell them <i>Ohashi jozo</i> (Are you good at using chopsticks?)? And I'm like I'm not going say that (R3-4: not gonna day that) because like that would be kind of rude and you shouldn't say that to anyone (R3-3: laughs) So it's kind of aspects like that that I think you do have	R3-1

		<p>a diplomatic roll. (ZR3-4 Yeah that reminds me.....) (R3-3: Umm. I've had a change in opinion on that statement) *Laughs* (R3-3: Because a lot Japanese people don't know how to use chopsticks appropriately. Because there is a right way to hold it so umm, when I hold it, you know I hold it where the tips touch at the end over here (R3-4: Oh yeah) but you're supposed to hold it over here (R3-3: I know I hold it wrong). People choke up on chopsticks. Especially a lot of people who haven't been using it, they choke up almost to the middle and to the ends so it's like actually harder to ... yeah yeah yeah. I'm sorry. (F: No, your fine) There is a different situation that the chopsticks (R3-3: This is wrong. This is wrong) come in so like it's kinda hard.... Its ... it's a point of good intention I guess for a lot of Japanese people so that's why they're like, A lot of Japanese people don't do it right so the fact that you are doing right it's like, Wow ok. So, I've had a change of heart in that recently, very recently like last week. I'm like, wait a second. I see some Japanese people that don't know how to use chopsticks (R3-2: Japanese people suck at chopsticks.) (R3-2: Yeah) so like it makes sense.) But that is not where that comment comes from. That comment comes from foreigners cannot use chopsticks (R3-3: *like a scolded child that is unconvinced* ok) right? It's not like, wow you really know how to. Like you'll see someone using chopsticks and they'll be like, wow this person really can use chopsticks.</p>	
00:26:10.5	00:27:30.3	<p>Your thing though, it kind of made me change my opinion though cuz I remembered, I probably posted about this like a million times. Our old governor, he was like kind of crazy. (R3-2: Oh) He was like in his seventies, and he was like really getting up there and he would just say like, really weird things sometimes. Like one time he called me into his offices to ask like, how do foreigners think of fractions? Like, (R3-2: Fractions?) my opinion on fractions. So we have a new Governor now (R3-2: What do Japanese people think....R3-3: *:laughs* Foreign opinions on fractions.... I mean we believe in them.) Yeah..... Like sometimes (R3-1: They exist. R3-3: They exist) But like sometimes wed be out with this really VIP foreign guests and he just</p>	R3-4

		start saying like really weird things like, we were with these Hong Kong people and he goes on this big thing about Jackie Chang. (Laughs) It's just like uhhhhh (R3-2: Yikes) Yeah... So, its, I guess when you are like in between someone that's like making strange comments, you are like (R3-3: I guess when you are on that level) you have to make a decision whether you want to like tone it down or say it as is.	
00:27:30.3	00:27:37.2	Ok, so changing tack just a little bit. Have you ever experienced conflict between your role as a... an interpreter or translator and your capacity as a government employee? (R3-1: Umm R3-3: I've never been asked to interpret for anything that hardcore, something that would conflict with my job. R3-4: No, I don't think so. R3-1: Me neither)	F
00:27:37.2	00:27:37.3	Ok, umm so (R3-1: That was easy) do any of you have any experience working like with the public, in a hospital, immigration office or something, even <i>madoguchi tsuyaku</i> [interpreting in interactions with the public] or something like that, (R3-3: oh yeah, all the time) like a community office (R3-2, R3-1, R3-4: Yeah). Talk to me about it.	F
00:28:14.5	00:32:16.1	Umm I get a lot of, kind of umm just socially, why would I kind of be dealing with this kind of stuff, because I'm not a specialist in this area but I've gotten a umm divorce <i>madoguchi</i> (R3-2: Divorced <i>madoguchi</i> *Laughs*) and then recently I had one where this mother sort of like very unofficially adopted this Japanese child from this mother that basically threw him out (R3-1: wow) not like threw him out but like basically ignored him. That like her biological son but she doesn't like take care of him so. And his family that lives in my town has been taking care of him for the last four years or something. (E: Oh my god) And they've been taking care of his (R3-2 school) everything about his life (R3-2: Why doesn't she just give him up for adoption?) So that's like a thing I can't even answer because I'm just there to like facilitate the thing (J: Right) So Like I get a lot of kind of...weird ...weird. not a lot but this past month I've gotten quite a lot of hard to deal with stuff (R3-1: ummhmm). I can only translate... not translate... like interpret what they are giving me to this person so everything else	R3-3

		<p>is like. If they were to ask me like I think my....my ex-husband or whatever, you know is ... is has has this, you know, he has like you know Umm what is that like.....not Asperger's but like, no....um (R3-4: Alzheimer's?) . No, not Alzheimer's, sorry.....umm <i>Jiheisho</i> is the Japanese. (R3-1: Oh, Autism) Yes, autism. Oh, I think he's on the spectrum of autism. And I'm like, oh well I can't really say anything about that. And um.... She says that like, uhh umm. You know what, can we do this with my mailbox to get him off of my thing and we could just separate us more and that would be better in the eyes of the government or whatever. And I was like, You'd have to talk to a lawyer about that because I don't know exactly what's gonna..... how to do all of that, so I um yeah. So, I get some kind of weird stuff that is hard to interpret just, even in English I don't know how to deal with this stuff. (Ummm) (F: Can I just jump in for a second? So, when umm your being asked stuff about umm, you said the comment about being told that someone's husband might have autism, right? Is that when you are in the middle of interpreting or is it like when you are taken to the side and just talking to the person one on one?) So that specific instance was the person, umm, umm. You know when you are doing <i>madoguchi</i> and you're doing <i>tetsuduki</i> [filling in of forms] for something, they go back and forth a lot umm with the person at the <i>madoguchi</i> and the people in the back, especially in a situation like this when its special. So, it was during one of those when they went back to ... the people in their desk pool to talk, what are we gonna do about this kind of thing. So it was during that and she was just kind of Like oh yeah, maybe *Laughs* Who knows? I can't really say anything about it. And then when she was saying that to me, it wasn't really a thing she wanted me to interpret to these people. She like, she kind of treated it like a venting session. I was like, OK, as I can only listen to what she is saying. I can't really say, do this or do this? But she had also come to the <i>madoguchi</i> [interactions with the public] before to see if like we had a divorce service or a Um... like a kind of divorce <i>sodan</i> [consulation]? Like a consultation service. I was like, we don't but you can get the fu- (Yeah), because there is a lot of</p>	
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		resources and they have an international centre, and I'm sure they have a lot of place where they can, where you can handle that. In that instance I can't serve here (Yeah) because that is already outside of my job <i>waku</i> [remit] (yeah) so I have gave her just the number to the international centre. Just give them a call and they will forward you to a... a specialist in this that speaks English and Japanese. And she found somebody eventually but there is there is a line where I can't go (R3-4: yeah). So, like this is as far as... my job is. After that it is all you. I forgot the question, but I hope I answered it, sorry. (R3-2: What was the question again, actually?).	
00:32:42.6	00:32:52.5	Yeah so it was just, have you any experience of working with the public in a hospital, immigration office or similar places, like, as <i>madoguchi tsuyaku</i> [interpreting in interactions with the public]. Yeah, and so just talk about that. And you talked about it so. Anyone else have any experience in that area?	F
00:32:52.5	00:32:52.6	(R3-1: I don't do <i>madoguchi</i> [interactions with the public].) (R3-3: Oh that's interesting). I just do it for my building, that's it. (R3-3: Is that a recent development or...?) No like my office is like, it used to be a conference hall. So, I'm like at where the information is (R3-3: Ummhmm) So we just have random... it's like the same conversation every day. People walk up and are like, Is this an art gallery. No, it's a residency programme (Laughs). Is there something I can, see? No. What is there to do here? Nothing. (Laughs) Every day. (R3-3: OK) I do have like, I mean, I don't know. It's not really interpreting because like everything is done really hush hush because like I am kind of a liaison with the artists. I'm not allowed to help with their art, but I help on like a....aan organisational level. So, I'm like there as a representative of city hall, I'm not really there to do anything like art related. (R3-4: N) So like whenever there is trouble with the art, I'm relayed like, this is how they messed up. Tell them that they messed up. (R3-4: Oh my God) (R3-3: That's not the kind of stuff that you want to be interpreting.) Right. So, we had an incident where we had some French artists who went to a snack bar, didn't understand that every karaoke song they played had a separate fee (R3-4: Ahhhh) They	R3-2

		<p>didn't speak Japanese (R3-4: I could see that happening) and then the Japanese people started insisted on them paying, let them leave and then called us like, Was was, your terrible foreigners didn't pay money. So, then the art centre put them on house arrest essentially (Wow, jeez) and I had to explain to them so this was bad. You are in trouble now. Also don't come into our office, because they used to just come in willy nilly and no-one would say anything and it would be really awkward so they were like, Hey can you tell them that it's a security concern. They can't just like walk into the supply closet. So, like, just like stuff like that. Also, recently I have been helping out with mmm, we have a clinic in the small town we live in. Like the big hospital is quite far away so we have a small clinic. The doctor refuses to do phone interpretations. He wants you to be there physically. So, it's kind of hard. But it will be basically someone gets alcohol or anything and I have to come in a be like.... So, this is what the doctor is saying. Take this medicine. But that is super rare. I've only done it like once so far. But maybe in the future.</p>	
00:35:25.0	00:35:27.6	I do it as a PA but not like (R3-3: ohh) as my CIR duties.	R3-1
00:35:27.6	00:35:27.7	But it's also not like a work thing, it's just like I'll say someone in town has a problem and my workplace is like, OK. Carry on. And then I will just go.	R3-2
00:35:39.9	00:36:06.5	I sometimes have it because I work two days a week at the International Centre. And we do like legal consultation kind of stuff. Yeah, so it's kind of like a similar thing where sometimes we have people who have these like massive problems and it's like we are just like *makes overwhelmed expression*.....We have this legal consultation like once a month. So we can only like listen to the problem and be like, Come back in two weeks and like.....	R3-4
00:36:06.5	00:36:35.1	Ok so moving on, so I'd like to continue the focus group with some discussion about the practice of translating and interpreting as a CIR, like you've been doing already. Ummm so what were some of your worst experiences? No let's start positive, what were some of your best experiences? (R3-2:	F

		Translating and interpreting or just translating?) Translating or interpreting. (Hmmmm)	
00:36:35.1	00:38:13.6	Best case scenario is just the jobs that I have been doing and continue to do with unhampered. (Laughs) So like, the newsletters, I do them monthly and I don't get any flack for it really. So that's the most positive translating experience because its continuous. Em you remember the bad ones because it's usually once (R3-2: Yeah). It's kind of a blow up or something like that (R3-4: umm). And positive, yeah, my current newsletter. Sometimes when you translate or interpret for people the moms and whatnot, they are very thankful because they uhh have a baby here and they don't always know exactly what to do or like what to apply for. (Right) So it's like am I, am I allowed to get this kind of support. Interpreting for the mothers, like for new mothers is usually kind of fun. So, you are feeling the same emotions because you are learning the same information as them. Kind of at that same moment. Also worry, that there is something to worry about. Positive experiences *laughs* (R3-2: There's got to be something) Umm I've given a couple. Everything else is ...uhh... I dunno... Umm yeah that's pretty much it from me. There are probably more but just off of the top of my head, it's just all the bad certainly sticks out. (R3-1: yeah, it certainly does, R3-4: Yeah) Positive experiences.... hmm...	R3-3
00:38:13.6	00:39:41.8	I think probably the best like single experience I could think of is, this one moment where I felt that like my job here is valuable... umm and I have fully carried out my duty as being a liaison for this art centre and like I'm a necessary part of this workplace and I am the only one that could do this type of work was umm my job sent me to a uh job festival in Yokohama for me to like smoke with a bunch of artists and see if they wanted to join our residency programme. I went to a bar at night, which was like a networking event, where I met this British man who was actually in charge of this dance network throughout Europe And he was kind of interested in my programme and I said we are actually doing a panel and Q and A session tomorrow if you would like to come. And then I interpreted for the A and A session. And then we	R3-2

		<p>exchanged cards and I introduced him to my boss, they started interacting. He invited my boss to join him in France for an art convention. Boss went. I invited him and like translated correspondence. I invited him to Japan. He stayed with us for a couple of days. I showed him around everywhere. Umm he eventually did an application for his company. I helped him with that. He's in our programme for next year. So, I feel like that was like a (R3-3: Wow, R3-3: That's awesome R3-3: That's like a legitimately like a success story (R3-1 and R3-4: Success story!!) Yeah that's.... when I heard CIR that's what I figured some of it would be like that.) Right. (R3-3: Real like liaison kind of stuff). I mean like I said, its rare, but when it actually comes together it's like, yeah, I actually did it. (R3-3: Yeah, cool, that's like a really positive experience.)</p>	
00:39:53.7	00:39:53.8	<p>Ok, so like, let's just for time's sake move on to the worst experience. *Laughs*</p>	F
00:40:17.3	00:40:17.4	<p>In my first placement, they had just made a friendship city pact with a city in California. And umm they had invited the former Mayor of the City. And he was Mayor at the time of the signing of the Friendship City pact. (R3-2: Umm) So it was relevant that he was there thankfully. And the sister city association President, they invited to the, to the, to come down and uhh just celebrate. Umm I think it also like the, oh yeah like 10, 15 years as a city. Because they had been pretty recently <i>gappei</i> *Laughs* (R3-1: Fused? R3-2: Merged) merged into.... From 3 villages and 2 towns in to one city. So yeah.... They had invited the 2 people from the...this city, very big city, big tech city in uhh America. And ummm they came, and I showed them around or what not I think up until the ceremony where uhh where I was supposed to interpret for the Mayor and the former Mayor from the friendship city. Umm his speech. Ummm So in the end he had the script prepared and I had translated that, and I was planning on reading off of that. And I had of my stuff done and good. I had one other girl, a little older than me. She worked at the astronomy (?). What is the thing where they show the stars in the sky? (R3-1: Planetarium?) Planetarium. (R3-2: Come on English) *Laughs* She was the head of the planetarium and she spoke</p>	R3-3

		<p>very good English because she had lived in one the of Mid-West States for like ten years so... So, she had helped me with interpretation but I was supposed to interpret for the former Mayor and his speech. So, we had it all prepared and during rehearsal it was fine, he did it to the script. And then come the actual speech he does the script and then at the end of the thing he goes on (R3-4: No...) for like a minute or something and I have to translate that. And then its uhhh also the 10-year celebration, 10, 15 celebration from gappei, from *laughs* (R3-1 and R3-2 and R3-4: merging) umm from merging the city, from merging into a city so a lot of <i>erai</i> (noble) people, probably mayors and stuff like that, from other towns around. So, I had to translate that off off off script words and stuff like that. And I used.... I... it was very silly. I'm not trained to be an interpreter or even a translator. My degree is in like Japanese literature and language. That's all I know how to do. I had interpreted something and it was just fine but I had in... input <i>hougen</i> [dialect] into the translation so.... And umm.... uhhh it was very audible the reaction. They giggled and I was like, Oh God... Yeah so... yeah...I had interpreted something inappropriately and I felt it immediately at the point. And I was already stuttering trying to get stuff because it was off script and I had told him, try your best not to go off script because it is going to be a thing if you go off script. And umm..... He did and it was a thing as I expected. After that, I was like well its over so whatever. And then we go back, and it was very obvious that they were like, Oh you did something up there and I was like yeah I did. Yeah, I did. (Laughs) Its done so what am I gonna do about it.... And then after that.... Yeah... that's my biggest thing that I was like uhh geez I hated it because it was in front of all those people. And umm... and uhh it was my first year? First year yep. It was my first year as a CIR and they had thrown me into this thing, and he had gone off script. That was the biggest thing that I did not want him to do, and he did it so. You know. Bad experience. I didn't even tell that story as much as good as it probably could have been told but yeah, it was terrible and I still remember it just because of the reaction and afterwards people were talking to me about it. And</p>	
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		<p>I was like yeah.... It was not that great. But yeah. Bad experience. That's it, I think in terms of bad experiences that I really remember I think that was the only one. Everything else is like, this kind of stinks but I had forgotten about it. But it couldn't have been that bad (R3-1: Water under the bridge) *laughs* Exactly. But that's the one I kind of remember because it..... Yeah....Yeah</p>	
00:45:05.1	00:47:52.3	<p>The craziest interpreting experience I had was umm we had these two artists, and their group name was VX and we were like I wonder what that name means? And I was joking, and I was like, Is it the gas? And they were like ha ha. It's probably just some stupid acronym and I was like ok, so we had no idea what they were going to be doing they had just told me that they were going to be making masks. And I was like oh cute! (R3-4: Oh God) Masks! It was a children's workshop. So, we meet with them a day before their workshop and I'm kind of worried I'm like I don't know what your workshop is, like I need to know what your project is, like I don't know that. And they just sit us down and are like, oh, so our project is about war. We are focusing on Syria. So we are going to making gas masks out of food (R3-3: laughs, R3-4: Oh my God) and things like that because the kids in Syria just make gas masks out of stuff that is in the house so we are gonna tell kids about the conflict between Israel and Syria and everything. And ...uhh... yeah ... you get it right (R3-3: laughs) We don't have a script, never worked with children so we don't know how we are gonna talk about it so we are just gonna talk (R3-1: Oh no, (laughs)) and you can do whatever, right? And I look at my boss and he was like, Alright, good luck tomorrow (R3-3: laughs). So, I was like freaked out and they started talking about like, Oh yeah so the reason why we use citrus is because it reverses chemical reactions.... It's a gas. Oh, its VX gas, that's the [unintelligible] (R3-3: laughs) So and I'm saying... I'm trying to... I've never interpreted for children before, so I am saying all of these complicated words and my boss had to step in and interpret my complicated Japanese into Japanese for kids. I wish they had a script or something... (R3-4: I don't think there is any way that could have gone well, well, like) (R3-3:</p>	R3-2

		<p>It sounds like you get the hardest work in a <i>kessai</i> [decision] free environment. So, like a lot of things are not vetted and that's not how Japanese anything goes so it's an interesting role that you had for yourself.) (Laughs) It felt cringey, but the good thing was that the kids didn't know about any of the political stuff (R3-3: It's just a big mess) they didn't know what the countries were and they just made masks and had a good time. (R3-3: That's good) Like the rest of the thing was fun. What was weird was the artist kept trying to ask me to ask the kids why they were doing certain things. They were trying to get in their heads. So, one of the artists was like, Ask this girl like why is she using this? And I'm like, I didn't want to ask because it was so awkward and he was like, no, ask her. And she was like, Maa, <i>tektite ni</i> [to do something without much thought]. And I had to be like she is just winging it. *laughs* And it was so awkward (R3-1: It was just there) *laughs* (R3-3: They are trying to make these kids woke and they are trying to learn how to speak Japanese still. So that's such, it's really awkward.). They were like elementary schoolers.</p>	
00:47:52.3	00:47:52.4	Any other bad experiences. (R3-2: Not really) Any of you guys?	F
00:47:52.3	00:50:39.7	<p>I have some bad ones (R3-2: Go for it, R3-2: Go for it). I think the one that I felt the worst about. I guess it's a tie between two with two different governors. Last year we had these two very very important people coming from Hong Kong and they were like the equivalent of the like, Hong Kong version of JETRO. So, they were like these very very important people who were coming and they were coming to dinner with the Governor and some other VIP guys. And I was supposed to be interpreting for the Governor side. But then they also had an interpreter on their side. And there wasn't really any time to work out like who is doing what. And she is like a very, she was like, the other interpreter was like a very professional, like very high level interpreter (umhmm) Like there would be for this kind of situation (R3-3: would be) So she's, she's in the middle on their side and I'm on the far end, on our side so I can't even like, like I can barely even hear the people on the other side of the table. Like in the end, she ended up taking</p>	R3-4

		<p>like a lot more of the interpreting. And for me, like I was ok with that because I was like this isn't a total mess but like the Governor he really didn't like.... Like I think he was embarrassed like that our side wasn't like as.... So he was like motioning at me from under the table.... Like really obviously where everyone could see, like talk more, talk more. But then like, do you want me to interrupt the other interpreter? And then like some stuff happened like we were eating like crab. And you know how like in Japanese they call that like, like what is the like something-miso. And I changed it, like (R3-3: <i>Kani</i> [crab] miso) they asked me what I was, and I said it was crab brains. And it's not crab brains apparently. And the other interpreter..... (R3-3: I always thought it was crab brains *Laughs*, R3-2: Wait, what?) I always thought it was crab brains too, but the other interpreter came and she was like it's not actually crab brains its technically brown meet of the crab (R3-2: oh my God). (R3-1: Really?) Yeah, it was just like, it was really the whole thing was just like a mess and I could... The Governor was like really upset with me; I could tell. I was just like, ahhh fuck. (R3-2: If you want a professional translator then hire a professional interpreter. (R3-3, R3-4,R3-1: Yeah) Why are you hiring literal children? (G: Exactly yeah, for that level of stuff, that's what it should be.) Yeah (R3-2: It's not professional from there side of things?)</p>	
00:50:39.7	00:50:39.8	Would you describe CIRs as professional interpreters or translators?	F
00:50:39.7	00:50:39.8	No	R3-4
00:50:39.7	00:50:39.8	No not at all.	R3-2
00:50:39.7	00:50:42.3	No, we are not trained in that way.	R3-3
00:50:42.3	00:50:42.4	Unless they have training. (R3-4: Yeah) Like not the like one week in Shiga. (No (R3-3: That's just like fun times *laugh*).	R3-1
00:50:51.3	00:50:53.2	That's like where on the one hand I am like oh I wish I could do more of the art performances. But then you are like I'm so glad that they have their professional interpreters who are trained in interpreting specifically for theatre and who are.... work for the theatre companies so they already know the content. There is so much extra content	R3-2

		and context that is required to translate those performances that I am glad that I don't do it because I wouldn't be able to do a good job. (R3-4 and R3-3: Yeah)	
00:51:17.9	00:51:18.0	So, what is the difference between a professional and a CIR, in terms of as a translator and interpreter?	F
00:51:17.9	00:53:18.6	Umm ok so I... one of my... I have my bachelors in translation so ... Its translation English to French so I consider myself a professional in English to French translation not in Japanese to English and even less in English to Japanese (R3-4: Umm). Usually, professional translators will only translate into their native language. My English is good enough that people consider me native (R3-3: umm) so I probably do a better job than say my predecessor who had nothing to do with translation in any of her studies. As an interpreter though, I never do any conference translation. I never do anything too high level. All of translation I've had to do is follow the Governor around at cocktail parties. One time he met with the former Prime Minister of France at a restaurant (R3-4: woah) (R3-3: Sarkozy?) (*Laughs*) No not Sarkozy ummm. So, I had to do the interpretation for that in Japanese and French which was another thing too. When I translate into French even from Japanese, I think that that could be considered professional work. When I translate into English sometimes like I know probably sometimes the way I formulate or phrase stuff is kind of off, some of the time. But yeah, to me, someone who is a professional is someone who has had that background, that education. Or enough experience that they are now considered professionals. (R3-4: Yeah).	R3-1
00:53:18.6	00:55:49.8	Yeah, I expect like, cuz like, when you are translating, like they treat CIRs, just like you said, like that you are just the translating machine for whatever it might be. But it's like that's not it chief (Laughs) like you can't just translate for like random fields that you are not professional in. The reason that they put me in a performing arts centre is because I wrote in my application that I have done theatre for years. Uhh, I don't have a degree in any of it, it's just a hobby. But there like cool, oh so	R3-2

	<p>you've acted so you know everything. And I'm like, No I don't know everything. I've never studied this terminology. I learn various words about art like I translate these long documents about like choreography techniques. Like I don't know who Martha Graham is, like I've never studied any of this stuff, but I have to learn about this stuff as I go and I feel like that's not really proper. There is like a really good uhhh do you guys know Dogan? (R3-1 and R3-4: Yeah, Yeah Yeah) the guy who like teaches like pronunciation and stuff in Japanese. He had a video that was mocking like people who randomly ask you for interpretation tasks or like translation tasks. (R3-1: You're not a dictionary.) Yeah. And they are like, Oh yeah, my brother he works in the lumber industry and its like hold on! Like I don't know any of this (R3-4: Oh yeah) Like for me my background is in like international relations and politics. So, like for me, if it was something like that then yes I can do interpreting and translating for those subjects because I have studied them, I know enough about political science, history of Japan and other stuff like that so that I can adequately represent those fields. When it's something like theatre or like recently I have to do a lot of like tourism interpretations and there is like a lot of jargon that I don't know. (R3-4: Ummhm) And I see these kinds of differences, for example we, like I had said our French CIR she is currently in charge of American tourism which I feel is a mistake. Basically, I accompanied her with a client who is American and the client they just basically spoke to me because she kept using a lot of business jargon which I know because I am know a native, a native speaker of English. But meanwhile our French CIR, who does have a good command of English, it's not great and it's not fluent and it's not native. She couldn't keep up with the conversation whatsoever. So, I had to interpret like jargon into Yasashi Eigo (R3-1: Like plain English) and I was like you are not the right person to be doing this right now because there are certain things that you are like not knowledgable enough to be able to like correctly get the nuance. And like not only that but when you are working with a client you need to be able to build a rapport with them. If you don't understand what they are throwing down, if you</p>	
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		can't pick it up, you can't establish a good business relationship with them.	
00:55:49.8	00:56:37.4	Just to add to that though. As a translator though, you don't have to be necessarily knowledgeable in all these fields, what you need is the knowledge to find that information. (R3-3: umm) (R3-2: Right, yeah. You need to be given the proper materials.) (R3-4: Yeah) But not.. or even being able to find it by yourself, that part of the tools when you learn about translation. So, like you don't have to be an expert in every single field but you do have to find it and be able to confirm that it's the correct information and that the English is not only correct but will be understood, have the same nuances, have the same emotional baggage and so forth.	R3-1
00:56:37.4	00:56:43.7	Yeah, that's... like obviously you are never going to be 100% knowledgeable (R3-3 and R3-4: Yeah) about whatever topic (R3-1: No exactly) you are speaking about but there is... (R3-1 and R3-4: yeah)	R3-2
00:56:43.7	00:57:52.0	But like for example like ... because ... our prefecture we have like the most active nuclear power plants, so I get a lot of nuclear documents. So, we also get a lot about varvres. It's like...even [Microsoft] Word does not recognise varvre as an actual word. It's like this very specific scientific thing where you get these layers of sediment at the bottom of a lake, and they have used the ones that are in Fukui as the international dating for radio-carbon dating. So (R3-2: Oh, oh boy) (R3-3: interesting) I get a lot of those documents. Well sometimes I do interpreting on the varvre stuff as well (R3-3: I couldn't imagine doing that) and it's like very very specific technical terms. (F: So, for the sake of later transcription can you spell varvre?) Its V-A-V-R-E. (R3-2: That's like genre)	R3-4
00:57:52.0	00:57:52.1	Ok so just the last topic then is about umm the involvement of others in the work as CIRs so the level of independence that you feel in your work as a CIR. Do you feel independent?	F
00:58:11.3	01:03:01.8	Pretty independent. Anything I get asked to do, I take it on, and I like make it my own. So, I do school visits and stuff too and I get feedback and what not but I can take it or leave it you know? Like in the end I'm gonna do something that I feel like it might work but if it doesn't then it doesn't. But for like	R3-3

		<p>translations and stuff there are no other English speakers in the area so like who else is the authority on it other than me. So, like if I want my stuff checked I send it to my mom to like a friend who lives in Nagoya and he only speaks English and he teaches English at a school so, you know there is a little bit of ... You know if I really want something checked I will send it to him and he will say this sounds kind of weird or whatever, you know. But em... I ... I don't... Everything... All of my jobs, I'm the only one that can do it and I'm pretty much going to do it how I wanna do it. If you have suggestions and I'm like oh ok yeah, yeah you know what that sounds way better or like stuff like that then yeah. If like, sometimes the Japanese suggest something, like I think maybe it would be better this way, what do you think? Then I'll fight on it (R3-2: No) If I think it's better to do it this way then I will fight for it. If I'm not confident in it, then I will acquiesce. (Mhmm) Ok yeah let's do it like that instead. So like even in terms of like heavy hands there's not that many so even like up until now with the sister city stuff its mostly been me doing it because no one else is ... expressing desire to do this in our... in the public sector. So, there is a group called, I think there is an International Exchange Group or whatever, you know every town has one. They're very enthusiastic about it but like, they don't have the money to do it, you know? (R3-2: Umm) Neither does our town, so that's why they are not very gung-ho about it either. SO umm, I always try to get as much as I can and then big projects that are free. So, like pen pal stuff is free, for the most part you know. You just need to send it you know. All of that stuff is kind of spearheaded by me. There is just no-one else that will do it, you know? Its... my work is very.... And these, my two placements, even the one before, I was placed in weird departments where it's not really about international exchange. So, like the first department I was placed in was, it was called the <i>gakken kikakuka</i> [Science Fair Planning Division], so it was part of the science city in Kansai. And they were a science city department where they planned stuff for the science city. And the international association was actually <i>shakai kyoikuka</i> [Social Education Division]. So, like</p>	
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		<p>completely different department, separate floor. They were on the second and I was on the fourth. So, I never even talked to them. And the international association was associated with that department, but I would never associated with that department. So, I would never really get to do stuff with that department. And then, now I am in this thing called the <i>kikaku chosei ka</i> [Planning and Administration Division] and they are also involved with the science city. I'm in the <i>Hisho Gakari</i> [Secretarial Team] so in terms of, not department, like what's the called not department (R3-4: division) division was, I'm under the wing of the people that handle the Mayor, *laughs* (R3-4: Secretariat) yeah the Secretariat. So ummm my job is not very...the people around me are not very invested in doing international things (R3-2: Awww R3-1 and R3-4: Right.) Especially since my supervisor, she is so busy with <i>hisho</i> [secretary] stuff. (Ohhh) she has to handle both <i>hisho</i> [secretary] and international relations. (R3-2: Really? You should have a different supervisor then.) And we are having a new Mayor, like this month. The election is tomorrow for the new Mayor. (R3-4: Oh God) So what exactly is she going to be able to do? So, most of the time for international relations stuff it's me. And if she has to show her face at stuff then she will go and if I have to go then I will go, if not then I won't. So, a lot of the time it is me handling umm most of the stuff. It's very lassy...lazy...lass (R3-2: <i>Laissez-faire</i>). Im trying to say the French word. (R3-1: <i>Laissez-faire</i>) (Laughs) Its very hands off. (R3-4: Keep it safe) (R3-2: Its <i>laissez-faire</i> in English) In English, yeah. But it's very hands-off and no-one really bothers me on my work so... um I love the level of freedom that I get from the job.</p>	
01:03:01.8	01:03:14.8	<p>So, I'm just gonna jump in and if you want to tie it in to that topic you can on the next question. So have you ever experienced times when someone else like a colleague or higher up directly intervened in any aspect of your work.</p>	F
01:03:14.8	01:03:43.3	<p>Yeah. So, my work is simultaneously... I feel independent in some aspects but then I don't think it's a good thing and I'm also kind of like. [unintelligible]. So, I have one co-worker specifically</p>	R3-2

		<p>who is really type angrily perfectionistic. I'm not allowed to post on our website directly. I'm not allowed to post things myself. Everything has to go through her. But she is so busy that she never checks any of my work. So, it stalls the process. I have been trying to kind of like talk to my co-workers to tell her, like hi I speak English, you don't. She sometimes edits my work and changes the English and makes it terrible. It's not her place to be doing this. She just doesn't trust me or anyone else. Like she thinks she is the only person who knows what's best. Its starting a lot of blockages and like I don't like that. It's very uncomfortable to work with someone that like won't let the CIR just be a CIR. But in terms of other things, I'm allowed to be rather independent, which I actually think is to a fault. We'll sometimes have umm, artists or choreographers or various people who will want to do like uhh <i>kengaku</i> [tour]of the facility or like go somewhere else and be shown around. And they'll be like, yeah go ahead. And I'm like, Hi I don't drive. (R3-3: laughs) How are we getting there? You figure it out. So, I'll have to there with like a super <i>erai</i> [senior] person and take them on public transportation and it's really embarrassing for me (R3-4: Yeah Yeah.) Its... it shouldn't be my job to pay out of pocket for people and do things like that. It's not ok whatsoever, like I'm not given directions. Like I said in the past I've be sent on conferences. Like one time, this was at a conference for residency programmes. And I thought I was only gonna be there for one and a half days. So, I only packed for one and a half days. And then my boss said, you're staying here for 3 days and I'm going. Bye you got it. So, I had to pretend like I was the director of an art centre and participate in meetings and like focus group type things with other places. And they were like, What's your budget? What are you doing? And I'm like I don't know. I don't run this facility and I thought that was not ok. It was weird. Even, even next week. I'm going to Osaka to present for tourism for a city that I've only visited three times. Like for.... I met their city hall representatives this week for the first time. They gave me a presentation. They were like, hi do your own research. Memorise this and then have fun. You know schmooze with these random buyers</p>	
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		and convince them to come to our town, even though you know next to nothing about it. So throughout this weekend I am going to have to study up on everything I can about their.... organis-... not their organisation, about their tourism and everything they have to offer and just do my best. And it's kind of intimidating (R3-3: Ummhmm, R3-1: Yeah) Meanwhile umm, the CIRs umm in my town are going together and they're not allowed to be by themselves at the booth. They are always accompanied by someone else. (R3-3: That's how it should be). (R3-4: I think I know which event you are talking about because I went last year. Yeah, and it was really like and you always had to be with someone.)	
01:06:16.9	01:06:23.5	So how about in your role as a translator or interpreter. Umm experiencing any colleague intervening or trying to change anything? Have you ever had any of that?	F
01:06:23.5	01:06:32.8	I hear a lot of stories from other people like, people kind of coming, like not out of pocket but just kind of like out of a place of they think they know but they don't. There's a lot of that (R3-1: So, like it's not the same in Japanese. If you use this word, then Japanese people won't understand. But this is English) This is English (R3-1: It's not for Japanese people) (R3-4: There's a lot of people they want it more literal. Isn't caring this nuance if you translate it this way. You didn't put this specific like seasonal greeting at the beginning of the letter.) (R3-1 and R3-2: We don't do that?) Did anyone else see that post on the forums? (R3-4: Yes, I did) And I was like yeah let's get this done! (R3-1: Don't put it) So yeah, I mean like yeah, like you said. There is a lot of just kind of not needless Japanese, but you Japanese is a lot more flowery (R3-4 and R3-1: Yeah) than certain Western languages. And then you try to capture the same amount of kind of warmth in the Japanese greeting which doesn't have that much to begin with (R3-2: Yeah, I would disagree with it being warm. Yeah.) Its very (R3-2: Dry. R3-4: Yeah) cuz it's a <i>kotei</i> [set]phrase. (R3-1: Yeah) So like what is, what is really, there's nothing really warm about it (R3-1: No). But you wanna capture a similar spirit in the greeting but. (E: But that's not how you write letters in English. (R3-4:	R3-3

		<p>Yeah) Yeah not really. So, it's like I hope this finds you well... This correspondence finds you well. Boom, message. (R3-4: Yeah, E: Yeah) So like there are instances where people come in and try to act like they know what they are doing but they kinda don't or like they have good intentions but it's like, I mean how many things have you translated buddy. *Laughs* (R3-1: *laughs*, <i>sorena</i> [right]) Like have you read the text in both languages? How long have you.... When people try to translate into things that are not their native language. (R3-2: Yeah, it's just not...) Like when they don't have an extensive background in ...in...in this... in theory or in this language or whatever. It's like where are you coming from. It's like are you coming from a Japanese perspective or are you really trying to think about people are gonna be reading this in English. But in my instance, I would say that there are not that many people butting in because I, I am very stro...I'm very strong in my opinions at work. I carry myself like a person from America in my workplace. So.... I... um... I do... Like I said before I am very strong with the no word. People talk about the power of no, and they've just figured it out and I've been using it for years. (Laughs) So like, umm because I have this... I feel like I have a persona at work that I don't really fool umm around with that kind of stuff that they don't push the, the issue a lot. So, I don't have a lot of people butting in on my translation stuff. (R3-2: How about...) Oh sorry. (R3-2: No no go ahead. Keep going) Sometimes I have like, oh there is this error. Should you switch these words around? And like very small stuff. And I'm like, Oh I missed that! (R3-1: Yeah) You know actually that's like, its actually silly because it's in this order in Japanese and I switched the order in English. It should be like that. Thank you for pointing it out. So, like there is a lady at my work who speaks English sort of kinda. *Laughs* And she's like, so you wrote it the north shore and the west shore but in Japanese it's the west shore and north order (R3-2: Does it matter?) So, which one do you want? Just to get things like <i>toitsu</i> [uniform] (R3-4: Yeah. J: Right) And I understand like having it that way so like ummm. And in my [unintelligible] it's good to have <i>toitsu</i> [uniformity] I think too especially if someone is reading this then they</p>	
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		wanna learn both of the languages so I'm like, yeah lets have it in the right order and I switched it so stuff that is like is viable and makes sense to switch or change then I'll be like Yeah ok that's a good idea. So, I'm not exactly, like I'm not completely hard headed. Umm... um yeah. So, when the change is appropriate I will make it. Otherwise, I will fight against it.	
01:10:36.8	01:11:46.7	I've noticed that there is definitely a different way of communicating between Japanese artists and artists from abroad. With Japanese artists it's all very very formal, almost flowery humble speaking language. Western artists are very uncomfortable because you know a lot of Western artists they talk about classism, globalisation, the divide between the north and south, uhh the global north and south. So they are extremely uncomfortable when they are being bowed at and treated to like kaiseki dinners (R3-3: Yeah). It's just weird. They don't like it. So, I've had some artists, notably these French artists who were like, come here, come here. Let's go to a coffee shop and have a secret meeting. And then I had to email my office and be like, Haha, sorry. Have to help interpret. And they were like, can you please help us? We have all of these problems with the production, but we can't talk to Japanese people about it because we are so worried about offending them and that shouldn't be a thing. But that's actually why I am here. And the same thing (R3-1: Diplomacy). Yeah, and the same thing in e-mail correspondence. I've been told off for using exclamation points. (R3-3: What? *laughs*) I'm like, I'm talking to this dude from California. His greeting was, Hey, what's up? He used a smiley face. I'm not gonna be formal back. (R3-4: Laughs) I'm gonna be just as casual. We're an art centre.	R3-2
01:11:46.7	01:14:48.1	Oh, in that same realm. Umm so the sister city stuff. The mayor changed in my sister city very recently. She's a millennial female. (R3-4: Oh, same with our sister city that we do stuff with). So yeah, you know she is very active on social media and she's not part of the old guard in the way that this correspondence has to be stiff, and this person has to correspond with this person or else we are not doing it. So, she is not like that. Umm she actually	R3-3

		<p>contacted me first at my personal email because my personal email is in the hands of the international centre people in my sister city. So, I guess that she wanted to contact me about something and then she did. And then I was like, Cool. You know I like this because this is a level on which I can communicate. And so, the biggest stink that my supervisor and department made was, Should me, international coordinator, Coordinator for International Relations (R3-4: Ummhmm. R3-2: Yeah) be talking directly to the mayor of a sister city. And I was like, oh that is kind of a weird thing. I understand your trepidations towards this. At the same time, she contacted me and she's a millennial Mayor and she doesn't sort of feel this boundary between...I am an older woman. I am a mayor, and I should not be talking to you. I should be talking to the mayor of your city. Whereas in Japan, its... my mayor's... the mayor we have now is 79 years old (R3-4: Oh yeah). That's 40, at least 40 years difference with the Mayor of my sister city (R3-2: Right) (R3-1: Wow) And they are like, We wonder is it ok that you are talking to our.. the.... sister city's Mayor without her having greeted our mayor. I'm like, don't worry about it. (R3-2: Yes, we don't care also) It's just a complete....Yeah I mean this is... I'm really just trying..... This is grassroots. And like what are the chances that our mayor is going to talk about something that means something to her. (R3-1: laughs) I really want to get something done before I leave here. I only have two years max. And I... there is not... the way things move in Japan. there is no way (R3-2: Yeah). They think will be starting by the time I leave (R3-2: ummhhh). I was like just let me contact. I was... Ill translate whatever you want, whatever correspondence we have if you would like to know what's going on, you know? And in the end, they just let me do it and I was like thank god because like, if had to get the Mayor to do a greeting with her and stuff it would've been so much more red tape to go through. Whereas I... I just want to get the pen pal programme back up and running. So ... um... yeah there's that kind of, another diplomacy moment. (*Laughs*)</p>	
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01:14:48.1	01:15:03.2	So last question. Do you.... Would you agree that you have the potential to effect change (R3-2: Yes)? (R3-1: Not very) Expand on it for me?	F
01:15:04.8	01:16:23.6	I think it's because I'm prefectural. (F: OK) (R3-4: Yeah I feel similar) I feel like on a municipal scale.... Like I do like 90% translation. The way it works is that it goes through my <i>sanji</i> [secretary]. Because he is very protective of us. So, he doesn't want us to be flooded by all of these translations. And they are very impressed by my translation abilities, and they are always very nice to me and ask me questions about like, Why did you make this interesting choice. But because I am essentially on receiving work, I don't ever organise any events or anything like that. We do have a CIR blog that has been dead for the past two years because we are so busy. I feel like... there is nothing that I could start because the scale is too big for what I am able to do in my division.	R3-1
01:16:23.6	01:17:26.2	I feel similarly. I guess I am also prefectural. The way my CO is, they have had CIRs like, probably since the programme began. (R3-1: same) So like a very long time. And like they already have a very set idea for like what they want us to do. (R3-1: Yeah) And like I have really tried like giving ideas like we could this or maybe we could do this or that. Or then like maybe we could restart relations with the like sister state. They are just not interested to put it bluntly. And like sometimes I will hear from like other departments like we asked to give you this <i>irai</i> [request] but then your supervisor said no because you are too busy, without asking me of course. I think like, they just don't want more work for themselves but I think... but I guess at the same time like on a smaller level, like on community activities and stuff... I do... I guess I feel like I'm making a difference on some ways or like in some ways like with like local residents getting information out and stuff like that. So, I guess like yes and no.	R3-4
01:17:26.2	01:17:55.1	It's like yes but not in a.....permanent way. (R3-4: Yeah, not in a permanent way. Agreed) It's like I visit schools and its fun and I tell kids about Canada. And they will have had this experience but like in	R3-1

		20 years I will just be another experience in the CIR book (R3-4: Yeah, I feel the same way)	
01:17:55.1	01:21:14.8	<p>Yeah, it's hard to know if you can make a difference in a measurable way especially if you are doing stuff, like school visits and stuff. You only hear that this child was inspired by your visit when they are an adult and is 15 years gone by.) R3-1: Sometimes they write letters back. R3-4: Oh that's cute) Yeah I've gotten once a letter from a child and I was like, Oh that's nice of her but they were practicing letter writing in class (R3-1: yeah) and they had to find someone to write a letter to. (R3-1: That's cool) I was like that's so sweet and I was like thank you and I wrote back to her and I haven't gotten a letter back.... but *laughs* (laughs). So, in that sense it is hard to measure if I can actually make a difference. And in a lot of the things, they want me to do, like I am not interested in doing that. Like what they really want me to do is what a lot of the other CIRs have done. I am the 13th in me umm in my town, is cultural seminars. And I had done a lot of them in my previous town, my previous city because there wasn't much to do in the previous city. I had a lot of time to plan these cultural seminars and umm that was good. I had the time, and I had the where withal, but it was mostly the time to actually do. Now I have at least 3 preschool visits a month and I also have the newsletter to do, and I also have a bunch of other jobs that are just odd stuff coming in once in a while you know? And umm, I just don't have the time to put into something that like 20 people are going to come to that are mostly old. And umm they are in their 60s or 70s and I'm from an island nation. That is very popular amongst the Japanese (Laughs) We're very popular and it's very easy to look up information about where I am from on the internet and you know there is a sort of a local flavour that I could bring to the event but at the same time I lot of the information I tell is stuff I have researched, you know, I can make a presentation about how I feel about a topic but in the end I like to relay on pretty factual information (R3-1: Yeah) to do this presentations. And that is so boring to me now because I have done it like 6 to 7 times in my previous placement. So, every time they ask me, I'm like, you I don't want to do that</p>	R3-3

		<p>*laughs* The no again. But... but I really like cooking (R3-1: That's always fun) so like I will do that instead. That's a fun thing and then umm sometimes they will say like I really want to try doing that at home now. That's always fun. So, like whenever I get feedback, I think oh yeah maybe I did make a difference. And you know the international is a big thing and like in your head international is anywhere that you're not from, at least for me at least. So, umm umm when I came to do the CIR position I expected to do more sister city stuff but you know um the sister city is only as active as both cities are contributing to the project. (R3-4: Yeah yeah) But in my city neither city is contributing to thing so really, I am the.... And it takes like forever for me to be contacted back.....so yeah...</p>	
01:21:14.8	01:21:25.7	<p>Ok so just to finish up is there anything else that you would like to address regarding translating or interpreting that hasn't been addressed already in the focus group.</p>	F

Appendix BB1 - Interview 1 Transcript

Start Time	End Time	Transcript	Speaker
00:00:03.1	00:00:03.2	Hi! (Hello) Umm so I've already set you up with what we need to know from the project explanation, and you've signed your requisite forms for me so thanks you very much. Thanks for coming today. I know you came from working today right. (Yes, yes) so I hope you are not too tired. (Its ok, I'm strong) *Laughs* Ok. So just to start off please tell me about the kind of work that you do as a CIR.	F
00:00:30.8	00:02:04.9	Often.... As a general statement I do mostly interpretation and translation work, but I just got done with our 50th anniversary like festivities for our sister city in Portugal. Umm they came last... two weekends ago so we just finished with that. So, I did have a huge period of a lot of translating and being a mediator between the Portuguese and the um Japanese side. I don't speak Portuguese but it's all been in English, but I had a huge chunk of that. But besides that, very rare 50th anniversary thing, besides that I do mostly translations throughout the city hall. I work in the General Affairs Division, so I get requests from every single division that needs English help. And then I do a lot of sudden interpretation requests from all the, the different <i>madoguchi</i> that need help with English. Those are my biggest chunks of time. But I also do events, like cooking classes. I guess I teach English classes, mostly geared towards employees at city hall. Like I've done.... This is... English classes for like the people who work at madoguchi or just particular divisions. And also, I did some sort of presentation at the <i>Jinjika</i> [Human Resources Division] about micro-aggression and like treating... making sure to like carefully interact with foreign residents like make sure of the most polite and like <i>omotenashi</i> [hospitality] way you can interact with them.	I-1
00:02:04.9	00:02:14.9	Oh ok. Interesting. Umm so why did you decide to become a CIR?	F
00:02:14.9	00:03:52.6	So um, my major in college was Japanese and Linguistics and I quite like language a lot. Umm and originally, I was thinking of becoming an English teacher in Japan because my college has really strong connections with Japan so all around me was a lot of Japanese influence but umm I really	I-1

		<p>like to learn about different cultures. I guess I liked making friends with anyone. Even within the states you know. You are one person; you have one story and you only can live through your own stories. Even within the states and talking to people who have different backgrounds, it was almost like living through someone else life. It was almost like living through someone else's life in a sense. I was always really fascinated with that. So of course when you think outside of you know the States, we are somewhat similar because you know we are living in a similar country. I became interested in other cultures and for some reason Japan caught my interest the most. So, when I was actually presented.... I didn't know about the CIR position when I was applying to like JET and another programme that does teaching with my college. Um but my super..... My umm thesis supervisor she said have you heard about this translation and interpretation... international affairs-based programme within JET called CIRs. I hadn't heard of it, but I thought that it would be a really good way to progress as a person too. You know learn more things and like more stories.... Selfishly learn about more people but also maybe to share my own story and also influence people in the future to do something similar. Because I really like the idea of cultural exchange or just like exchange in general. I guess the whole like international exchange aspect is what caught my attention, the most.</p>	
00:03:52.6	00:04:06.4	<p>OK so umm when you got the letter, a letter right? It would have said (X City X [Prefecture]) right? (Yeah) What was your initial reaction?</p>	F
00:04:06.4	00:04:33.7	<p>*Laughs* I didn't know where X was. I have a lot of experience in the north of Japan, never in the south of Japan so I didn't know where that was but actually when I learned about it. I was on a school trip with my college in Japan with another student who actually also got accepted as a CIR and she was placed in [Nearby prefecture]. She is now working in the <i>kencho</i> [prefectural office]. When I found out she was placed near me I got really excited for that. But I was concerned about heat because I'm not very good with that. Also, I don't like big cities, big big cities. So, when I found out that X was you know a somewhat reasonably small sized city I was</p>	I-1

		excited. I like new experiences. I mean it's not forever. This is not a forever job. So, I mean if I didn't like it I could always you know move on to a different job in the future. But you know after I looked up things about X, it was a very excited feeling. I was like I'm very excited to see this place that looks very beautiful in pictures. It's not Tokyo so... I'm happy. That's what I had after the initial, "Where is X?" feeling. It was a good sense of excitement.	
00:05:08.9	00:05:12.5	And sorry, just what year are you again? (I'm a second year.) Ok grand. Ok so you already said that translation and interpreting are kind of an essential part of what you do. So, like percentage wise, like just off of the top of your head....	F
00:05:26.0	00:05:26.1	If you do.... Would you like me to break them up in to how much interpretation and how (sure that'd be great)? Well, uhh (If you can, don't worry about it) No no in the beginning I didn't have too many interpretation jobs but what I feel has happened, you...I didn't ask but at first... First of all, I should preface that although I am a second year umm there was only one person before me and she was only there for a year. So, I'm still a very new position in the City Hall. (Right right) So I think what happened with interpretation before I give you the percentage is that people started to realise that there was someone in the City Hall that could interpret for them. So, I think at this point maybe once or twice a week I get interpretation requests which you know as a small city its quite a lot for us. So recently if I'm gonna give you a best accurate percentage.... maybe its um... 30% translations and 30% interpretation. Because I just got off that big period of the.... The city.... The sister city stuff so I've been pushing back a lot of translations. But ok... in a regular situation if I didn't have sister city stuff it would be.... If we are counting only translation and only interpretation it would be 70% translation and 30% interpretation. Let's go with that. (OK) I'm sorry.	I-1
00:06:39.8	00:07:10.5	No no no. And that would be the primary bulk of the work that you would do. (Absolutely, yes) And you already said that you are generally tasked with mmm as regards interpreting like <i>madoguchi</i>	F

		[interactions between civil servants and citizens] for non-Japanese residents. (Yes) Anywhere in the city hall. (Yes, anywhere in the city hall). And you also had sister city stuff. (Yes) and there was interpreting for?	
00:07:10.5	00:07:26.1	Yes there was English interpreting because we don't have a Portuguese speaker. I was placed. We did... um... it was a weird situation. I was the only official person as part of city hall who knew all of the you know scheduling details, so I became more of a manager than I was originally planned to be.	I-1
00:07:26.1	00:07:26.2	And translation wise, what are you usually translating when you are translating?	F
00:07:26.1	00:08:08.7	So, I think that the major <i>ka</i> [division] and <i>bu</i> [department] that I translate for are those that are related to children. And then also the <i>Jinminka</i> [Citizenship Division]. So, a lot of my stuff comes from the <i>Kokomo Shisetsu Ka</i> [Child Facility Division], we have that and also the <i>Kodomosodate Ka</i> [Child Rearing Division] so a lot of times like most recently I have been translating this huge application guide book about how to apply for the preschools, kindergartens, <i>yochien</i> [kindergarten] and stuff. It's like an 18-page guide book so about how to do that, what's the different periods of stuff, what do you need to do like a basic guide of how to go through that process. Because a lot of my interpretations are with that division as well. Umm so how to like manage all of the processes to get your children, or your child in an educational environment that are young children of course but... (So you said <i>Kosodate</i> [child rearing] and <i>Kodomo Shisetsu</i> [child facility?]) Yeah, <i>Kodomo Shisetsu Ka</i> [Child Facility Division. (So, what would that <i>Shisetsu</i> [facility] be?) So that's like we have <i>yochien</i> [kindergarten] and umm I'm blanking on like the... we have the... private...the public ones are the ones I think that...yeah.... we are involved with. We are not involved with like the private. And we have like what are called like child care centres which are like a combination of like <i>yochien</i> [kindergarten] and I'm blanking on Japanese and the other one that everyone goes to...umm <i>yochien</i> [kindergarten] and (<i>Hoikuen</i> [preschool]). Yes, thank you.... (No no no... Ok grand.) So how to	I-1

		apply for that is what I'm working currently on for example.	
00:09:07.6	00:09:21.9	Ok great... so before you came on the JET programme you said that you hadn't heard of the role of the CIR (Right) in the first instance. So, what did you expect to be doing when I guess you found out what a CIR was?	F
00:09:21.9	00:09:33.3	So like of course the first thing that I do when I heard about what my advisor would say.... told me about the programme is look on like at the JET website because I knew about JET. But so, when it tells you like oh you do translation, probably event planning, maybe teaching English. So, it's like ok... I know I keep hearing that every situation is different, but like probably within the realm of that. So, what I'm doing now is, like very similar to what they say on the website, like you might be doing translation, interpretation, event planning, sister city stuff and you know English teaching. I'm doing what...it's kind of like what I expected. I kind of lucky that it's kind of like what I expected is what I was place in to.	I-1
00:09:54.3	00:10:12.6	OK. Umm and... So is there anything that your Contracting Organisation would like you to be doing more of less of, if you had to put yourself in their shoes.	F
00:10:12.6	00:10:12.7	Recently they told me that they want me to be doing more activities, like they want me to, to do a bigger role that I've been doing, like they want more from more. So, like they, um, we recently had our mid-year conference. We had it last month, umm like perfectly like almost a month ago. And before my <i>kakaricho</i> [team leader], who's like me you know, not my supervisor but like the person above her told me to, like particularly this year because I am a second year to ask around and see what other CIRs are doing to get more ideas for events. I think I do a lot of translation and interpretation, but I can maybe outreach outside the city hall more. And that's what they would like me to do...more events and things. That's what they've been telling me.... And it's up to me to find out what I would want to do but they would like me to do more outreach into the community.	I-1

00:10:53.5	00:11:01.4	Do you know if there is a like an International Centre in the city.	F
00:11:01.4	00:11:20.4	There is. We have our city one which is actually very close to the city hall. I work with them for cooking classes. There is some talk about doing some children's days and event days, so I do or I have worked with them in the past. And we do have our prefectural one, but you know I'm not a prefectural CIR. But we do have two within the city.	I-1
00:11:20.4	00:11:20.5	Is there anything that you think that CLAIR would like you to be doing more or less of?	F
00:11:25.6	00:11:34.1	I... I wouldn't particularly know if they would want me.... I think I am doing a lot of different things.	I-1
00:11:34.1	00:11:41.5	Ok, moving on. Do you feel well integrated into your workplace professionally?	F
00:11:41.5	00:12:37.5	I think that if there is any sort of lack of that it is on my own personal side, um. I'm basically just out of college so I am very young. And there is a lot of things.... I never had a job before this. This is my first job so personally if there is any lack, I think it's my own experience. Still... I have... I am learning things. Not only in a Japanese work environment but also like a regular work environment. But whenever I have questions my workplace is always very accommodating and the never... they always are very helpful and willing to help me. So, it's a lot of me just figuring things out as I go, as an adult. If that makes sense. (Uh-huh) But I think that I am adjust... I think that I have adjusted to the flow of it very well. I just think that there are a few things that maybe I haven't experienced yet so I have to ask for help. But overall, it's a good... I have been adjusting pretty well but any lack of that I think is more... my own personal.... Lack of experience that's affecting it.	I-1
00:12:37.5	00:12:55.2	Ok so if you could like see yourself a year down the line, how do you think you could be better integrated into your workplace professionally. (Oh, you mean like having them use me?)	F
00:12:55.2	00:12:55.3	So even thinking about back....before I answer your question. Thinking about first year and second year they definitely use me more. I think part of that is that they know they have me for second year. Like, my predecessor was only there for a year so they	I-1

		<p>could only use her somewhat. So like one thing that I did within that first year is that whenever I <i>kairand</i> [passed around] stuff, like my supervisor she would always write notes or like like. summarise things. So, I said to her, "Cant I do that. Like can you teach me what I'm supposed to write?" And then I started doing things. So.... I think it's more like I'm pushing for them to integrate them more. I know I'm only a temporary employee but like in a year for now I'll keep asking for them to let me do more things. Because I don't want to be like, oh the foreign girl who is working but she can't quite.... Like she's only here for a little. I want to be treated more or like considered more as a regular employee. I know I'm not, but I would like that expectations and responsibility because I think that I could really, like not just for myself and the opportunities that I could have here but my you know successor in the future, hopefully to build a good foundation for them. Because I think that we can do a lot of things that regular employee can do.</p>	
00:14:07.2	00:14:09.7	And so, do you feel well integrated into your workplace personally?	F
00:14:09.7	00:14:23.1	Yeah. Yeah. Everyone is wonderful. I get along with everyone. I think that they they definitely like umm view me as a capable person. ... Hopefully *laughs*	I-1
00:14:23.1	00:14:39.4	Ok so, just to expand on that just a little.... (Yes) Do you think...is there is anything particular thing that you feel that you're doing or that your colleagues are doing to help you feel integrated into the workplace on a more personal level? Are they just being really nice?	F
00:14:39.4	00:15:01.4	Well...um... I think that. That's a huge part of it too. Of course, I like to ask. Lot of questions and they are always very receptive of my questions. I never feel like I am being a burden by asking questions. And I know I can ask not just my supervisor but anyone else in my department for any like.... If I don't understand anything on like a Japanese ... Japanese language level or like a Japanese societal level or just like, where do I find this I can easily ask them. There are always very approach... warm and approachable. Even if they see I might be struggling, and they know that I probably won't ask they might reach out first. So thats really helpful.	I-1

		And also, they include me. I mean on a personal level I get along with a lot of my employees, I mean not my employees, my co-workers. (Yeah). And umm I mean, personal talks, we have... It's like a very comfortable.... Like, It's a very comfortable warm environment in terms of like co-relations with people. I don't feel like there is anyone I don't get along with or anyone who like dislikes me. I don't know. It's a very ... I guess a very... um open and warm environment and very welcoming for me to grow as a person. They are very perceptive of that.	
00:15:47.5	00:16:01.7	Ok, great. So, umm yeah just... .so you said that you do a lot of translation, a lot of interpreting and that you have to <i>kairan</i> [pass around] your translations.	F
00:16:01.7	00:16:36.5	Yeah. I do. Most of the <i>kairan</i> [pass around] is for the umm, the mail from our sister city. That was the most, that was the majority of it. So, I think when that...That started like 8 or 9 months ago. So, you know whenever I had done a translation, of course everyone needs to read that. So that's what that talk was mostly focused on. So, you know when you <i>kairan</i> [pass around documents], if there's a.... You have to take this really long email, you have to you know, write some sort of <i>matome</i> [summary] or something and before my supervisor was doing that so I told her, let me do that. You have a lot of work and I wanna, you know, be let of a hassle, if that makes sense (Sure). I didn't say that to her but personally I did. (Uh-huh)	I-1
00:16:36.5	00:16:36.6	Ok so then, just so I have a better understanding of this. So, when we are talking about the translation system as it is set up. So, if you complete a translation for x department, what happens? Do you just send it on and that's the end?	F
00:16:54.7	00:18:40.5	Yeah, for the most part. So, one thing I have done is I have personally pushed to do since the first year to second year is that I am the one who finishes it and sends it. So I will contact like you know, call the department or email them or physically go to the department to finish the translation. But there is not, I mean, I'm... I file all of the electronic data into certain folders. And thats a system that umm my predecessor I think might have. (Oh ok) created.... or like we have a lot of control over that. So, for the	I-1

		<p>most part, now we started from the new fiscal year. We have more paper.... paper... um irai request forms. Like someone will call request for myself or we have a part-time Chinese employee, a Japanese person who speaks Chinese....a Chinese speaking employee. (Uh-huh) So for the two of us that there is any sort of language requests, they have to first get this paper and say when they want the deadline - when they want the deadline, basically what is the content and then like they attach the paper form like content like the printed content what they want. And now with that system umm if there is luck there is usually data too, and the data goes into the electronic data system, the folders and such. But after I finished my umm... there is usually two ways it goes. It depends on who gets the translation directly. If I get told directly to me, I take it and I finish it and I pass it around as a <i>kairan</i> (passed around). Oh, I finished it on this date it was this. This was my request and I finished it on this date. But there is still a lot of people that will give translation requests to my supervisor or to my <i>kakaricho</i> (team leader) (uhhhh) and if that's the case then they will <i>kairan</i> (pass it around) it first and then just give it to me. And I just tell them that I finish it and they believe me basically. *laughs* (Ok sooo) I have a lot of autonomy, I guess.</p>	
00:18:40.5	00:18:58.4	<p>Hmm ok yeah. So that will lead into my next. So, if there has ever been a case where someone like intervened in a translation or altered a translation or interpreted speech either, if that has ever happened to you.</p>	F
00:18:58.4	00:20:06.0	<p>Ummm there is one other em.... It has not happened to me, to quickly answer your question (Ok) There is only one other employee in the City Hall who can do English and she is (unintelligible), and she does many jobs, that's not her main job but for her, like, use of English. A lot of times if I have a major translation request, I will double check with her to see if... She's a Japanese person so if she thinks that the Japanese makes..... Especially my translations they ... they go from like English to Japanese, Japanese to English so it's both ways. But a lot of times, um, if its English to Japanese I'm not a native speaker of course of Japanese so I might double check with her to see</p>	I-1

		what she thinks but she never touches the...uh...physical... the digital data. Whatever data will go last. Shell always write it on paper and then I will fix it before turning it in. So.. I don't. I suppose if she... she really wanted to mess up the data she could but a lot of times..... She is never the last person to touch it. It is always me I am always the last person to touch the data. (Ok). Sorry my answers are really weird. *laughs*	
00:20:06.0	00:20:24.1	No no no no no no no. There are no weird answers. Ok, umm, let me just..... Ok yeah. So do you feel that you have ability to enact change in your role.	F
00:20:24.1	00:20:24.2	Yeah, I do. So, like I mentioned, small things.	I-1
00:20:29.5	00:20:38.5	Umm, and is there anything that you feel could be improved about your workplace conditions?	F
00:20:38.5	00:23:22.6	Ummm, I mean I do want them to incorporate me more but like not necessarily to have more workload. But I want to have more timing on my workload. Like I want to have more of the.... Like I want them to ... One thing for example I want them to push for all of the different departments to submit the translation requests to me directly. Because sometimes, you know, I work in the same island as my supervisor and my <i>kakaricho</i> [team leader) of course. And I will see the person bring the paper to my <i>kakaricho</i> [team leader] and be like, hey can I get an English translation of this. And a lot of times this personal has worked with me before in the past. I would like that they come to me directly because sometimes after that, my supervisor, my <i>kakaricho</i> [team leader] will say you can just give it to her directly. So, I wish that there was more, I guess umm. I don't know how much my department can work on that besides what they are doing now like saying, just give it to her directly. But I wish that there was more like direct, um direct communication with me as the interpreter because like I am the one that does all the work and obviously, I speak Japanese. So, I wish that there was more like initiative or like for them... to contact me directly, not like my supervisor or my <i>kakaricho</i> (team leader) but like to contact me I want to have more of that. Like give me the roles and I will inform my <i>somuka</i> (General Affairs Council) about what I have been told to do or	I-1

		<p>something. But I think they are very protective of me, and I know that because I actually, in terms of interpretations, up until maybe March of this year, it was like the midpoint or like towards the end of my first year, whenever I had interpretation requests I would have someone go with me. And like my supervisor speaks English and like my <i>kakaricho</i> (team leader) doesn't really speak that much English but they would help with some things like <i>senmonyogo</i> (technical language) I don't know, or they could help me with like hard Japanese to like easy Japanese for me. But it was more because, they told me later and I pushed it so that now, I go by myself now. You know they were always worried in case that maybe someone would get, like with a very sensitive topic, that someone might get really angry. The person I am interpreting for, like if it is a situation involving money or like domestic violence or something and you know the answer that the foreign resident gets from the <i>madoguchi</i> [] if it's not what they want to hear, then there is always the potential for people to get very angry or like physically violent. So, there is always, like what they have told me is that that was one of the reasons that they always had somebody with me in case of situations where things got out of hand, not because of me but because of the <i>okyakusan</i> [customer] who might have some reasonable emotions in whatever situation it is. (And has that ever happened?) No, it has never happened. There was one situation where someone seemed kind of angry but they, you know, the situation was resolved before like, in terms of communication, like I just kept asking. There was a lack.... Like the reason that that happened was there was kind of like you know Japanese very wish-washy sometimes in the way they answer things. I don't think it was my translation like that was making it happen that way but I think that I was like..... Like we weren't getting the answer that we should have been getting but the madoguchi kept going around and like going around the topic and they wouldn't tell like... I can't remember the exact topic, but it had to do like money of course but like ummm.... With uh. Almost like <i>Kodomoteate</i> [child benefit] like getting that like the process when ummm.... And there was, there were like... it was... I cannot</p>	
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		<p>remember now, what we needed was for this person to give... get... he lived. This person lived in Kobe in the past and we needed his ... his <i>heisei</i> [Imperial era] 29 uh [unintelligible] tax form. And he kept telling us that, "Oh no, I've sent it into your division. I've sent it into your division." And we didn't have the data. And so, he had to go to Kobe or like contact Kobe about getting that data and he was like, "Why can't you do it for me? You know, what do you mean I don't have it?" And there was a lot of communication and eventually I had to ask this and that side about, can you explain it to him why. He doesn't understand the system. So, like if you explain to him why maybe he will accept more than just saying, We can't. We can't. We can't. And then after the explanation he started to understand a little more and that was basically that you know that its, its personal information if we contact them directly in your... and for you it's an invasion of personal information and privacy so we can't do that. But instead of just saying no, no, we can't, we can't, just that small explanation seemed to calm him down a little more. (Mhmm) But it ever..... I was getting a little nervous and I was almost going to ask the <i>madoguchi</i> [interactions between civil servants and citizens] for someone in my office to come and help but it resolved at that time but... They have had that worry that you know that could happen.</p>	
00:25:23.1	00:25:23.2	<p>I just wanted to come back to something that I wrote down while you were speaking (*Laughs*, sorry) No no. So, you said that we weren't getting the answer that we should have been getting. So, we in that situation is... the city side?</p>	F
00:25:32.9	00:25:48.9	<p>No, sorry. We as in umm the ... myself and the, the English side, the English speaking side (Ok) wasn't getting the answer we needed, or the information that we needed which in that case was the (explanation of the system) personal information. Sorry, we as in....uhh yeah. (OK)</p>	I-1
00:25:50.4	00:25:50.5	<p>Great, ok. So, umm. Yeah, so you said something that could be improved, just to jump back a tiny bit, (Sorry). No no no no, don't apologise. Umm so something that you felt could be improved about your work conditions, was getting more direct</p>	F

		requests (Yeah, I would like that.) and like removing the middle people, so to speak. Umm do you think that these changes are feasible in the context of your workplace? Do you think they could be implemented?	
00:26:26.8	00:26:42.3	Yes, I do. Because there are some people who, especially if they have worked with me a lot in the past, they, for example, because even my island is very small so if someone comes to me with a paper or asks me to do a request my supervisor sits right next to me and she can hear the entire conversation. So quickly the information is heard by someone else too. It's not like, you know me only knowing the information and telling them the wrong you know request or something afterwards. But there are people who have worked a lot with me in the past and they know that I speak Japanese. I think that is a huge problem to be honest. They know I speak, and they know I can, you know, have worked here for a while so they will come to me directly like, Can you do this for us? And by this date? And you know I enjoy that a lot more. But you know sometimes I think that it has to, do you think I speak Japanese? A lot of times... I've had some situations where people think that I don't speak Japanese which I think is a lack of the City Hall's experience with CIRs or umm I'm the only foreign person working at the City Hall. There is not a lot of exposure to foreign residents that speak Japanese, so I think that's a lack of awareness in terms of the employees. But the ones that have more experience tend to, you know, come to me directly or ... so I think it's about myself also putting myself out there or my division. I think you know like even kairans right? Like everything is <i>kairan-ed</i> [passed around] right? (Laughs) *Laughs* City hall-wide one for the divisions or departments that use English. Like, from now on, please contact or please call Emily directly. I think it's just like pushing, um kind of making people aware.	I-1
00:28:03.5	00:28:13.1	Ok so just to expland, just to expand a tiny bit more to like, why is that particularly important to you?	F
00:28:13.1	00:28:58.4	I'm crazy. I don't know. (No, no I'm not saying it should not be at all.... just the explanation of the reason) It's a deep question we are getting into. (Its	I-1

		<p>fine *laughs*) I guess I like to feel useful. *laughs* (OK) I don't like to be a burden on people. So, you know sometimes, you know, I think. Maybe I also don't have a lot of confidence in my Japanese ability (OK). Like I can obviously I get my work done and I get it done well. It's not like I have a huge lack of [unintelligible] from doing work. But like, because I don't feel as though my Japanese is as good as it could be I am trying to make compensate for it in other ways. Like how can I be a better employee to make up for the fact that my Japanese isn't as strong as I feel it should be. So maybe for me like being more proactive makes me a better employee in my mind. (Umhmm) If that makes sense. Trying to make up for like my lacking the parts of my (uh-huh) situation. The parts of me that are lacking, I am trying to make up in other sense.... Like being proactive, so if I'm proactive people think I am more responsible maybe. Or that they feel like they can put more jobs on me. They just, they kind of have that sense of like, oh ok she can do things. I guess it's like a personal, weird, I dunno.... insecurity. It comes from insecurity I suppose.</p>	
00:29:33.3	00:29:42.4	<p>Ok, let's keep going. (Yes....yeah) Ok so future plans. So, what field would you like to work in in the future?</p>	F
00:29:42.4	00:30:29.9	<p>I like interpretation a lot. That's like my favourite job. I like to interact with people. Like I mentioned previously I like sharing stories with people and like. You know... Obviously through translation in terms of like... I like to help people understand things. You know, I like the language translating things interpreting [sic] things because I could potentially be.... You know... or not potentially. obviously helping people understand things that can really help their lives. I know that translation also does that but I... I like to communicate with people and to be around people and also, I feel like with interpretations you see what you are doing more quickly. You know with translations you don't know who it is going to reach. You know hopefully it reaches a lot of people and helps a lot of people. But if you work with someone [on an] interpretation you see the effect right, immediately. So, I guess its a more of a fulfilment, a</p>	I-1

		<p>sense of a fulfilment because I know for sure that I have helped someone if that makes sense. (Umm) So you know, one thing, I don't know how capable I could be of doing it but going back to our sister city situation (Um) we did ... and for the time that they were here, two weeks ago, you know the last minute We had someone from the Portuguese <i>Taishikan</i> [embassy] come down and you know he was really impressive. And I think, you know, I would love to do something interpretating [sic] like um... even <i>taishikan</i> [embassy] you know, like some way that just connects more cultures together. Some sort of interpretation [sic] job like you know like I guess that would be really cool if I could do something in like in an embassy or a consulate, if I could be like the official interpreter. I'm not sure.... That's a lot of work to get through but....</p>	
00:31:15.4	00:31:24.7	<p>Ok (Yes) Let me ask you two other questions before we move on to all of these sheets in front of you. So, would you say that CIRs are professionals, professional translators and interpreters?</p>	F
00:31:24.7	00:31:25.9	<p>No. I think that we don't have the training.</p>	I-1
00:31:36.6	00:31:43.9	<p>Ok. And would you say that there is a diplomatic aspect to the work of your role as a CIR?</p>	F
00:31:43.9	00:31:48.1	<p>Well I do interact with the sister city... sister cities so I do feel like there is some sort of like diplomatic work and I mean I guess I do work with like, you know, the Mayor or sometimes and things so somewhat, but like I mean of course it depends on every situation but I think there is some... somewhat... somewhat of a sense of that.</p>	I-1
00:32:06.1	00:33:09.6	<p>Ok great so, we are gonna take somewhat of a left field turn here. There are four sheets in front of you. I am gonna say all of this for this (*points to recorder*) So strongly disagree, somewhat disagree, somewhat agree and strongly agree. And there are numbered pieces of paper there the ones with (1-7) Yeah. And you can take them as I read them and you can read them and all I want you to do is just match them with the strongly agree, somewhat agree, somewhat disagree and strongly disagree. Ok? (Yeah) Perfect. So, the first one is ummm CIRs... Oh they are written on the other side of the paper just so (Thank God) Yeah sorry, no you don't have to remember them sorry. That's the</p>	F

		reason I have them laid out for you. So, I'm just gonna read them for the tape. So, CIRs when interpreting should always speak in the first person as if they are playing the part of both speakers in a conversation.	
00:33:09.6	00:33:19.9	I would say somewhat disagree. (OK, why) I think it really depends on the context. Umm you know sometimes I guess ...I don't... and I don't know how this could be like me as a flaw or a good thing about being an interpreter but like with my <i>mado-guchi</i> [public facing window] interpretations and with Japanese a lot of times there is a lot of flowery talk. So, if there is a very long conversation, especially, a lot of my interpretations have to do with non-native speakers of English so there is a certain level of understanding so even if I translate everything you know perfectly so I translate everything into English directly, there are a lot of situations where people won't understand. So in those situations what I have done and as far as I know my workplace is totally fine with that is I just kind of umm summarise things into the information that they need to know and the easiest possible way to <i>tsutaeru</i> [transmit a message] that I guess so like to say that (Get it across, yeah) Thank you (No, no, no) Uhh so I don't always agree so I... maybe for more like diplomatic you know like really big like you know speaking Mayor to Mayor I would do more direct interpretation, first person word for word but I think it depends on what you need to [relay], what information you need to relay to who and to what situation you are doing.	I-1
00:34:25.4	00:34:34.7	Ok, so the next one. CIRs when translating should never alter or amend the source text in any way.	F
00:34:34.7	00:35:00.8	I'm gonna say somewhat agree with this. (OK). I do believe in certain situations kind of like with <i>senmonyogo</i> [Specialised terminology] or maybe if you are ... let's say you are translating something for a distinctly American audience and you use like the <i>Heisei</i> [term for a Japanese era] and <i>nendo</i> [fiscal year], like use the phrasing for that, I think it is better to alter it to make it you know, the <i>Heisei nendo</i> is uh.. whatever you know, uh whatever yeah, whatever year from April to March to alter things for people to understand better based on	I-1

		your audience. So, I think it really like depends on the situation, but I think that they times that you should alter things is to make it more understandable for the audience that you are translating for.	
00:35:17.5	00:35:17.6	And would you say the same thing about interpreting?	F
00:35:17.5	00:35:21.7	Yeah, for sure. For sure.	I-1
00:35:21.7	00:35:35.0	OK, let's keep going. I've lost all my sheets in front of me *Laughs* The 3rd one is, CIRs translations should read like natural texts would in the target language.	F
00:35:35.0	00:36:44.9	On a personal level I think that is best. Umm. (Uhhuh) But its a hard question. Because I... you know.... I'm gonna say somewhat agree (OK) because I mean you do wanna make it... especially, as close as it can be to the... you know... the regular text but I think that umm also if things are really difficult to read, even if they are translated directly, then I really think that you should change things to make it easier for language, the target speakers to understand. You know like, if its a very, sometimes if you you know, directly translate something its very choppy. So, I think there are sometimes that you should.... You could like change a couple of things, like maybe use a different variation of a word to make things a little easier to read. But like best as possible you should keep it. Sorry, best as possible you should keep it natural but umm, I'm so sorry. (No, no no. Ok, that's perfect) Yeah somewhat agree.	I-1
00:36:44.9	00:36:59.0	So, ummm ok so the next one. CIRs are cultural ambassadors and may amend language to suit a cultural context.	F
00:36:59.0	00:37:18.5	These are hard questions. (I'm sorry *laughs*) No, no these are good questions to think about. Ummm, do you mind giving me an example of this? If that ok in this situation	I-1
00:37:18.5	00:38:09.7	Yeah, ok so let me see. Umm, well I think that you've already talked about this yourself in a certain context like (Like switching things to make Like language you mean certain words, not like English V French or something?) No, no certain words within a particular language. So,	F

		what I am asking about here is the idea of... so you said that one of the things that motivated you to come on the programme was the cultural exchange aspect (Yes absolutely). So, I was wondering if you may have ever leveraged... and we will kind of go over that with a scenario later on, if you have ever used your capacity in that manner to ever advocate for some form of change in a translation?	
00:38:09.7	00:38:36.1	I don't think I have personally ever done it. (Do you think a CIR could or should do that?) I think it depends on the context. I am going to say somewhat disagree. (OK) Again I don't wanna say no but I think.....	I-1
00:38:36.1	00:38:54.8	Maybe we might come back to this scenario (I'm so sorry) No no no, just maybe when we get to some of the other scenarios because it might be a little tricky right off of the bat. *Laughs* It's a bit of a deep question. So, the next one... The most important role of a CIR when interpreting is to ensure the role of the contracting organisation is achieved.	F
00:38:57.4	00:39:32.6	Well, I think that um for interpretation the main role is to trans.... Like to get across the message that is being told to you so like a lot of times the Contracting Organisation... like what they are saying... whoever you are interpreting for I think that the goal should be to relay the information to the second party as best as possible. So technically I guess that would be true because whoever you are interpreting for you should try to, even if it's something that you don't agree with, that you should try to interpret the words as correctly, as perfectly as possible. (Ah) If that's what you are thinking, or no?	I-1
00:39:32.6	00:40:17.7	So yeah, so so with this I'm guessing, the most important role for a CIR is to ensure the aim of the Contracting Organisation is achieved. So, could you ever imagine amending what is being said by a party or jumping in to an interpretation in order to try to steer the conversation in a certain way so that the goal of the contracting organisation is achieved? (Ohh) Imagine if the goal of the contracting organisation may not be achieved if you were to interpret exactly what was said, would you	F

		try to help the goal of the contracting organisation be achieved?	
00:40:17.7	00:41:07.9	Ok, yeah. So, I think, I mean of course you are employed by something and that's, you know, you should, if you are employed, you should try to, you know, you are working for the contracting organisation so I can see that if the conversation is getting steered a certain way to try to bring it back into something, somewhat agree maybe. I mean you don't want to awkwardly... you know it's... its context and based on the situation but I can... it is... I think what is most important is to. the aim is, again, what I personally think is whatever language is being pursued....The situation is really going off gear or offsuper away from the aim of what is happening I could be umm sorry can you.... But basically, em yeah.	I-1
00:41:07.9	00:41:21.0	Ok so, next one. CIRs should feel empowered to use their powers of interpreting to advocate for causes that they believe in.	F
00:41:21.0	00:41:59.0	You know, I don't You know, on the job...I don't think that's really.... That's not personally.... a good idea. Because again, for interpreting, if you are talking about on the job... (Yeah that's what I am talking about.) You know we are employed to do something for a company and that's not for ourselves so... um... If it's not what is told to me to interpret, I am not going to bring up my own personal ideas so I am gonna say strongly disagree (OK) That's strong *laughs*	I-1
00:41:59.0	00:42:07.1	So, as a product of the contracting organisation, ehh supervisors or superiors should have the last word on translations.	F
00:42:07.1	00:42:24.0	Uhh personally I don't think so. I mean I understand that but I also think that you employed me for a reason to be the native speaker so you should trust my judgment. (OK so) Back to....	I-1
00:42:24.0	00:42:24.1	So, what are we back to.... (CIRs are cultural ambassadors and may amend language to suit a cultural context. So, like to omit language?) Omit or add to amend an.... A target text so a finished text, the finished translation.	F
00:42:45.5	00:43:03.6	So, if you say it in the sense of like I've been mentioning to add certain contextual details that	I-1

		the other party won't know, then I say strongly agree then. (OK) In that case to make things more clear, then for sure. (OK).	
00:43:03.6	00:43:35.6	Ok great, so we will move all of these to the side and then we will take a look at those. Oh, sorry they are quite far away. (No no, long arms) Ok so there are four scenarios, and we are gonna read through them again. You can read through them as we go. The first one is that one, yep. And I'll ask you some questions. I'm gonna read it aloud for the tape but you can read it at your own speed. Ok so you are asked to translate an academic paper for circulation at an upcoming international academic conference to be held in your city and attended by scholars from all over Asia. The paper makes claims about Japanese historical events with which you personally disagree and believe to be factually dubious based on your understanding of history (OK) How do you proceed? (This is a fun situation) Just for context these situations have been taken from focus groups.	F
00:44:06.7	00:44:15.4	Oh, ok interesting, interesting. Oh first of all, like first one, ok first of all, I guess like in terms of you believe that you believe them to be factually dubious based on your understanding of history. Of course I also think it depends on how much experience you have in historical fields. Like I don't, personally I don't have a, I'm not very good with history so you know like if I believe this I probably don't have a lot of like power, like I don't think that like maybe this sounds kind of weird but like I don't know enough about the cultural background to say oh for sure this is wrong because I don't have that but I guess for like, let's say the translator is uhhh and expert in the field of the Edo period of Japan and this like has to do with this it's a little bit different. I think that what you.... If let's say I was someone who had a lot of, definitely for sure a lot of solemn knowledge about it I would at least try to bring it up to whoever is contracting me to... because you know... the worst thing they are going to say is no too. They are hopefully not going to fire you for saying ah excuse me just one second. *laughs* You know that is one way to approach it, but you know in a situation if I for sure had the background to the situation and I know for sure	I-1

		<p>without a doubt that this was incorrect, I think I might try to bring it up as possible. I guess, I mean with my workplace I haven't had things quite like this but if I em, I dunno if I Em want to check something like the meaning of something like in in my workplace, if I don't understand something that is written within a translation, like the context of it. Or maybe if it.... I guess there has been some stuff in English where I don't believe this is the right word like in a native check or something, I am very comfortable with asking the umm, you know, the ka, or whatever or if I really am more concerned personally asking, don't know if I can like, like I dunno portray my own thoughts well enough in Japanese to get my own points across I might ask my supervisor. I guess in a situation where I don't feel personally comfortable, I might see if there is someone above who might be able to take the brunt of that a little more. Because Japanese is a very hierarchical society, so you know based on how high you are you have more saying power. (So you'd like, perhaps, you would go through someone more superior) Perhaps, yeah, yeah (someone who you could get your point across to) yeah, yeah (in order to maybe effect change on your behalf) yeah. (OK)</p>	
00:46:30.9	00:46:31.0	<p>So, you kind of explained there how you would arrive at your decision. Umm. So you would base on whatever, how much of an expert you were in the field.</p>	F
00:46:46.6	00:47:03.5	<p>So, lets say you majored in college in the history of the Edo Period or whatever and I know I have quite a lot of background, not that I am just like a hobbyist who likes history I think it is a little different based on that but you know ...</p>	I-1
00:47:03.5	00:47:03.6	<p>Is there any field that jumps out at you reading this that you might think you could envisage yourself</p>	F
00:47:06.6	00:48:01.9	<p>Let's say American culture for example so I was born in America and so hopefully I have some experience there and let's say there was a huge... umm let's say Thanksgiving for example. And there was something saying that the original story that the pilgrims and the Native Americans they have their feast together and there was something saying that there was some sort of fight and</p>	I-1

		because the pilgrims won the native Americans had to serve them food. You know that's what Thanksgiving became, like waving the white flag type of thing. I guess for me I have the cultural background. And I hope because you know as an American citizen who grew up in America, hopefully you know the party who I would potentially be bringing the issue towards would respect and understand that... might you know.... Take it seriously. And so, I guess if that If like American culture as like history. And I know for sure because I was raised in that culture, I might bring that up, let's say.	
00:48:01.9	00:48:15.6	OK so, do you think that going back to the original scenario, that you supervisors would be happy if you were to bring it up to them?	F
00:48:15.6	00:49:10.8	I would hope so. I would hope.... And I think again that it is also... if you employ someone to be an expert in their language and not an expert in..... oh that's not necessarily involved with language but...uhhh... I was thinking American culture again. Ok no for this situation.... That's hard because it depends on what your relationship with your superior would be. Like in my situation right now, like my supervisor is like my friend, so let's not use her. My <i>kakaricho</i> [section chief] is more like my boss. She has a very, you know, I think she trusts me a lot and she has a respect for me. So, I think that in that situation she would definitely at least consider it. So, I can't imagine anyone being happy about having to tell someone else that they are wrong. It's not something anyone is happy doing. But at least they would consider it. In my work environment they would at least consider it or at least respect my opinion, hopefully.	I-1
00:49:10.8	00:49:23.2	And so, if in this situation you had chosen to let it go because you are not an expert in history, would you be fully confident in your decision?	F
00:49:23.2	00:49:23.3	No, for sure, for sure.	I-1
00:49:31.2	00:49:38.4	So, what could assist you in coming to a decision that you would be happier with? If you struggled with the decision.	F
00:49:38.4	00:50:47.7	If I struggled with the decision... So I guess for me I like to talk to a lot of people about things, if I am	I-1

		<p>struggling with something I like, for me, one way I am able to solve things is by speaking so I think I would have to consult with someone like whether it is someone in my workplace about what should I do, what would you do, what do you think? So, I would consult that.... Or potentially if it is like the history book thing then someone else who I know is an expert in the field, like is this right? Or you know like consulting different people. I think for me it would be a lot of conversation you know like based on majority thought and like whatever I felt the decision should be based on what... the information I have received from the people I consulted. I think that would help me to make a more comfortable decision. Like if it's going to be a no, and I know for sure that like if my co-workers were like absolutely not and don't do that it is a bad idea, yeah. Like if everyone tells me that and like let's say my friends are like, oh no that's fine it's just let it go, I might feel more comfortable because I feel like the weight is like, it's not on me. Because like this is a very heavy situation. So, I think for me, and I think in whatever situation it was I would definitely consult people first and that would help me make a personally you know, a personally more informed of decision, a more safe decision.</p>	
00:50:47.7	00:51:28.3	<p>So, in your environment you said that you are very close to your supervisor. (Yeah, ummhmm) For example. So, she or he (She) She. So would she be the kind of person you feel that you could like talk to her about something like yes... (Oh yeah absolutely I talk to, I bother her all of the time *Laughs*) Ok umm (But she is also very close in age with me. She is like 27 and I'm 23 so we are very close in age. So that is there as well. For someone who is a lot older if could be a different situation.) That's great so... let's move on to scenario two.</p>	F
00:51:28.3	00:51:53.7	<p>So, you are tasked with interpreting the conversations between your colleagues and non-Japanese residents who come to your office in order to get information about different municipal or prefectural services. So, a non-Japanese speaker is enquiring about the possibility of obtaining a divorce from their spouse. Your colleague leaves the conversation momentarily in order to obtain</p>	F

		more information about the request of the local resident. While they are gone the local resident begins to ask you questions about obtaining a My Number Card and renewing their visa.	
00:51:53.7	00:51:53.8	Sounds like my job. *laughs* I've had things like this happen to me. So, what would I do in this situation? (Yeah) Well ummm I would... like.... I would have some... kind of... contact information for my colleague hopefully and I would contact them and say hey, I am going to go with this person and go to the division and go with them together to the <i>kakari</i> [team]. or division for their question. We are going to go together and answer this question while you are taking care of something else. So, we are gonna be here, please come back to us when you are done. So I would go with the person, because even if I feel like I have a lot of knowledge about the My Numbers, because I have dealt with these questions a lot, like the both of those two things, umm I don't wanna give them the answer in case there is any misunderstanding, even if I know the information. If I am easily in a situation whereby I could obtain the information from an expert in this field, I would, you know, for example in the city hall for example, you know we would just go to the correct madoguchi for that so I would just contact my colleague and say, hey we are gonna be here when you are finished, just so you know, we are just taking care of something else.	I-1
00:53:07.8	00:53:21.8	Ok... ummm, ok. Is there anything that you would feel confident enough in to directly give them information about.	F
00:53:21.8	00:54:11.3	Well, I guess for example the My Number card. If they are like, how do you obtain it? What sort of documents do you need? And I have dealt with this 700 times. I can tell them, oh well you know when you come back, if you don't have them now, you will need the passport, and depending on whatever stage they are, you will need your <i>zairyu</i> [residency] card and this and this. And I have dealt with it so many times that I can easily tell them that. Umm but, I guess well, if I'm in the situation where it is really close by, I am gonna go there already but I guess if you want to give me a more complicated situation where it's a different building	I-1

		(Ummhmm) and I definitely know for sure that you need to bring this form and this form and this form, I will probably tell them. I'm not... and when my colleague comes back, I might tell them to confirm it. Or I might be like can we go together to this location to confirm it?	
00:54:11.3	00:54:14.0	Ok ummm are you fully confident in your decision? (Yeah *laughs*) and would your superiors be happy with it? (Yeah) Ok.	F
00:54:27.2	00:54:47.0	So, scenario three, you and your immediate co-workers have been heavily involved in the planning of an event to bring a delegation from overseas in order to sign a Memorandum of understanding for a future Olympic Training Camp. You are interpreting between the mayor of your city and the equivalent lead of the delegation from abroad. They are having lunch before signing the Memorandum of Understanding. A member of the visiting delegation is, unbeknownst to themselves saying things that you perceive to be rude and insulting when speaking to the Japanese staff. You are charged with interpreting this.	
00:55:00.6	00:56:36.2	Ohh boy. *Laughs* I don't like this one. In the best ideal situation, whatever these comments could be, the rude insulting thing. If I understand what they are trying to say, the same with interpreting for an American, if I understand what they are trying to say, I might change the wording to relay the meaning of what they are trying to say. I am trying to think of an example to give you to make this more clear. You know there is always..... With words generally there are ways to say things more directly or more you know softly, or like strongly like direct and soft and things like that and ways to arrange words to get the same meaning in the end. Again, I am really trying to think of a situation to give you to help out with this. But if I know what the person is trying to say, without the rude insulting thing attached to it. Like for example, its Japanese, this is not anything to do with interpreting, but people are always like oh you know you are really good with, <i>ohashi ga jozu desu ne</i> [You are good at using chopsticks] and you know... I.... that can be insulting to the other party. I know that they are just trying to make	I-1

		<p>conversation, or I know that they are just trying to be like saying that they are... I dunno how you would translate that but.... I know what the meaning is. I know that they are just trying to make conversation. If I could just somehow try to make that happen without the... with avoiding the potentially offensive comments. I could.... I would. But I would have to be certain that the other party... the party that I am interpreting for, the ones make the comment have to be certain that I know what they are trying to say.</p>	
00:56:36.2	00:56:54.7	<p>So, in your answer you gave the example of <i>ohashi ga jozu</i>, which would be from the Japanese side to the non-Japanese side (Yes, of course). Would you proceed differently if the Japanese staff were potentially insulting the non-Japanese delegation or vice-versa.</p>	F
00:56:54.7	00:57:32.2	<p>No, I don't think so. Again... I guess, like for example, one thing that I get told a lot is that I am <i>ookii</i> (big) and I know that that like that is not meant like to mean you are fat, it's because I am tall. But the way that you say it, if you translate it into English as big it's going to be really offensive but I know that they are just saying that I am tall, so in that situation I would just say, he thinks you are really tall or just like, I know what they are trying to say so like without directly translating that and intentionally saying like, I guess like that's the, you know, directly translating that into something could be like offensive.... You know just kind of relaying just like what the intention is.... If that makes any sense. It's kind of a really simple example.</p>	I-1
00:57:32.2	00:58:00.6	<p>Ok so let's go for a not simple example. *laughs* (Right) No but like what if in a situation where someone was operating with Mal-intent. Right so if someone was intentionally making a comment that was sexist, racist, homophobic or anything which was not.... No sorry (Ok ok) lets go with that.</p>	F
00:58:00.6	00:58:11.4	<p>Yeah yeah, ummm. Well in this situation, if we are dealing with the situation as you put here, if we are doing the exact same one (Yeah the one in the example) with the Mayor or the Governor, compared to doing like the <i>madoguchi</i> [interaction between civil servants and civilians] interpretation, I know it's gonna be a more, it's a more official and</p>	I-1

		<p>more like high stakes interpretation so at that point I, I'm going to try to do like more direct, like first person speech in general. And my, if I'm smart enough in my preparations I will tell the people ahead of time that I am only an interpreter, I am only relaying information word for word, that is all that is helping. If there is Mal-intent that you have to just go for it, because obviously whatever is going to continue the person with Mal-intent is never going to be positive, it's better that the other, like the secondary party to know the Mal-intent ahead of time. Because its not like they are going to say something with Mal-intent and then be completely pleasant the rest of the situation. Sorry I keep making the situations weird (No, no, no, not your not, no no. Just, it is a complicated situation, so I just want to throw you back. We are talking about a member of the visiting delegation who is unbeknownst to themselves saying something that you perceive. So, its not, you have given the answer to the Mal-intent question. So that's my fault if we take it back to the original question, if someone was to use language that may be perceived to be offensive unbeknownst to themselves.) So, if I don't know what the meaning is that they are trying to say, if I can't do the <i>ohashi ga jozu</i> thing. If I can't do that. I'm gonna have to translate it.</p>	
00:59:48.9	00:59:49.0	And would your superiors be happy with this decision?	F
00:59:48.9	01:00:09.0	I would hope that they would understand. I mean maybe they wouldn't be immediately happy with it, but I hope that they you know that I am only, that it's not my own opinion, that I am only a tape recorder so hopefully I will have to just hope for that.	I-1
01:00:09.0	01:00:14.9	Are you fully confident in this decision? Would you struggle with it?	F
01:00:14.9	01:00:47.3	I would struggle with it but I think it would come down to its... I as an interpreter, my job is to..... As the basic.... It would come down to the basic my job is to interpret the languages, my personal opinion, you know, it's not [me] interpreting for this person, it's just the English and Japanese speaker and just the bridge so I shouldn't and you know, the best is you know I shouldn't interject my	I-1

		own personal you know emotions or opinions of things. And so, at a personal level I would struggle at it but as a professional I think that is what I should do, I guess. *laughs*	
01:00:47.3	01:01:19.3	Ok, umm. So, umm last one. (*Laughs*) So you are your city's main contact point with your sister city. (Hi, *laughs*) You are supposed to translate each correspondence from your counterpart abroad and hadn't the translation to your Section Chief. Your division is supposed to be holding a reception for the visiting delegation from your sister city in two months. In their latest correspondence to you, you were told that these plans may fall through but were told not to pass this information on to supervisors as no ultimate decision has been made. What would you do?	F
01:01:30.3	01:02:59.4	Umm.... Yeah. First of all, that's a rough situation to be in because I could definitely see that happen. I've had some personal comments directed to me but nothing that was like... these sorts of things that would affect the uhhh, the visit or anything. I dunno. I guess as an American, you're not..... With two months you can fix things if anything goes wrong. So, and thinking in that perspective, I wouldn't. But also, I think it would depend on how much I knew my side, like the Japanese side has been preparing things, like how desperately this information might help. If it doesn't if it seems like things could be cancelled easily maybe I won't say anything but if um like there is some big decision that is gonna cost a bunch of money and there is no take backs I would definitely bring something up. Like if they are going to have to reserve something, and if...I dunno, you know like plane tickets for example, you have to pay.... You can't... if it's a certain period of time and you can't get the full refund back. So if I know there is like, that they are mid getting ready to do something like that I might warn them because I don't want them to have to make a decision that they can't fully take back beforehand. So based on the si..... Like I can't give you all this just these responses like this, but in the case that for sure there is a situation that if I don't relay the information, my ci....like my city is going to suffer some sort of like situation that they can't fix and there is going to be some huge issue then I	I-1

		will relay it but if it is something like there isn't a lot of planning that has happened yet I won't say anything if that makes any sense.	
01:03:09.8	01:03:16.1	Yeah, OK. So would your supervisors be happy with this decision?	F
01:03:16.1	01:03:16.2	Well they won't know. *laughs*. They won't know one of them. I mean of course on their side they would be happy of course if I told them. Because you know they are planning things, you know. But of course in the situation that I don't tell them anything because I know that if I have a lot of information I know that nothing is going to be effected a lot, you know, ideally... in that situation if I don't tell them anything I am assuming that my correspondent will inform me with the final decision very quickly, like in the very, in the very soon future, in the very immediate future, like they are not going to tell me in like a month from now whether it is going to fall through or not. I guess I would be acting on the assumption that I would get the final answer very soon. Like in that situation my, you know.... workplace wouldn't know anything so like they couldn't like you know. I think that if they did know they would be disappointed for sure, and they would've preferred that I said something but in the situation where I do tell them because I do know that they are going to make some mistake... em decision that they... no take-backs they are going to be very even happy that I told them.	Emily
01:04:18.8	01:04:22.9	Umm so who is your loyalty ultimately to in that situation?	F
01:04:22.9	01:04:30.7	Um your city, my City Hall, I guess.	I-1
01:04:30.7	01:04:30.8	Yeah, I gave myself two outs so *laughs*	I-1
01:04:30.7	01:04:30.8	Ok. Are you fully confident in your decision? I guess...	F
01:04:36.8	01:04:45.3	Ok is there anything that you think could assist you to in coming to a decision (Oh my God there is no one to talk to...) *laughs*	
01:04:45.3	01:05:58.8	Ohh ... Again I think it has to be with like if I don't.... Ideally you know I like to help people. Ideally, I would love to just tell my city because again my loyalty lies with my city. MY city being like	I-1

		<p>Tokushima City. I want to tell them because like I know that it can affect a lot of things but like also based on this correspondence, they told me at a personal level it... not to say anything so like its I difficult situation like obviously you presented this is. I still feel like I would wanted to have told them if I don't. I still have that guilt until I know for... I would have a guilt if I didn't tell them. I would have a sort of guilt like what if something happened and like if I had told them I could have presented this cost from happening and I would have that guilt until the other side would give that final answer like the correspondent. Like oh, it's gonna be fine, don't worry about it. Or you know in a personal, like personally by the way the thing I told you about, the falling through things, don't worry about it, its all fine. Or if the correspondent told me Oh it's all fallen through tell your whole department. So, I would have this sort of guilt until I knew the final, for sure, not the maybe it might have fallen through but the final answer. That's if I didn't say anything. If I did say something, then I would feel bad. But I would feel worse with the guilt on the side if I didn't tell them.</p>	
01:05:58.8	01:06:37.4	<p>Umm ok. There are scenarios done. I just have one... a couple of extra little questions because we still have a tiny little bit of time. Umm you said when you were filling out the form earlier on, before I started this thing (laughs) that you didn't have any particular contracts or forms or codes to sign outside of what like the typical contract. Umm do you think it would be helpful in your situation if there was some form of code of conduct or behaviour to help you with this?</p>	F
01:06:37.4	01:07:35.9	<p>Ummm... like on the side of they say, in this situation they say that in this situation with the sister city they say that you must tell us, you have to tell us anything even if it is lik... even if the correspondent says that this is a personal thing don't tell us? I think it would, because I wanna please everyone because I want to please everyone and it takes the ultimate... it's bad but it takes the pressure off of you because you know that you have to follow this contract, or you get in trouble so it takes the pressure of you like being the one to make the decision off of your shoulders but also it</p>	I-1

		is difficult in the case of if I don't agree with the contract. In the CIR position you don't really have a choice, I guess. You have to be there for a year. Ideally you have to be there for a year. I guess it depends. Yes, I think it would help me make a decision quicker. I definitely am more... It would help me make a decision if I had some sort of contract... some sort of code of conduct or something.	
01:07:35.9	01:07:36.0	And do you mean for all situations of like that particular one? I mean not to.... You can if you want... I mean you have been looking at those statements.	F
01:07:42.4	01:08:41.8	I mean yeah for example. You know one of those that I think I had the most trouble with was the one where I had to like to interpret that rude comment. So, like one thing, if I had a contract that you must translate everything word to word that would help me a lot with that guilt. So, I think that it could help a lot, of course it depends on the situation and how your personal beliefs fall in line with the contract but I think that it would help more with that sort of, What should I do. And that could be on me for not having a lot of job experience. Of course, in the translation and interpretation field I don't have that much, you know, professional experience at all and so that could be my own you know because I don't have that much experience I would love that, more of a guidance. But you know for other people that have a lot of experience that may not be necessary. I think for CIRs in general all of us, a lot of us come with no experience in these fields of very little experience so I think in general it could help a lot of CIRs.	I-1
01:08:41.8	01:08:41.9	Ok thank you.	

Appendix BB2 - Interview 2 Transcript

Start Time	End Time	Transcript	Speaker
00:00:05.5	00:00:20.2	Hi, (Hi) thanks for coming. (Thank you) You were in work today (Yes, I did) so thanks for coming, I'm sure you must be tired. Umm so just to start off, please tell me about the kind of work you do as a CIR.	F
00:00:20.2	00:02:11.7	Umm the kind of work I do is... I guess the main that that they want me to work on is sister city relations. We have a sister city relationship with a city in California in the US called F [City]. And we receive delegates, we send delegates. We have a couple of educational exchanges and sometimes sports, sometimes.... Just different forms of exchanges. And I just help with whatever communications are needed there. Other than that, I have a lot of translation and interpreting that I do. A lot of city documents, a lot of tourism related documents, uhuh just a lot of random translations. Umm, yeah. And then every once in a while, I will have an interpretation for the Mayor usually and then every once in a while the Kochi Prefectural Government will request me to interpret for their Governor. And then if we have any people from overseas, from the <i>Gaikoku</i> [abroad], I'm usually the one who interprets for whatever they need. I think those are the two main things for me. (OK) Oh ... and I also have a bunch of, sorry, cultural seminars, a lot of <i>bunka shokais</i> [cultural seminars]. And a lot of little school visits where I just talk about America.... Uh the US (uh-huh).	I-2
00:02:11.7	00:02:27.7	So, you mentioned interpreting there. You said its primarily stuff for the Governor, well sometimes for the Governor and primarily for the mayor. (Yeah) And do you do any... umm, like umm Madoguchi type stuff.	F
00:02:27.7	00:02:44.1	Uhh, not really. I've had it umm maybe three times, the entire time I have been here. Yeah, I think that they, the thing is is that right now our City Hall is undergoing.... ah... they're building a new City Hall so all of our stuff is in separate places. Our <i>madoguchi</i> [civil servants talking to civilians] is in a separate building so (Oh, ok) it takes me about 5 or	I-2

		10 minutes to get over there. And I think that's probably the reason that I am not asked to do too many.	
00:03:00.5	00:03:19.2	Umm ok, so when you heard, so I presume you got a letter with your placement before you came on the programme, and you heard that you were going to be placed on in this city. What was your reaction?	F
00:03:19.2	00:03:46.4	Ummm where was it again? *laughs* (Oh ok) Yeah... I just, [my placement], I was not very familiar with. I knew somewhere in [the specific island] but I wasn't sure where exactly. (Umm) or what it was. I mean to be honest I was happy that it wasn't Tokyo or Hokkaido because those were the two places I didn't want. Ummm, yeah and it seemed like.... It was somewhere new, so I was pretty excited.	I-2
00:03:46.4	00:03:49.5	Why didn't you want Hokkaido? Just curiosity.	F
00:03:49.5	00:03:56.1	Oh just the snow.... I can't. (Oh ok) *laughs*	I-2
00:03:56.1	00:04:02.6	And do you enjoy living in [your placement]?	F
00:04:02.6	00:04:10.0	Yes, I enjoy it a lot. (OK) Yeah. I've a lot of hobbies that match up with stuff I can do here *Laughs*	I-2
00:04:10.0	00:04:19.4	OK so how much..... You said that you do a lot of translating and interpreting. How much, roughly, would you say of your work is translating and interpreting?	F
00:04:19.4	00:04:25.5	About 70% maybe (OK) yeah	I-2
00:04:25.5	00:04:45.9	And you already said that you are primarily tasked with translating city documents and... Um what would be contained in those kind of city documents?	F
00:04:45.9	00:05:47.0	For example the move in, move out notices, how to do those and what kind of procedures you need. Yeah... random stuff, a lot of procedural type forms and things, for city documents. (And then you also said tourism?) Yes (And interpreting was kind of uhh for the mayor. So, what kind of guests?) A lot of Ambassadors and whatever international thing that they have. Sometimes random sister city people come visit. What was the most recent one I had? Someone from JICA was here and I think I like, well I ended up not having to interpret for that, but I was there just in case. (Ok) Yeah.	I-2

00:05:47.0	00:05:56.4	Ok, just changing tack a little bit then before you came on the programme, what that you would be doing?	F
00:05:56.4	00:06:15.9	What did I expect? (Yeah) Ummm. I consciously tried not to have expectations *laughs* (OK) But my predecessor... what did he tell me?	I-2
00:06:15.9	00:06:16.0	So even before the predecessor (way before) how did you find out about the programme?	F
00:06:15.9	00:06:23.7	In college *Laughs*	I-2
00:06:23.7	00:06:23.8	And why did you decide to become a CIR?	F
00:06:23.7	00:07:54.1	Well to be honest *laughs* I really wanted to quit my previous job. That involved working at a Japanese company. I actually got pretty good at Japanese from that. And then when I got sick of that job I was looking around and I realised that like..... So, after college I worked at like a bunch of jobs and then ended up at that Japanese company. And then when I wanted to quit, I remembered about the JET Programme and I was like, Oh by this point I could probably try to do CIR. And that's what.... Probably the main reason. But like I honestly thought that I could make an impact, like put my skills to use. And uhh... it sounded like, what I knew about the CIR position is like it really depended on the position, every situation is different. So, like worst case, I would probably be doing whatever they give and like I just.... I still would be in a better position at my current job than my previous job. (OK. Oh, sorry did you want to go on?) Oh yeah, just one more thing. Best case I would probably have a lot of freedom to throw a lot of my own projects in and pretty much do whatever I want to do.	I-2
00:07:54.1	00:08:13.1	You mean like throw your projects; you mean like come up with your own ideas at work? (Yeah) Ok so... what do you think that CLAIR would like you to be doing at your job?	F
00:08:13.1	00:09:01.5	Oooh. *laughs* I imagine CLAIR would want me to ... like...I mean like basic sister city stuff and whatever translation and interpretation stuff is needed, whatever the city requests, plus on top of that I imagine they would want me to be planning more events, more internationalisation type things. (Uh huh) Like cultural fairs or whatever and just	I-2

		getting out into the community and just yeah getting to know people and just teaching them about the US and ...umm getting them used to foreigners yes *laughs* It's what I imagine they would want, maybe.	
00:09:01.5	00:09:13.7	Yeah. And what do you think your supervisors or contracting organisation would like you to be doing?	F
00:09:13.7	00:09:39.7	I think it is actually the same to be honest. They actually encourage me to throw more events. And..... Yeah just like pretty much is I have an idea... of course the budget stuff gets tricky but if it doesn't require budget then I am really free to do whatever projects I want, whatever events I want. So, I think it is pretty much the same.	I-2
00:09:39.7	00:09:49.3	Ok so.... Would you say that you feel well integrated into your workplace professionally?	F
00:09:49.3	00:09:49.8	Yes. I feel really well integrated. *Laughs* They treat me really well. Like yeah, I am invited to all the <i>enkais</i> [parties] and stuff and umm yeah.	I-2
00:10:01.7	00:10:01.8	OK so umm so would you say that you feel well integrated both personally and professionally or is there any difference between the two?	F
00:10:11.8	00:10:14.8	Both! (Both?) Yeah. (OK)	I-2
00:10:14.8	00:10:29.2	Emmm. Do you feel that you have the ability to enact change as a CIR with like your workplace responsibilities?	F
00:10:29.2	00:10:44.3	Ohhhh. Uhh yeah, yeah. It has actually changed while I have been here so I don't know how much I could change it to be honest but yeah. Yeah, yeah.	I-2
00:10:44.3	00:10:50.6	And what year are you sorry?	F
00:10:50.6	00:10:50.7	And how would you say this changed over the four years?	F
00:10:50.6	00:10:50.7	I'm a fourth year now.	I-2
00:10:50.6	00:12:05.0	It feels like they trust me with a lot more stuff. So like I honestly didn't have much to do in my first year, Yeah it was just some translations here and there, a lot of days where I was just frustrated and not doing stuff but I was able to... I have a couple of events, and like weekly or monthly events that I have been able to start. And also I have actually asked to, well this isn't really work but like I have	I-2

		asked to participate in like the work training sessions or seminars. Like usually if I ask for something like, if I want to do something like. Yeah, if I wanna like attend this event and like somehow participate in it like, they will actually be supportive, like usually. And yeah, I feel like my responsibilities have grown quite a bit since my first year.	
00:12:05.0	00:12:17.3	Hmm. And you said that you have participated in the work training seminars or some of them. What kind of content is involved in those?	F
00:12:17.3	00:12:33.2	Really random. Like effective communication. One was how to project population changes using excel. That one was really hard and not really pertinent to my work (*Laughs*).	I-2
00:12:33.2	00:12:46.4	Is there any... sorry keep going. (Random ones) And are there any of them that you have found really useful for your job?	F
00:12:46.4	00:13:03.0	The communication one was pretty good. It was... it was more for like business. It was actually geared towards the people who had just entered the <i>shiyakusho</i> [city hall] (right) so a lot of like business Japanese and formalities.	I-2
00:13:03.0	00:13:21.1	Have you taken part in the CLAIR translation and interpreting course. (Yes) How did you find it?	F
00:13:21.1	00:13:56.0	It was good. Do do do do. It was umm the homeworks were kind of like whatever..... *laughs* but umm (so the translation assignments) Yeah (Yeah yeah yeah) The assignments were like ... yeah. But the actual one-week camp thing that they had was really good. Umm yeah, I was actually in there with a lot of CIR.... Uhh Chirpers... that I didn't know about. I just felt pushed and motivated just being around people like that.	I-2
00:13:56.0	00:13:56.1	And what about the mid-year conferences?	F
00:13:56.0	00:14:35.8	The mid-year conferences *laughs* They are really hit or miss. Sometimes they will have really good seminars but most of the time not. The best thing about the mid-year conference in my opinion is being able to network with other CIRs and see what they are doing and how they are doing things differently at their jobs and like hearing about what they do at their jobs in like the discussion groups.	I-2

00:14:35.8	00:15:01.0	Ok so like you said that you have been able to achieve change in your workplace and your role. (In terms of gaining more responsibilities or like....) In terms of creating a better work environment whatever way that might manifest itself for you. (Uhhh work environment) Or like in terms of responsibilities, you know, like the whole thing.	F
00:15:01.0	00:15:45.3	If it's like uhhhh. I guess this is kind of nit-picky, but I guess we don't have internet on our work computers. *Laughs* So that might be good to have. That would make things more efficient. I mean it's just regular little like Japanese workplace inefficiencies things. But with regards to people, like the people are fine but some of the processes I think could be a little bit more or like a lot more streamlined but then that's just the way it is I feel like so.	I-2
00:15:45.3	00:16:17.0	OK so just to focus a little bit more on the translation side of things. So how... when you receive a request for a translation does it come directly to you, or does it go to a supervisor? (Supervisor) Ok so talk me through the process until you submit it. So... (Umm do do do do) Sorry I will make that question a bit clearer. So, you get a request and then you complete the request and then what do you do?	F
00:16:17.0	00:16:30.7	So, like turning it in? (Yeah) Uhhh. Usually, I will turn it in... send it straight back to the person who requested it and CC my supervisor.	I-2
00:16:30.7	00:16:50.3	And is there, do you have to show it to anybody before it is submitted.	F
00:16:42.1	00:16:42.2	Uh-huh If it's a Japanese translation into Japanese then I will have it checked, other than that.... If it is into English, then no checking.	I-2
00:16:50.3	00:16:50.4	Huh, ummm have you ever.... emmm.....Has there ever been a case when your superior, either your supervisor or someone above that umm intervened or altered some translation that you have done or a piece of interpreted speech?	F
00:17:03.4	00:18:07.5	A piece of interpreted speech. Ummm translation-wise no. Ok so one.... I guess like superior boss-wise, like none of that before I turn it in. There have been instances, there have been instances whereby I will turn it in... and then.... to whoever	I-2

		requested it in a different department. They'll kind of e-mail me back and kind of confirm, like, I've never heard this expression before. Is this correct English *Laughs* Or like...? Like how about this instead? And then.... I mean very rarely I would agree with that suggestion. But then like every once in a while, they will have a better expression and I will go with that.	
00:18:07.5	00:18:21.0	And have you ever seen like a published translation that was different than what you had submitted?	F
00:18:21.0	00:18:38.7	Uhhh If there was, I would probably remember. The thing is, a lot of times, I don't usually end up seeing the finished product, so I don't umm yeah.	I-2
00:18:38.7	00:18:51.1	Ok so have you thought about what field you would like to work in after your time as a CIR?	F
00:18:51.1	00:19:05.2	Yeah, some sort of. Um I mean right now I am thinking about uuhhh I don't know...umm consulting.	I-2
00:19:05.2	00:19:20.0	OK, grand. And has your experience as a CIR effected that decision?	F
00:19:20.0	00:19:39.3	Effected it? Effected it.....Ummm. I mean I guess I come to this..... I guess I like I came to like want to become a consultant as a CIR but I don't think that it like effected it.... (That its related. Ok. Grand) Wait, sorry going back. Did you say corrections in interpreting? (Yeah, have there been any of those?)	I-2
00:19:39.3	00:19:39.4	There have been a lot of those actually *laughs* (Oh ok) Because our Governor, he talks a... he speaks English. So, if I miss something he will point it out on the spot during a speech. (Have there been like any interesting incidents with that). Uhh no none have been like too bad. Oh I guess like one, I didn't understand one of the words so I just kept like skipping over it and he like made it a point. It was like with the President of like a small island country, but he was like I met you at the Prime Minister's Residence. I don't even remember the word anymore. It was like..... so..... <i>sorikantei</i> , yeah <i>sorikantei</i> (Ah <i>sorikantei</i>) and I didn't understand it. So, I just said, oh we met each other before and I didn't mention at <i>sorikantei</i> . And yeah... he... he pointed that out *laughs*.	T

00:21:11.5	00:21:11.6	Ok, and so would you say, you would consider yourself a professional translator and interpreter?	F
00:21:31.7	00:21:54.7	No. *laughs* No (And why not?) I mean I haven't had the proper training for it. The on... the only training I have had is the translation and interpreting course..... Yeah, I just feel like I am not there yet.	I-2
00:21:54.7	00:21:55.7	So, whats the difference between a professional and non-professional in that context?	F
00:21:55.7	00:21:55.8	Good question *laughs* I feel like, I feel like the proper training is what is the main thing. Because, yeah, their area like I, I am always wondering like during translating like, are there like certain set like words for like certain, like whatever I am translating or if there is like procedure for things like, punctuation marks like what does this translate into. Like the <i>kome</i> mark and all that, like the x with the dots. Like ill wonder what that is and who that would translate into English. I feel like I'm not familiar with the rules of translating if there are any.	I-2
00:22:48.1	00:23:56.9	Ok then let's move on to all of the pieces of paper you have in front of you. (OK) So we are gonna start with these ones. They are numbered one to seven and on the other side of them they are just statements and I want to see to what degree you agree or disagree with them, from strongly disagree, somewhat disagree, somewhat agree and strongly agree. Ok, so you can like, I'll read them one at a time and you can read them to yourself or you can listen to me and just tell me to what degree you agree with them and then we will talk about it. (OK. Should I be flipping these?) Yeah, flip them as I read them. (OK) Or you can flip them now, but we will go through them one by one anyways. OK so the first one, CIRs when interpreting should always speak in the first person as if they are playing the part of both speakers in a conversation.	F
00:23:56.9	00:24:34.4	Uhhhhh, oh shit. What do I do? Umm Yes. (So, you put strongly disagree?) Oh, no, no sorry, strongly agree! (So strongly agree. Why is that? What made you go for that?) Because I have been taught that interpreters should be invisible and that they should be talking as if they are the person. Just,	I-2

		pretty much, yeah, just straight up saying what the other person says just in the second language.	
00:24:34.4	00:24:46.0	Ok so, let's keep going. CIRs when translating should never alter or amend the source text in any way. (Ok so what made you go for that?)	F
00:24:46.0	00:25:32.3	Uhhh, I mean that's, translators should be invisible again. I mean of course I will make suggestions to the original text if I can but... (How so?) ummm just if, well for example for like tourism site if I feel like they should focus on a different site then I will make the suggestion before I start translating but once they set the text, I will just translate it and that's it.	I-2
00:25:32.3	00:27:03.4	Ok, let's keep going. Ummm so, number 3, CIRs translations should read like natural texts (Natural texts?) so like non-translated texts. So, like non-translated texts. (So, you mean like not a direct translation. So what do mean by like natural texts?) So, what you are aiming for is a text that doesn't appear to be translated? (I'm definitely somewhat on the agree side. I'm somewhere around here.) Somewhat agree ok.	F
00:27:03.4	00:27:31.0	Ok so next one. CIRs are cultural ambassadors and may amend language to suit a cultural context. (*laughs) So can amend a text to suit the culture that may be reading it.	F
00:27:31.0	00:27:31.1	Uhhh this is a great question. I think somewhat agree.....Uhh man. Uhhh. I think I do this differently with translation and interpretation. I think for interpretation since it doesn't get umm is not permanent, I will definitely do this. For translation it is somewhat agree and for interpretation it is strongly agree for me. I dunno if that matters. (Ok em, what's the difference between the two?) Permanent and non-permanent. (And why is it somewhat, somewhat ok to do in a non-permanent interpreting context? Less not ok is what I am trying to say *laughs*) Oh, uhhh I dunno. How do I do that? I actually do do the cultural context thing. Like, if it's just like a joke or something, then I will change it to something that the other person will actually get. Strongly agree.....uhhh. I guess because with interpretation there's... at least with a lot of my interpretations there's... I'm conscious of what like the mayor or	I-2

		the governor wants like with that joke, do they actually want to know the The direct translation or interpretation of what they are saying, or do they want to elicit laughter. And I expect that the Governor would want laughter more than like knowing what he said. Like this is what he said. You might not get it, but this is what he said. *Laughs* Like that is not.... I'll try to keep that in mind. (OK) With a translation I don't feel the need to do that as much, I guess.	
00:29:32.3	00:30:10.3	(The next one is number 5. Umm, so the most important role for CIRs when interpreting is to make sure the aim of the contracting organisation is achieved.) Umm yeah. Hmm what happens if the aim of the mayor is different from the Nah that doesn't really happen. Umm strongly agree. (OK)	I-2
00:30:10.3	00:30:10.4	So, you brought it up to yourself there so I will ask about it. What if you do feel the intentions of both parties are different?	F
00:30:25.6	00:30:52.7	Well to be honest I don't see how they could differ to be honest. I don't see how they could differ because the mayor wants to communicate with the person and that's basically the aim of the CO. (Yeah) Umm ok.	I-2
00:30:52.7	00:30:52.8	So, what if the other party, not the CO side was acting in a way that might jeopardise whatever was happening). (So, what do mean by jeopardise like...) So, like let's say they are trying to organise x but through whatever way they are talking they might be jeopardising x. (Oh like if they are being super rude or something? Like I would communicate that right back to the person) Ok great	F
00:31:33.9	00:31:49.3	OK the next one is, number 6 yeah? (6) CIRs should feel empowered to use their powers of interpreting to advocate for causes that they believe in.	F
00:31:49.3	00:31:49.4	Uhhhh strongly disagree.	I-2
00:31:49.3	00:31:49.4	Ok why did you go for that?	F
00:31:58.9	00:31:59.0	That's not your job. *laughs* (OK) Uhh that's a tough one but you kind of have to but I just don't think that's part of the job.	I-2
00:32:10.9	00:32:19.0	OK we'll keep going with the last one. So as a product of the contracting organisation,	F

		supervisors or superiors should have the last word on translations.	
00:32:19.0	00:33:25.0	Ummm I've never encountered this, but I imagine some people have trouble with this. Oh man. That's... that's.... Umm. (Laughs) I dunno. Supervisors should have the last word on translations.... Umm I mean assuming they are not the expert right? Like if it is a Japanese to English translation, they should still have, even if they don't speak.... (Yeah, in any context, we are talking about Japanese or English I guess in that context). Oh... I... I guess so, yeah. Uhhhh.	I-2
00:33:25.0	00:33:41.8	So, you said in the past that some people come back to you with suggestions and most of the time you didn't except them and most of the time you didn't except them? (Yeah) if I am remembering things correctly. Or sometimes they will come back with something good, and you will take that.	F
00:33:41.8	00:34:51.1	I mean like if it is actually better then like why not. (Uhhhhuh) But like those cases have been like really cordial and we will actually sit down and talk about it and be like well this has this type of nuance and be like well maybe this is better because this has a different message in it. (OK we are gonna move these to one side) I mean I don't think that is a good thing to do but technically like yeah, I mean. (Sorry you don't think that is a good thing to do, you were talking about....) the supervisors thing. Um (Oh yeah) I don't necessarily think it is a good idea on their part to have the last word and kind of change things but it kind of is like the work... I mean they are the boss like pretty much and I guess that they should be able to do what they feel is necessary but at the same time I don't think it is a good idea.	I-2
00:34:51.1	00:35:08.7	Ok, ok so we are going to move on to these other pieces of paper. (OK) So I have four scenarios here, 1-4 and umm I am going to read them for the purpose of the tape but you can take them and read them to yourself again. They are a little bit longer than the last ones and I am going to ask you questions about them. They are all scenarios which are based in and around ummm scenarios that came up in the focus groups that I did before this. Some of them have been amended and not exactly	F

		the same but umm yeah (Ok) We will start with the first one. You are asked to translate an academic paper for circulation at an upcoming international academic conference to be held in your city and attended by scholars from all over Asia. The paper makes claims about Japanese historical events with which you personally disagree and believe to be factually dubious based on your understanding of history. How do you proceed?	
00:35:50.4	00:36:38.1	Uhhhhhh... I mean.... Yeah, I will do it..... (Uhuh) Yeah I just feel like translators and interpreters shouldn't have their own opinion on things (Uhhuh) and yeah I mean it's not like I am supporting this version of history with... by translating it either. I mean it's possible. I think it's possible to translate something that you don't agree with.	I-2
00:36:38.1	00:36:53.6	Ok, so. Umm. Do you think that there would be any...? First of all, I will ask if your supervisors would be happy with that decision?	F
00:36:53.6	00:37:04.0	For this scenario? Yeah, I think that's what they would probably want. `	I-2
00:37:04.0	00:37:24.5	Just thinking about the CIR role as a Coordinator for International Relations, do you think that there is anything about that job description that might have anything to do with that scenario?	F
00:37:24.5	00:38:29.3	Ohhhh *laughs* well yeah. I would want people to know about my understanding of history. Umm, hmmm *laughs*. I guess yeah. That's a.... I guess it's a little... yeah. As a translator I feel like you should just do it. Ohh man. (*laughs*) What I would probably end up doing is just translate the paper and turning it in but explaining to people around me that are going to the conference, just. I guess that I would just say my point of view to whoever would listen.	I-2
00:38:29.3	00:38:46.0	OK grand, ok. Let's move on to the next scenario. So, you are tasked with interpreting the conversations between your colleagues and non-Japanese speaking local residents who come to your office in order to get information about different municipal services. So, a non-Japanese speaker is enquiring about the process of obtaining a divorce from their spouse. Your colleague leaves the conversation momentarily in order to obtain	F

		more information about the request of the local resident. While they are gone the local resident begins to ask you questions about obtaining a My Number Card and renewing their visa. How do you proceed?	
00:38:59.2	00:38:59.3	Is this implying that they are ... are trying to stay in Japan when they shouldn't be?	I-2
00:39:27.7	00:39:54.5	No so just umm.... actually.....what this is, is.... You are translating at a <i>madoguchi</i> [interactions between civil servants and civilians] and umm they are asking you questions but the person, the other side of the interpreting speaker and listener, the listener is gone to get something (Oh), And these are.... They are gone to obtain more information about the request of the local resident. (Ok) They are asking you questions without the other person there.	F
00:39:54.5	00:40:27.7	Ok, I would try to answer to the best of my ability but also let them know that I am not an expert so..... actually.... To be honest I wouldn't be able to answer this question at all actually (Oh ok) but even if I did know I would make it a point to say that I am not an expert I am just a translator. Umm we have to wait for my supervisor and my colleague. And even if I did know I would tell em that and then, yeah, I would just relay that question to my colleague and interpret their answer just one more time.	I-2
00:40:36.8	00:41:16.1	Next scenario so. You and your colleagues have been heavily involved in the planning of an event to bring a delegation from overseas (That's a typo) to your locality in order to sign a Memorandum of Understanding for a future Olympic training camp. You are interpreting between the Mayor or Governor of the city in your case and the equivalent lead from the delegation abroad. They are having lunch before signing the Memorandum of Understanding, is, unbeknownst to themselves saying somethings that you perceive to be rude and insulting while speaking to the Japanese staff. You are charged with interpreting this. How do you proceed?	F
00:41:16.1	00:42:04.6	Oh.... I would insult... Insult *laughs* I would communicate what.... They mean to the Japanese staff, but I would tell them right after.... I think this	I-2

		has actually happened before..... I would....Yeah....like... if they were like.. If they are talking trying to get something... I would, I would help them... interpret that ... in a polite way and then tell them that like hey, I dunno I guess the way you said it, or I guess like if it's like a really rude.. *Rereads questions*	
00:42:04.6	00:42:04.7	So, it's something that you consider to be rude or ummm insulting.	F
00:42:11.5	00:42:41.2	I mean I would just do whatever is necessary in order to let them know. So, I guess first, like if they are asking for water and being like an asshole about it *laughs*, I guess like then I would order the water for them and then tell them that this is actually considered rude over here so if you need water then next them ask like this or something. I guess....	I-2
00:42:41.2	00:43:28.1	OK And... umm... do you think you superiors would be happy with that decision? (Like warning them about it...) So I guess what you are saying, what you are saying is what you would do is.... ummm. You would like try and ... if they are asking for water you would get them the water without being pissy about it and then you would explain to them that that would be culturally inappropriate.	F
00:43:28.1	00:43:35.2	Yeah I can't think of anything so like what would be something that is perceived to be rude or insulting that they would say to a waitress.	I-2
00:43:39.1	00:43:39.2	So, what if they were like using slurs or something?	F
00:43:39.1	00:44:26.6	Slurs? (Like racial slurs or something that you considered to be racist, or sexist, or homophobic or any of the isms) Oh, unbeknownst to themselves. So, like they weren't, they like they I guess like so they wouldn't know that they were being rude by using slurs? Oh, well.... I would still probably use the same thing, I would be like, you can't say that, later on. Or I would be like in the US you can't say that... But like if it's a slur then it would probably be like from the US side. I mean....	I-2
00:44:26.6	00:44:26.7	I dunno. Would you act different if it was coming from one side or the other?	F
00:44:34.7	00:44:39.0	Actually, no I would still say, yo that's rude.	I-2
00:44:39.0	00:44:42.3	Ok and....	F

00:44:42.3	00:45:06.9	I guess my thing is I would try to.... I mean I don't want to insult the Olympic Training Camp people but at the same time I would also make it a point to let them know that that's not OK. (OK) Yeah....	I-2
00:45:06.9	00:45:18.1	OK so we will move on to the last one. (OK) Umm Ok so you are your city's main contact point with your sister city abroad. You're supposed to translate each correspondence from your counterpart abroad and hand the translation to your Section Chief or supervisor. Your division is supposed to be holding a reception for a visiting delegation from the sister city. In your latest correspondence you have been told that the plans may fall through, but you have been requested not to pass this decision on to your supervisors as no ultimate decision has been made. What do you do?	F
00:45:43.7	00:47:05.5	Ahhhhh....Plans may fall too.... But were requested not to pass on this information.... Why would they do that? *laughs* What the hell? Oh man, that is a tough one. What would I do? What would I do? Umm I would think long and hard about it. (Uhhuh) Oh gosh.....The plans may fall through....superiors.... That's a big freakin' deal. Wow. I would..... Oh my gosh.... What would I do? What would I do? This is... I am trying to picture myself in that situation.....Umm ummm umm umm. Oh my God. I would probably... go through all my options and would considering.... Would consider telling my Section Chief only and just keep it under wraps just in case. Or....	I-2
00:47:05.5	00:47:08.2	So, would you tell your Section Chief and then tell your Section Chief not to tell anyone else?	F
00:47:08.2	00:47:31.5	That would be one option I would consider. (Uhhuh) Oh my God. I would actually talk to the other person, to the person who messaged me about this and kind of let them know that this is really important, and I can't do that because if I did that and it does fall through and it turns out that people found out that I knew about it in advance, that would not be a good look. So, I would definitely talk to that person in advance and say I need to tell my Section Chief. (And what if they said no?) Then that's not very professional *laughs* Uhhh what if they said no? Oh man. I mean like	I-2

		laughs I would work to have better relations with them....	
00:48:17.6	00:48:21.6	Ok, grand. So how did you arrive at that decision?	F
00:48:21.6	00:49:01.6	Of talking to them about it. Because 1) I am trying to protect myself. 2) I need to protect my CO and then 3) I just don't think it's a very professional way to do things. You can't.... I just don't think it's right (OK) ... for them to try and do that.	I-2
00:49:01.6	00:49:08.2	Would you be fully confident in your decision, or would you struggle with it?	F
00:49:08.2	00:49:30.6	No, I would definitely talk to them about it. I would be like I need to tell my people this is kind of important. Yeah, I think it is important to be open and honest about these things. If they say no, then I would really really contemplate what to do next. *laughs* (OK) I don't know what I would do.	I-2
00:49:30.6	00:49:30.7	What would your coll.... colleagues want you to do?	F
00:49:30.6	00:50:08.9	Tell them *laughs* (OK) But as a CIR I am right in between so I can't be taking sides I feel. But I am contracted under the CO, oh my gosh. This is a really good question; I don't know what I would do. I would definitely try and talk.... I just know with my sister city people this would not happen because we have a good enough relationship and..... yeah...	I-2
00:50:08.9	00:50:38.9	Ok yeah grand..So just to finish with one or two more questions...so....you said that something that would separate you from, as a translator and interpreter from a professional translator and interpreter would be training. IS there any kind of training that you would want to receive as a CIR that you think could help you with your job?	F
00:50:38.9	00:52:48.8	Just not specific to translation and interpretation or for translation and interpretation? (Umm not specific) Not specific.... Yeah, there is a lot *laughs* Uhh it would be cool if I mean I don't even know if they have rules. I mean I assume that there are but like if they have rules for translating certain types of documents then I would be interested in knowing about that. I guess they go over that a bit in T and I. Ummm business manners, Japanese business manners. Like, yeah, I feel like I'm really lacking there and..... Yeah.. uhh...Japanese business manners and professionalism. (In what sense of	I-2

		<p>professionalism) I mean I see a lot of... like..*Laughs* Like I see a lot of CIRs coming in .. in like... like for a city hall it's not the right type of clothes. *Laughs* Or yeah just ... I guess it all falls under business manners and professionalism. Umm like not showing up to... like showing up on time for stuff or what is considered rude in Japan. I guess like intercultural stuff like that too. I dunno, I just see like a couple of ... a good number of CIRs that are kind of like, I don't know if they should be doing that. But I also worked in a Japanese company before so ... that might be part of it.</p>	
00:52:48.8	00:53:20.7	<p>So, you think they could benefit from a class on like Japanese business manners (business manners or just professional... Japanese business manners and professionalism) Did you have any rules or anything that you had to sign besides your CIR contract with your CO that you can remember. (No, it was just my CIR contract.) OK. Great I think that that's it. Thank you.</p>	F

Appendix BB3 - Interview 3 Transcript

Start Time	End Time	Transcript	Speaker
00:00:00.0	00:00:16.7	Ok, hi thanks for coming out. I know it's a Saturday, so you probably have better things to do. Umm so let's just start with some, tell me about the kind of work that you do as a CIR.	F
00:00:16.7	00:02:55.6	Ok so, um, most of my position is as a prefectural advisor for other JET participants and that takes up the majority of my time, about 70 to 75 percent of my time at work. Umm and my position is kind of, a little bit unique because in order to select the prefectural advisor position, they pick umm from the pool of ALTS, JET ALTs in the prefecture. So, umm when my position is vacant they will send out an application form saying, umm are, is anybody ALTs in the prefecture interested in becoming the PA. The PA position is also a CIR position so there are other duties like translation and interpretation for ummm the office. Umm, so, yeah. Umm with respect to the translation and interpretation part of my role include translating for courtesy visits for the Governor, I mean interpreting, like that, courtesy visits for the Governor and other prefectural officials. Also, during the lead up to the Rugby World Cup, umm the department and other departments invited media figures for particular countries such as Wales or the Ambassador for Tonga who were having matches in Kumamoto. Umm and since they were being invited by the Prefecture, sometimes that person may or may not have an interpreter present so umm I was asked to help attend to them and report any news that they had back to prefectural officials. As for translation, my office kind of has umm a kind of rule, internal rule that they put in place because my position was usually the only CIR position before my colleague, who went to your university, before she was hired. So, since I was the only CIR and the only English speaker in my office, umm they had a rule for my office and all prefectural departments that only native checks were allowed. So, everybody had to Attempt translation by themselves or put it through Google translate or something like that and then send it to me to reduce the burden on	I-3

		me. Because most of my work time or work hours were spent on other tasks.	
00:02:55.6	00:03:08.3	OK, that is interesting. Ok so, ummm, so what made you decide, I guess that you said that they send an email out to all of the ALTs, so what made you decide to become, well apply for the CIR position?	F
00:03:08.3	00:03:41.4	Umm Id already been an ALT for two years and I felt like I had already reached the limit in what I could do in that position and I kind of wanted to move to something else. Uhh, I don't know of at the time I felt ready in terms of my goals of living in Japan to go home at that moment so I thought that it was a good opportunity to become a CIR, try something more interesting and get out of the classroom and have a bunch of other different experiences that I wouldn't have been able to otherwise.	I-3
00:03:41.4	00:03:49.8	Right. (Yeah) And just, so before you, I guess you live in this city now, Kumamoto City, right. Before were you also in the city or were you somewhere else?	F
00:03:49.8	00:04:00.8	Before I was in a town, a municipality just south of [X] City. It's a small, small, smaller town of about 6,000 people but very very close to the city, almost like a suburb.	I-3
00:04:00.8	00:04:08.6	Ok grand. And are you happy in your current placement?	F
00:04:08.6	00:04:14.1	Yeah, I would say I am satisfied. I am going to recontract for another year. (Oh, ok)	I-3
00:04:14.1	00:04:41.6	Ok so you have said, you have kind of explained a little bit about the tasks that you are translating and interpreting for me. But you said primarily you are focusing on the PA side of things, the prefectural advisor side of things. You said 75% or in and around there is PA stuff. Within the PA role is there any translating and interpreting that goes.	F
00:04:41.6	00:06:28.4	Yes, sometimes, so for example we do school visits to all of the first year ALTs and also CIRs. Although in this case translation and interpretation would only come up with ALTs. Umm and in those schools visits we do outreach in which me and my Japanese PA counterpart go to various municipalities and	I-3

		<p>visit the ALT at their school, observe their class for one hour and then in the second hour have a discussion with them. I have a private discussion one on one with the ALT and talk about their concerns and then I, you know, take notes about that. And umm then umm we meet back together with the teacher in their school and then a municipal employee from the board of education and usually the municipal <i>tantosh</i>a [supervisor] for that person doesn't speak English, so all of my, I, I summarise what the ALT said into Japanese and that is kind of like a delayed interpretation and I also have to filter that based on what the ALT doesn't want me to say to the school or Board of Education. And also, sometimes the ALT will sort of follow along with what I am saying in Japanese and add some stuff in English. And in that case umm if I get consent from the ALT I will just go ahead and interpret it to the school or Board of Education. Umm and sometimes my Japanese PA counterpart will also summarise what they talked about. So, my Japanese PA counterpart will, while I am having a private conversation with the ALTs will have their discussion with the Board of Education and the school and he will summarise what he said sometimes in English, but usually he says it in Japanese and then I will translate that, interpret that into English.</p>	
00:06:28.4	00:06:43.2	<p>Ok so you said, just to pick up on just one thing that you said there. You filter what the ALT doesn't want to be said (Yes) to the BOE (Yes). So is that like explicitly, don't interpret this please (Yes) or is that you....</p>	F
00:06:43.2	00:06:48.3	<p>*Laughs* Yeah it's me kind of... sorry what were you going to say?</p>	I-3
00:06:48.3	00:06:53.9	<p>Or is it you kind of filtering out what you don't think they would want you to say to the other person.</p>	F
00:06:53.9	00:07:40.6	<p>Ok so, sometimes the judgement does come to that. But for the most part, every time we give a survey before we go to the school. And we have them list out the things that they would like to talk to the ALT about and then at the bottom we have a question, is there anything that you would not like us to talk about? And sometimes we will say part 2</p>	I-3

		I don't want you to mention this to my school. I don't want you to mention this to my school. (Oh, ok) So in that case I know ahead of time what not to talk about (Uhhuh) And if that don't write anything then during the 20 minute meeting that I have with the ALT I will ask them at. (Sure sure) ... Around 5 minutes before the meeting ends, like OK what is it OK that I can... I'm going to have to summarise what you talked about. What would you like me to share? Is there anything that you would not like me to share? I would confirm that with the ALT before going into the group discussion.	
00:07:40.6	00:08:02.7	Right, right OK. Yeah. OK. Umm so, so before you came into your role as CIR specifically. Did you have.... Sorry I will change the question just for the circumstances, so before you came on the programme were you aware of the CIR role?	F
00:08:02.7	00:08:05.6	Yes, I was	I-3
00:08:05.6	00:08:05.7	And what did you think that CIRs did?	F
00:08:05.6	00:09:14.2	Umm I had a vague notion that they often did uhhh cultural exchange work in addition to translation and interpretation work at the request of their umm Contracting Organisation and that the roles varied a lot but in the Embassy that I came from or in the cohort that I came from there were about 80 to 90 JET participants, in that cohort and none of them were CIRs. Maybe it's just a thing from the country that I am from but a lot of the CIRs come from the Francophone part of the country. (Oh, ok) Uhh so, I don't know. Recently I have seen more CIRs, or a couple of CIRs coming from my embassy, my Consulate sorry. But in Canada there is Quebec and most of the CIRs tend to come from there. There is not a lot of CIRs that come from my Consulate. So, in my mind, in my image, I was like Oh I can't apply for a CIR even if I have enough Japanese, you know. It's like, Oh I wouldn't be good enough for ... uhh... I had an impression that the competition was very very high.	I-3
00:09:14.2	00:09:41.4	Oh, ok. And umm, so, you've listed your field of study. Did you study any Japanese before coming on the programme? (Yes, yeah) Ok grand. And before, then, you entered your current position coming from the ALT [role], did you have a good idea of what was involved, like, were you told, how,	F

		how was your role explained to you before coming into your CIR job?	
00:09:41.4	00:10:12.4	Ummm so there were a few different ways that I have had information about the role. The first one would be, first hand, one on one experience interacting with my PA, who was my predecessor right? (Right) So she would do the school visit at my school, and I saw what she did there, in that context. And also, there is a JET, a kumamotojet.com website (ummhmm) where the role of the CIR PA and also the ALT PA is listed out in detail, like we do with all of these things. So, if you wanna check that out. (Yeah so, I have actually used it before when I was on the programme, it's quite comprehensive umm but yes perfect).	I-3
00:10:25.9	00:10:36.3	Great, so do you think that there is anything that your contracting organisation would like you to be doing more or less of in your role?	F
00:10:36.3	00:12:03.2	Umm I don't get a whole lot of explicit feedback ummm. Kind of my my my role is limited by the fact that I am PA so, even if I wanted to take on more responsibility and my office wanted me to take on more responsibility, I don't think that I could, umm given the limit of the time that I have. I think that my office would like me to be more involved, at least last year they wanted me to be more involved with eh international ... inbound tourism promotion. And I have tried to cooperate in as much as I can with the inbound tourism promotion division, uhh within my division with assisting them with native checking or translating materials umm inviting ALTS to sample tours, because they are developing tours for foreigners and coordinating with ALTs based on that. There are a few things that I have done there. And also, I think that uhh my my tantosha, when I discussed reconstructing he said that uh we are going through the budgeting process now, if you have any new projects that you would like to take on, this is the time to propose them but there was nothing specific that he suggested, the kind of projects that they would like to see.	I-3
00:12:03.2	00:12:11.2	Ok, so this might be a bit difficult. What do you think that CLAIR would like you to be doing if you had to put yourself in that headspace (Laughs)?	F

00:12:11.2	00:13:36.3	<p>Ummmm, I think that umm, there's a variety of different CIR positions and I think that CLAIR recognises that. Umm I think that um, I could do more by contributing and summarising the kind of things I have done in my role, things that I have accomplished and for example publishing that in the umm.... There is a list of examples of things that CIRs do. (Right then...) The <i>Jirei</i> [Case study].... something.... (Yeah, yeah) Or ummm, you know presenting at mid year conferences or things like that.... That would be something... like if they had more interest from CIRs to present at those kinds of things then things would be easier for them to organise. (Ummhmm) Mmm what else? CLAIR. I mean.... The umbrella term is internationalisation, but I don't think I am doing much internationalisation at my office other than facilitating the internationalisation of other JET programme participants because there is not really much of an opportunity for me to showcase Canada or whatever. But that is not really what I got into the position for in the first place so.</p>	I-3
00:13:36.3	00:13:44.5	<p>Ok... um. Ok. Would you say that you feel well integrated into your workplace professionally?</p>	F
00:13:44.5	00:16:08.6	<p>Uhh... *laughs* Professionally it's uh... So interpersonally and professionally it's a little bit different, I feel it's a little bit different. Interpersonally I feel like I have expressed interest in my co-workers, and I go have small talk with them and they express interest in me and sometimes we talk to each other even during work hours I will like wander over to their desk and say how are you doing, what's going on? And that's very nice. And also... umm a lot of my other workers feel very comfortable coming up directly to me and asking me to ummm for umm help with things rather than like always asking my <i>tantou</i> or <i>tantousha</i> [supervisor]like, is it ok if we ask the CIR this? (Right, right) So I am able to communicate with other people in my office directly and make connections with other people in my office. It's a little bit harder to do that outside of the office with other departments because obviously it will go through... the...umm proper channels. So, when I get work from other departments it is kind of hard to make connections with them. And umm do I feel</p>	I-3

		<p>professionally integrated? There is also a limit to the CIR role in the fact that it is umm uhh at the moment it is a <i>hijokin shokuin</i> [contract worker] So uhh... for example.....in my first about uhhh about half a year in the job I didn't have a proper <i>kencho</i> [prefectural office] computer and I didn't have access to the <i>kencho</i> [prefectural office] network. It was a completely different computer with completely different internet access. So, I didn't have access to anybody's schedules. I didn't know what anybody was doing. I didn't have a <i>kencho</i> email address. And that was a really big barrier for me to understand what was going on in the office. So, I really didn't know what of anything was going on unless somebody told me and usually communication was not that good. But I think a lot of that was resolved by me being in the office for a long time and kind of figuring out what everybody does, knowing what's going on, being more perceptive and hearing conversations around me and also having a new computer with access to everyone's schedules with. But because I am a <i>hijokin</i>, they will often go to meetings, and I will not be included in the meetings but that is probably but even other Japanese <i>hijokin</i> are not included in those meetings so I understand that there is a reason behind that.</p>	
00:16:08.6	00:16:34.3	<p>Ok, so could I just ask.... uhh...explain... You explained about the proper channels. So, if you get a request, so let's say a translation or interpreting or whatever, who does that go to. Does that go directly to you, or does it go to a supervisor or someone else in the office. And then how does it make its way to you and then get back to the other person? The whole system. (*Laughs*)</p>	F
00:16:34.3	00:19:48.1	<p>So, part of my role being at the <i>Kencho</i> [prefectural offices] has been kind of exploring how that work. Because it changes sometimes and I uhh think that there is a general role and not everybody in every department is aware of it right? So..... uhhh... the person who sits beside me is my umm JET Programme <i>tantosha</i> who also happens to be my PA. So he is my co-PA (OK, sure) on the JET Programme. And he is very familiar with the position. This is his fourth year, so he has.... is able to manage my workflow by accepting or denying</p>	I-3

		<p>interpretation requests for other departments based on his understanding of my work situation. So basically, other departments will call umm my Han, my island if they have a request. So, they will say, I have a... I have a....I want to make a request about a translation, is it ok? And then my tantosha, ummm if he's not busy or sometimes my <i>hancho</i> [section head] if my <i>tantosha</i> [supervisor] is busy because usually my honcho is a little bit freer, he will ask a few questions about the translation or the interpretation if it's another department having a <i>hyokeihomon</i> [courtesy visit] then, he will ask them questions. So, like some questions that are asked are like, How long is the... if it's a translation... How long is it? How many pages is it? Have you translated it? Is it a native check? Umm uhhh Can you bring it in, and can we look through it first before we decide if we can accept it or not? Umm before... whether we take it on or not. And if it is a <i>hyoukei</i> [courtesy visit] then they will confirm when the time is and.... And then if it sounds like..... Something that satisfies my honcho or my tantousha, they will pull me over and say, Hey we have a request from such and such a department. Do you think that this is something that you can do? And I will say yes or no depending on the situation. And umm then the person from that department... if it's a fairly ... if it's an interpretation the person... we will ask for the person from that department to come in and have a meeting with me. If it's a fairly..longer translation or native check we will also request a meeting. If its just a short thing sometimes we don't have them. And then I will prepare for or do the native check or translation and ummm now, you asked the question how do we send back the finished product? Sometimes... at least initially before I had a kencho email account I would just umm send it ... or give it by... like a USB or whatever to my <i>honcho</i> [team leader] or <i>tantosha</i> [supervisor] and they would forward it on. But now that I have a kencho e-mail address and my my uhhh my Japanese PA was just like, Oh umm I CC'd you in the e-mails so just find their e-mail and send it back to them. And I do that most of the time now.</p>	
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00:19:48.1	00:20:04.6	So just one thing then. This is I guess translation request specific. Is your translation viewed by anyone else in the island before it is sent on?	F
00:20:04.6	00:20:10.1	Umm no. *laughs* (No?) I mean.... No (Ok so there is no <i>hanko</i> [stamp]?) There is no <i>hanko</i> [stamp], no. (OK)	I-3
00:20:10.1	00:20:33.0	Ok umm. So has there ever been a case when someone *laughs* unbeknownst to you, intervened on or altered a translation done or piece of interpreted speech?	F
00:20:33.0	00:22:06.8	Umm piece of interpreted speech, that hasn't happened to me, as far as I know. I mean, I guess sometimes I have had an interpretation where I didn't understand what my ... the person I was interpreting for was saying and the other interpreter, who was usually a more professional interpreter has clued into the word that I was missing and helped me out. That has happened before. (Uhhuh) As for translations there are sometimes where I will do a native check or interpretation for another department and I will suggest a bunch of changes and usually in the changes I will include it all in red or whatever and I will send it back to that department and they will publish it but they might not have adopted all of the changes that I suggested, maybe for internal reasons, maybe they believe that something else is better or because they have their own notions about English, *laughs* which I think that sometimes native speakers would agree with but, ok (OK). That does happen but not all the time, yeah. Sometimes, for example, I have done things and not seen the translation that I did reflect in the finished product and thought why? And sometimes I might ask but usually there is no time to ask. So, yeah.	I-3
00:22:06.8	00:22:18.4	You've done things and haven't seen your translation reflected in the finished product? What do you mean?	F
00:22:18.4	00:22:42.9	So, they might revert to a previous, pre-native check version. Yeah. Because you know this is their opinion or like they might have asked for a third opinion from uhh other people, so. (Huh, OK) So when that happens, I am just like why did you ask, then?	I-3

00:22:42.9	00:22:43.0	So, this is a slightly different question. But would you say that you feel you have the ability to enact change in your role as a CIR?	F
00:22:54.4	00:23:05.8	Yeah, there are a few things that I have changed. Uummm, but it's kind of... with respect to what part of my role... like with respect to translation and interpretation specifically or...?	I-3
00:23:05.8	00:23:18.3	Ummm no anything in general just with regard to specific roles and responsibilities or even you work environment for example.	F
00:23:18.3	00:24:46.8	Well of course the amount of stuff that you can do is limited but umm uhhh Usually if I think that something is important, I know the people that I can explain it to and get things to change. So, one concrete example is when I first arrived in my office.... Uhhh.... I did not have excuse to a... oh well... computer. I tried to pressure my office and we got a new computer. It took a couple of months, but I got a computer that is connected to the kencho internet which has its limitations and advantages but that's one thing that worked out. Another concrete change that I made was when I arrived in my position, if I had to work overtime, ummm I would kind of make a verbal agreement with my tantosha or he would scroll a note saying, oh you worked two hours here or something like that and it was very very disorganised. There was no like system where you know, you have a bit of paper, and you say I worked two hours and what was I doing during that two hours. I did this and then I put my <i>hanko</i> [stamp] and get it <i>hankoed</i> [stamped]. And I thought that was just the norm, so I asked my predecessor, Well how do you track your <i>nenkyu</i> , your, your, your compensatory leave and she was like, Oh I just keep track of it myself in an excel spread sheet. I had done that for a while. And then when my office hired a new CIR I thought it wouldn't be fair for us to just be recording everything ourselves so a more neutral system uhh that everybody could see and have access to would be better so I made a printout sheet with like what what how many hours I worked that day and how many hours of overtime that would have been and what the total current number..based on all of the current hours. And then if I take time off I	I-3

		<p>can write it on the same thing and then decrease the number of outstanding compensatory hour... leave... compensatory hours of leave that I have and then my <i>hanko</i> [stamp] and then my <i>tantosh</i>'s [supervisor's] <i>hanko</i> [stamp]. So I printed out a few pages for me like that and then I printed out one...a.. few pages for my new CIR colleague like that and we both have been using that ever since. But that was entirely like, nobody suggested it... nobody... thought... I just thought that this was something that should be had and since I did it in a pretty official looking thing everybody just went oh, ok and they put their hanko on that and it just became a thing. *laughs*</p>	
00:25:58.3	00:26:17.1	<p>Ok, grand. And is there anything that you feel could be improved by your workplace conditions as they are now?</p>	F
00:26:17.1	00:27:56.8	<p>*Sigh* Ummm I'd like to be a little bit more involved in certain things. But I understand that if I want to just have a 35-hour work week I can't get too hung up about the limitations that I have as a CIR. (What do you think the limitations that you have as a CIR are?) *Laughs* Umm ummm more so than answering that question, going back to your first question is (Yeah, sorry), what I would like there to be more opportunities where I can understand the umm what's going on and for there to be more meetings and more clear expectations and kind of more explanation of different things. Of course, I have enough language skills that if I am confused about something I can ask and get an answer but I think that I just have a childish desire to have things explained to *laughs* or something like that, I dunno. But I am really happy with my position (uhhuh) ... yeah *laughs*</p>	I-3
00:27:56.8	00:28:13.4	<p>OK yeah. So just a little bit about the future. Have you thought about any field you would like to work in in the future?</p>	F
00:28:13.4	00:28:44.1	<p>I want to... Before I came to Japan... uhhh as an ALT, I thought I would just go straight to Postgraduate studies and that thought has not really left me. I don't know if that is a very wise thing or not *laughs* but umm (Probably not the best person to ask) *Laughs* We'll see.</p>	I-3

00:28:44.1	00:28:44.2	So that's what you are thinking about at the moment?	F
00:28:44.1	00:28:47.0	Yeah, that's what I am thinking about at the moment. Yeah.	I-3
00:28:47.0	00:28:57.8	And you said the thought hasn't left you so your experience as a CIR, you wouldn't say has affected that decision in any way. Or maybe it's made it stronger, I dunno.	F
00:28:57.8	00:29:30.5	It has slightly weakened it though like I have considered working...uhh... in the private sector and doing other things because I have gained more confidence in the skills that I have, which is not something that I had when I first graduated, obviously. And I think that being a CIR and being in a workplace environment where I can do lots of different things has uhh given me confidence in seeing the potential that I could have in other... not just in academics.	I-3
00:29:30.5	00:29:49.1	Ok so. Would you say that em CIRs, as, specifically speaking as translators and interpreters would be professionals?	F
00:29:49.1	00:30:44.0	Uhh professionals. Well it is one of the listed duties in the terms and conditions so part of our contract and that... the contract that is based on the money that we get paid so um in that sense we are professionals and.... Umm although in most situations that I have seen other CIRs in the prefecture there isn't so much of a professional kind of code or professional training. It's mostly well ok, you are an English speaker so help us out with this. It comes off as more informal, but you know we are being paid for it so in that sense it is professional.	I-3
00:30:44.0	00:30:44.1	And have you attended the translation and interpreting training course run by CLAIR?	F
00:30:44.0	00:31:25.8	Yes. I did it twice. (How did you find it?) I found it very useful the first time. It was a great opportunity to meet a lot of other amazing CIRs a lot of amazing people who were fantastic um at interpreting, fantastic speaking Japanese. And I made a lot of connections to other CIRs that I have been able to maintain, more so than uh the CIR mid-year conference or other opportunities. And also, I didn't come as a CIR so I didn't have any CIRS who I	I-3

		came in with my year so it was my only opportunity to meet CIRs outside of the mid-year conference.	
00:31:25.8	00:31:37.5	And would you say that your practice of translating, or interpreting has improved after that?	F
00:31:37.5	00:31:55.9	Yes.....umm...yes...yes. So, I was an ALT the first time I joined that translating and interpreting course. (Oh, ok, ok ok yeah) So I had had no experience of translating at that point (Right). So, I was very fortunate to have that as an ALT so when I finally assumed my CIR position I already had had the benefit of that. (Right, ok)	I-3
00:31:55.9	00:31:56.0	So you said..... No, I think I will ask this at a different point, sorry. So, we will move on to all of these pieces of paper in front of you. First, we are going to look at these ones here, the numbered ones. I'm just going to ask you whether you agree or disagree with certain statements, that's all. I'm just gonna move this out of the way. Em so we have strongly disagreed, somewhat disagree, somewhat agree and strongly agree (OK). There are four options. I am going to read out the statements just for the purpose of the recorder. We are gonna go through them in number and then we are gonna talk through why you have chosen them and stuff like that (OK). So, the first one is CIRs when interpreting should always speak in the first person as if they are playing the part of both speakers in the conversation.	F
00:32:59.5	00:33:21.5	Ummm I ... would... put that with um somewhat agree because I think that there are sometimes where, umm, for clarity you could, and depending on the level of the formality of the inter.....Oh I guess we are gonna talk about why I think that later (Oh no no no no no actually there is no question so uhhh) Oh, (I just wanna know why you put that) Oh yeah (So you can go into it) Sure, so somewhat agree. Primarily that is the way that I interpret. Umm uhh but not all of interpretations are to that level of formality and sometimes it's clear, especially in Japanese, to clarify at the end because sometimes the subject is not as clear in Japanese that I might add in a few words at the end...saying...clarifying the subject.	I-3
00:33:58.5	00:34:01.7	Has anyone ever told you that that is the way you are supposed to interpret?	F

00:34:01.7	00:34:23.9	No *laughs* (OK) I guess it's the like, maybe at the translation and interpretation conference that's just the way everyone else was interpreting or that's just the ... my image of what interpreting is about. So yeah, preconceived notions, nothing explicit. I've never taken any interpretation classes in university, so... (Ok)	I-3
00:34:23.9	00:34:29.8	So, the next one is CIRs, when translating should never alter or amend the source text in any way.	F
00:34:29.8	00:35:48.1	I would have to.... *sigh*... somewhat disagree with this. I feel like, especially when translating between Japanese and English, that uhh the amount of contextually and cultural information is just so incredibly high that it is almost necessary in a lot of cases to just supplement that information and in the case of my work, if I have a text where I have to interpret as I translate it in that way, um I might, if it's something where I do have to make a...uhhh quite a bit of an addition that's obviously an addition I will contact the tantosha for that particular project and say well you know by the way this is what's going on with this. Ehh in English this would make no sense, or an English speaker might not have the cultural background to appreciate what is being said here so I have added this explanation or added this extra information to this sentence to say like ok.... Yep	I-3
00:35:48.1	00:35:59.3	So, like is there any specific example like just to like clarify that just a little bit.	F
00:35:59.3	00:37:27.1	So yeah, sure. A specific example in my work... So actually I just actually remembered an example from the CIR conference (OK) umm which is... uhh.... It was a Japanese... I can't remember the specific Japanese.... But like if I was to translate it without amending the source text it would be ummm Hakone shrine is famous for em.... it's...em... Setsubun Festival where people water ski with demon masks. *Laughs* (Ok *Laughs*) So in that sense... uh...sense... to... to... to maybe get a more... better translation for that it would be necessary to say that uhh add a bunch of other information to that. Like for example, Hakone onsen, oh sorry, Hakone Shrine uhh is uhhh famous for a particular umm feature of its Setsubun Festival, and then explain that Setsubun is a festival	I-3

		celebrated widely in Japan where people wear demon masks but what is particular about the thing in Hakone is that there... people who wear these demon masks water ski in front of a lake because there is a lake in front of.... [unintelligible] or something like that. And that's the example	
00:37:27.1	00:37:27.2	Ok great. Ok. Umm so number three is CIR translations should read like natural texts would in the target language.	F
00:37:41.7	00:37:41.8	Umm ideally. Uhh yes. Uhh so I would have to.... between somewhat and strongly. Umm I guess I strongly agree with this (OK) Umm but sometimes in my work, umm I don't always have the amount of time or resources to make it sound as natural as possible so in some cases it kind of sounds a little bit Japanese, like the choice of words or something might be something that is commonly found in texts in Japan but I think that maybe this is just my linguistics or second language acquisition thing ehh bias coming in to it. But I think that we should be more open to international Englishes and different varieties or usages of English around the world, not just one specific variety of English. If it's understandable I think that that's good too but it should also sound natural.	I-3
00:38:46.6	00:39:02.6	OK, great. OK so, ok so the next one is CIRs are cultural ambassadors (Yeah) and may amend language to suit a cultural context.	F
00:39:05.8	00:39:55.0	Umm OK. Umm I, I , I would have to say that I agree with this because I... not because I really understand or have a value judgement about this but it's because I actually do this in my professional work because umm when I.. so, the two examples that I would give is when I give cultural explanations about Canada I amend the language and the explanations that I give to suit the Japanese audience. Umm, uhhh so that they understand what I am talking about and so that they are able to relate to it more easily for example explanations about multiculturalism in Canada can sound about preachy but it's a very important part of Canadian society. So, I try to make explanations about Canadian society in a way that they are not scared off or tune out but that they can appreciate the way of Canadian society being multicultural	I-3

		(Right, yeah. In a translation or interpreting context more specifically.) Right yeah. In a translation or interpreting context um so for example, the PA visits that I do with schools or ALTs, the ALTs might have a lot of complaints or grievances with their Board of Education but ... and if I were to uhh translate, uhh interpret everything directly umm it would have, it's very likely to have a Uhh negative effect sometimes depending on what they are saying. So, I use a little bit more, uhh what's the phrase.... uhhh.... (Like hedging?) hedging there we go *laughs* that's exactly what I was going to say. (OK great) Ok yeah.	
00:41:25.1	00:41:53.8	Ok so, number 5. Yeah, ok. So, the most important role for CIRs when interpreting is to ensure the aim of the contracting organisation is achieved.	F
00:41:53.8	00:42:57.3	OK, I'm not really sure what to make of this (OK) but I suppose that I would say somewhat agree but maybe also somewhat disagree. I don't think that it's the most important role. But ok.... Umm..... (If you were thinking about something that would guide and interpreting... So, you said that you do courtesy calls to the Governor right?) Yeah, yeah (So if the Governor has an aim to get out of a, a meeting. Are you conscious of that in your interpreting before going in?) No, because usually I am not briefed about what their goals are *laughs* (OK) So there are <i>reku</i> [meetings with the mayor/governor] that other officials in my office join before visiting (OK) Yeah. Actually, recently I was invited to a <i>reku</i> [meetings with the mayor/governor] for the first time but like, I've done dozens of courtesy visits and I've never been invited to it before. *laughs* (OK) So usually I don't know what is going on. I just have the <i>aisatsu</i> [greetings], the prepared <i>aisatsu</i> [greetings] and I kind of like can make inferences based on the <i>aisatsu</i> [greeting] but I usually never join the <i>reku</i> [meetings with the mayor/governor] so I don't know what the goal is of the CO usually. Yeah *laughs* (OK) Yeah. Uhhh and for <i>attendo</i> [accompanying and interpreting for guests] it's kind of like what the guest wants and make sure that the CO understands that and if the CO has an opinion to try and state that opinion. I feel like sometimes for <i>attendo</i> [accompanying and	I-3

		interpreting for guests] I am kind of like a bit more like a mediator than an interpreter sometimes. So anyway, this is difficult to answer. (Difficult to answer, ok. Emmm)	
00:43:56.5	00:44:17.3	OK so next one CIRs should feel empowered to use their practice of interpreting to use to advocate for causes that the believe in. (Hmmmmm) Do you feel like they are getting more difficult *laughs*? (Yeah)	F
00:44:17.3	00:46:45.7	I like the language around empowerment. I feel like empowering CIRs is important, it definitely leads to professional satisfaction. Ummm and uhh as PA I really want my, the other CIRS in the prefecture to be happy in their position and to not, you know, break contract and... you know anything like that. So, I want CIRs to feel empowered. But I feel like if that necessarily, if that comes into conflict with what they are being employed to do by the CO then I kind of see a problem with that. I don't, don't necessarily think that they should necessarily be, that CIRs should necessarily be... should not interpret what the CO wants, or something that is in conflict with the goal of the CO. *Laughs* I don't really understand what it is.... I feel like I have talked a lot about this (No, no) No? (So, what you said is you like the idea of empowerment but as regards agreeing or disagreeing with advocating for causes that they believe in where would you put yourself) I would say somewhat agree but with reservations because I don't think that if we are talking about interpreting specifically (Yeah)... Interpreting is not advocacy. It's kind of... you are interpreting what another party is having and that party is invested with another part and they are trying to have a dialogue amongst themselves and interpreting is not the place to bring your own values into necessarily so..... (OK) Yeah. But if interpreting happens to align with the causes that you believe in then that is great.	I-3
00:46:45.7	00:47:08.2	Ok, do you think, (Yeah) and I am adding this question, but do you think that you could see yourself refusing an interpreting because it doesn't align with your values.	F
00:47:08.2	00:47:20.1	Yeah.... but..... I could do that potentially, if I knew ahead of time. But if I had already agreed to it, I don't think that I would stop half way or anything.	I-3

00:47:20.1	00:47:31.3	Ok and the last one (Oh sorry) No no go ahead. As a product of the CO supervisors or superiors should have the last word on translations.	F
00:47:31.3	00:49:54.3	Huh... I mean in practice, they do so... *laughs* (*laughs* But do you agree or disagree with that idea?) I guess I am gonna say somewhat agree. (OK) Umm but then I also somewhat disagree. You know this is difficult, eh? Umm but like my own political beliefs are informed by the fact that I don't believe that people should be subject to coercion that is unjustified so... based on that principle I don't *laughs* I don't think that people should be coerced into doing things that they don't want to. But with translations you are not writing the document, you know, you are translating a document that has already been made. Emmm so... and ... and the person who is authoring the document is the CO so if you are unable to convince your CO that a certain translation is more accurate then that's a skill that you need to work on personally. Uh...uh... interpersonal and uh skills of persuasion but as a product of the CO, so I guess I somewhat agree with this. Uhhh but I understand the frustration of CIRs uhh who are invested in certain translations. (Have you heard of that happening, where CIRs would...) Yeah (would feel that ehh) yeah (they should have the last word, in a sense) I don't know of any CIRs that would feel like they should have the last word, but I can understand that they might feel like a little bit let down if their translation is altered or whatever for some reason.	I-3
00:49:54.3	00:50:30.8	Ok (yeah) so (yeah) last thing (Yes *laughs*). I feel like I have made you think a lot, but I have a. Couple of scenarios, four scenarios that I want us to talk through and then emmm we can ask, I will... I have some questions that I have prepared to ask you. They are a bit longer so you can read them to yourself, but I will read them out loud for the tape again.	F
00:50:30.8	00:50:30.9	Ok so you are asked to translate an academic paper for circulation at an upcoming international academic conference to be held in your city and attended by scholars from all over Asia. (OK) The paper makes claims about Japanese historical	F

		events with which you personally disagree and believe to be factually dubious based on your understanding of history (Hmm) How do you proceed?	
00:50:46.4	00:50:46.5	*laughs* Umm well, umm I would try to... an academic paper... umm.... OK well this is an academic paper which has already presumably been completed by an academic of some kind. (Uhhuh) Umm and by the time that you have read through it and realised that it makes claims about Japanese historical events you have already accepted the translation so. (So, I don't know about your own circumstances but is it possible to refuse a translation post accepting the translation?) Umm probably not, yeah. Umm once you have already said that you would do something you have to go through with it (Ok so). But I would try turning it down, I would try telling my <i>tantousha</i> [supervisor] that I don't want to translate it and I wouldn't emm I wouldn't directly tell the senpo-, the person who is in charge of this that I don't want to translate it. (OK) But I would tell my tantosha or somebody in my office and they might disagree and say you might have to do it and I would do it because it's my job. But I would make my, I would, I would say No I don't want to do this.	I-3
00:52:53.7	00:53:17.8	And then how did you arrive at this decision? What motivated the decision to try to turn it down and then... Well in the first instance lets go with why would you try to turn it down?	F
00:53:17.8	00:54:21.6	Well....umm..... because Actually, while I am thinking about this I kind of like... em... confused. I am confused about what I would do personally in this situation. Because like if it is an international academic conference I might just go ahead, and you know translate it as is and your know if it is going to be attended by all scholars from all over Asia then they can have the opportunity to debate the contents of the paper there. And you know, whoever is the academic of the conference organisers are embarrassed by it then that's got nothing to do with me for translating it. So, you know I might go ahead with it. You know I might go ahead with it. If I were to turn it down, it might be	I-3

		because an academic paper is too long to translate for my job. *laughs* (*laughs*) Yeah, yeah.	
00:54:21.6	00:54:21.7	Ok what would.... Would your supervisors be happy with your ...? Well, what would your supervisors want you do is how I should phrase that....	F
00:54:35.8	00:54:35.9	Well, my supervisors would, my, personal, my personal supervisors would just want me to answer honestly about whether I could translate it based on the uhhh, potential length and burden of taking on this kind of translation based on the context of the other kinds of things that I do in the office. (Mmhmm) Because uhh the people who are higher up in the Japanese office, they don't really do much besides manage the workloads of other people. I mean they, they, they do other things other than that but that's probably their most important job. If I, you know, raised objections and said that this is not something that I, I could do then they would probably understand.	I-3
00:55:22.7	00:55:32.7	So, would you say that you are fully confident in what you would do, if this was to come up?	F
00:55:32.7	00:56:04.6	No actually. I can't even imagine this coming up in my particular practice but...	I-3
00:56:04.6	00:56:51.8	But just to let you know, I should have said this at the outset but these scenarios specifically, they have arisen in focus groups that I have done with CIRs (Ohhh), so they are from other people's experience. Some of them are slightly embellished just for time reasons or whatever. So yeah, in your particular... practice this wouldn't come up you are saying. (No) But do you think there is anything that could assist you in coming to a decision that you would be happier with quicker, not quicker but you know to..... (Like some kind of mechanism for deciding what... things to take on or whatever. There is no mechanism like that in my office, it's all on a case-by-case basis) Ok (I'm not sure. I can really understand and relate to this. Because there are other issues.... I, I can see situations, I know of one situation in [this] Prefecture where this is very possible) OK (And I would understand if they wanted to turn it down, I would repeat their decision but not let it happen in mine.)	F

00:56:51.8	00:56:51.9	But you are confident that if you were to raise the objection that it would be listened to?	F
00:57:03.1	00:57:16.6	Yes. Because this sort of thing, this is not the sort of thing that my office would be in charge of internally. It would be a different office, so it is easier to refuse. (Oh, ok)	I-3
00:57:16.6	00:57:25.6	Ok, grand. Should we move on? (Sorry) No problem, no no. This is number 2, its longer sorry. (*laughs*) You are tasked with interpreting the conversations between your colleagues and non-Japanese speaking local residents who come to your office in order to get information about different prefectural services, let's say. A non-Japanese speaker is enquiring about the process of obtaining a divorce from their spouse. Your colleague leaves the conversation momentarily in order to obtain more information about the request of the local resident. (Ummhmm) While they are gone the local resident non-Japanese speaker begins to ask you questions about obtaining a My Number Card and renewing their visa. So, this is perhaps more of a municipal level issue where you are engaged in more like madoguchi <i>tsuyaku</i> [interpreting]-type situations. But if this was to arise, how do you think you would proceed?	F
00:58:14.0	01:00:46.6	Well, I have ummm... Ummm In this situation umm, like, ummm I guess it depends on the. Board of Education, the Contracting Organisation..... Umm but umm I might, I might just provide information if I knew it. So, for example in the case of renewing my visa, I don't know the information so I would tell them to contact the <i>nyukoku kanrikyoku</i> [immigration office]. As for my number that's probably something that could take place in the municipal office so I would just wait until myuntil my colleague comes back and report that they have been asking questions about my number card. (And if it was regarding a service that you knew about, would you be happy to provide the information to the The uhh... <i>Okyakusan</i> [civilian]?) Yeah, I would So for the My Number Card I could tell them the desk is over here but since they don't speak Japanese they probably couldn't go there themselves, so.... Umm we would	I-3

		<p>have to wait.. for them... for the Japanese staff to come back anyway, like I couldn't just leave and walk over to the My Number place with them. As for renewing their visa I would have no problem referring them to the information so for example in my office, there is information about the customs and immigration office, like the phone number and everything is all written down. Emm also like in my office there is a <i>gaikokujin</i> [foreigner] support centre that umm is open and all <i>todofuken</i> [prefectures and other large administrative regions in Japan] and <i>seireishi</i> [large cities with special administrative powers] have to have one of these now. Umm so our office just opened one in September and if I explain what ... give... provided the information as long as I reported it, reported the information that I provided and reported the questions back to the colleague and said by the way this also happened then I don't see the problem. I don't see that there would be any problem because like I'm not just ... hired to be an interpreter, I'm also a municipal employee or prefectural employee and ummm in my job, My job is like 75% provision of information to JETs so like I'm very used to doing this type of thing. It's usually the first thing on my mind more than interpreting is like the provision of information so I don't have... (Right) any conflict with this.</p>	
01:01:24.3	01:01:24.8	<p>So, let's move on to scenario three then. So, you are your co-workers have been heavily involved in the planning of an event to bring a delegation from overseas to your locality in order to sign a Memorandum of understanding for a future Olympic Training Camp. (Right) You are interpreting between the Governor of your prefecture and the equivalent lead of the delegation from abroad. They are having lunch before signing the Memorandum of Understanding. A member of the visiting delegation is, unbeknownst to themselves, (ummhmm) saying things that you perceive to be rude and insulting when speaking to the Japanese staff. (Ummhmm) You are charged with interpreting this. How would you proceed?</p>	F
01:02:12.2	01:03:22.0	<p>*laughs*Mmmm.... It's difficult Emm...If its umm, if it's just a kind of an embellishment and not necessarily the main trust of what they are</p>	I-3

		saying, I might just truncate what they are saying to try and remove the rude and insulting stuff or ... try and translate or interpret around it. But is everything that they are saying *laughs* is rude and insulting and people are obviously waiting for this to be interpreted and there is nothing else that can be done *Laughs* (Ummhmm) I might just end up having to say it. I dunno. I dunno what I would do in this situation. (OK)	
01:03:22.0	01:03:22.1	Uhhhh. That's a good point..... Ummm..... I don't know. I don't know what they would want me to do in this situation.	I-3
01:03:22.0	01:03:22.1	What do you think your supervisors would want you to do? Or your superiors?	F
01:03:47.6	01:03:47.7	Would you proceed differently if the Japanese staff were potentially insulting the non-Japanese staff? Non-Japanese delegation I should say, sorry.	F
01:04:04.0	01:04:44.0	Now that you have phrased the question that way, I don't think that I would want to. (Uhhhhuh) Yeah... Umm.....Yeah unbeknownst to the Japanese staff, I suppose right? (Umm) Yeah.....Umm yeah, I would say, I would like to believe that I would behave (the same) yeah consistently.	I-3
01:04:44.0	01:05:05.8	So, you don't know what you would do. (*Laughs* Yeah) so you would agree.... So, you couldn't say that you are fully confident in your choice. (Yeah) Emm is there anything that you think could help in that situation?	F
01:05:05.8	01:06:09.2	Umm so... It would be useful to ask Japanese staff ahead of time.... How they how how, what their instincts are as regards to a scenario like this. And if I had a clearer picture of their expectations, I might be able to act with a little more confidence (Ummhmm) Yeah... But also, I don't perceive myself being in this situation. I mean... it's not entirely.... It's not entirely impossible but... Yeah... Hmm. Very interesting.	I-3
01:06:09.2	01:06:16.8	So, should we move on to the last one so? (Yeah) And then there are just one or two more questions that I want to ask at the end. OK perfect so scenario four then. You are your city's main contact point with your sister.... Well, you are your prefecture's main contact point with your sister	F

		state abroad let's say. You're supposed to translate each correspondence from your counterpart abroad and hand the translation to your section chief. Your division is supposed to be holding a reception for a visiting delegation from the sister state in two months. In your latest correspondence you have been told that the plans may fall through but were requested not to pass this decision on to your supervisors as no ultimate decision has been made. What do you do?	
01:06:55.0	01:09:17.3	Ummm..... OK. (Just sorry, just before... umm do you have any sister province or state?) Yes. But the person who is in charge with the correspondence is actually Japanese staff. Hmmmm. I would emmm.... Hmmmm.... I mean I don't feel any obligation to honour the request of the sister state or whatever. (OK) But if I have a relationship with that person where I feel comfortable sending another e-mail saying I can't really not tell this to my superiors. Can you clarify can you provide more information as to the background as to why this might be, might be being cancelled. I'm going to have to go ahead and tell my colleagues, but I can tell my colleagues that it is not an official decision that you are making. (Mhmm) Yeah. This is a difficult situation, but I don't feel like I have to cover up for their, their, their working through their own issues. (So, in that situation your obligation would be to telling, well you may clarify with them if you have a friendly working relationship, but your obligation would be to your contracting organisation in order to tell them the information?) Yeah	I-3
01:09:17.3	01:09:20.8	And do you feel confident in that decision?	F
01:09:20.8	01:09:44.1	Not really but I don't feel confident in any decisions. Yeah, but I feel a little bit more confident about what I would do compared to umm.... The first one ... I dunno what I would do here in the first one. I'm just leaning towards translating it and seeing the shit go down (*Laughs*)	I-3
01:09:44.1	01:09:56.9	Ok grand so last question then just before we finish up, would you say that CIRs have a diplomatic function?	F
01:09:56.9	01:10:04.1	No, practically speaking I don't think that they do. At least in my position it is not like that.	I-3

01:10:04.1	01:10:10.8	OK, that is great. Thank you so much for coming and we are done. *Laughs*	
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Appendix BB4 - Interview 4 Transcript

Start Time	End Time	Transcript	Speaker
00:00:00.0	00:00:20.5	So, hi. Thanks for coming. (Hi, its ok) I know it's a Saturday, so you probably have better things to so. (Umhmm) But we'll just start with some general questions about your role as a CIR. So, tell me about the kind of work that you do?	F
00:00:20.5	00:00:20.6	So, I work in the prefectural government. The majority of my work is translation and interpreting. Em, I've done... I've only been here for four months so so far, I've done two presentations about [my country of origin], mostly to older people rather than children. And other than that, I have done a lot of work where foreign dignitaries or maybe journalists from other countries come and I have to show them around [the prefecture]. They are usually pitched to me as interpreting jobs, but they are usually never interpreting jobs, its usually just me on my own meeting people around the city. *Laughs* (Oh... huh)	I-4
00:00:52.4	00:01:00.3	Ummm and journalists, what would they be coming for?	F
00:01:00.3	00:01:20.5	So, there is a real push at the moment to push tourism and that so they've been inviting journalist from Australian and America to come over and stay for two and three days and write about mmm the tourist attractions like the castle and some of the museums and stuff. So, they write articles and we take them out for nice food and stuff and they tell the world how great we are. *laughs*	I-4
00:01:20.5	00:01:27.7	Ok umm, so why did you decide to become a CIR?	F
00:01:27.7	00:01:48.1	Well, I studied Japanese in university, and I just wanted an opportunity to further my Japanese really. And I really enjoyed... I studied abroad in Japan for a year, and I really enjoyed... I thought the quality of life was really good so... em.... It was somewhere I wanted to try living again.	I-4
00:01:48.1	00:02:01.5	So, I guess when you got your placement it would have come to you in a letter and you would have opened the letter and seen the placement. What was your thought when you saw the placement?	F

00:02:01.5	00:02:46.4	So, when I saw the name, em I didn't get exactly in the prefecture I was, it was just the prefecture. The only thing that I knew about it was that there was a big earthquake a few years ago. (Right, yeah) So my first thought was that there was an earthquake here *laughs* em but then I kind of researched it, so I looked it up on Google and stuff and it has a lot of beautiful nature. So I was, I was pretty excited and as far as I aware I was coming to a fairly decent sized city so I knew that I wouldn't be too isolated, out in the <i>inaka</i> [countryside]. (And was that important to you?) It was important to me to have access to a community. Umm like just living out on my own wouldn't have been so great, I don't think.	I-4
00:02:46.4	00:03:03.0	Ok. Emmmm so you said that like predominantly you are doing translation and interpreting and how much roughly if you had to give a percentage to it is taken up with translation and interpreting, of your time?	F
00:03:03.0	00:03:17.0	Of everything? (Yeah) Umm maybe 60% of the work I do is translation and interpreting. 50 - 60 % I'd say. (Uhhhhuh)	I-4
00:03:17.0	00:03:22.9	And so, you said, well, you said as regards interpreting it was a lot of people from overseas, like dignitaries and stuff bringing them around but you are usually doing that on your own?	F
00:03:31.9	00:04:53.4	Yeah so, I am usually told, Hey you are going to interpret and we'll bring them to the castle and my co-worker comes with me and they know nothing about the castle. So, they know nothing about the castle so I end up doing it myself because I research the things myself to prepare for an interpreting but there is actually nothing to interpret. But I also do some courtesy visits. (Uhuh) People come to the prefecture to see the Governor. And he sets up a nice fancy room and gives them tea and has a chat and its very formal. It's all very scripted. So, I've done a few of those as well. (So scripted in the sense that you actually have a script?) I'm usually given a script in advance (Uhh) so usually it be about half an hour set aside. The other side will usually give a short speech, but they usually bring their own interpreter (Oh ok) to interpret from English into Japanese. And then our Governor will do a speech which I usually have written down, so I	I-4

		interpret that. And then they usually have about 10-15 minutes of free talk and that is kinda the only real interpreting that I am ever asked to do. And it is usually very general, the Governor will talk about tourist sites and be like, oh you should visit this or like I recommend going here, ver.... It's quite casual, although it's a very formal setting the types of discussion are quite casual. (Right, right)	
00:04:53.4	00:05:00.5	And then on the translation side of things, what would you be looking at?	F
00:05:00.5	00:05:40.4	A lot of tourism brochures, e-mails. Umm I'm not entirely sure why but the Governor gets asked to do a lot of letters of recommendation for students who want to study abroad so I translate a lot of his letters of recommendation. They are always students who want to go to big American universities like Harvard and Princeton (Oh, ok) So I think the way here is to try and get the highest ranked person you know *Laughs* to write your letter of recommendation. (Mhmm) So I have translated two of those so far and I think I have another one to do in the next week or two.	I-4
00:05:40.4	00:05:52.3	Umm ok. So, before you came on the programme, no sorry let me jump backwards. (Ok *laughs*) So are you happy with your placement as regards location?	F
00:05:52.3	00:06:26.0	Umm yeah, it's a very easy place to live in. Although it is a city, I wish they'd told me I needed a car before I came. It's a difficult city to traverse with a car, the public transport isn't great. I got a car two weeks ago and so since I have gotten a car it has become a lot more *laughs*, I think I am a lot happier in it. Yeah, that's kind of the only thing I wish they had told me before I came.	I-4
00:06:26.0	00:06:26.1	So, before you came on the programme what did you expect to be doing? What was your knowledge of the CIR role before you came on the programme?	F
00:06:26.0	00:06:26.1	I knew it would be a lot of everything. I had spoken to a few CIRs, and everyone did different things. I was hoping I wouldn't be too event heavy like organising events myself and luckily, I haven't been. I was hoping... I studied translation studies so I was	I-4

		hoping for translation and that is mostly what I do so em... that worked out quite well.	
00:06:58.3	00:07:05.4	Ok. Emmmm, do you think that there is anything that your anything that your contracting organisation would like you to be doing more of or less of?	F
00:07:05.4	00:08:00.0	Ummm *laughs* Not that they have ever brought up to me. My contracting organisation, so when they hired me, they thought I was fluent in Spanish because I studied Spanish in university. So, I know that they want me to do Spanish interpreting from Spanish into Japanese but I have just refused because... the quality of it wouldn't be *laughs* it wouldn't be any good. Like they don't seem to mind, they are like, but you'd do a better job than people who don't have Spanish but it's not something that I am willing to *laughs* compromise on on the quality of. So yeah, besides Spanish to Japanese interpreting I think, I don't think that there is anything else much that they would like me to do. *Laughs*	I-4
00:08:00.0	00:08:08.9	And when you told them you weren't going to do the interpreting, between Spanish and Japanese they were fairly receptive or was it frosty? Or what was the interaction like?	F
00:08:08.9	00:08:53.7	Emmm my supervisor was quite nice about it, and he was like OK I will explain the situation. But then about two weeks later the boss came up to me and asked me to do an interpreting so... my supervisor had never actually told anyone that I didn't actually speak Spanish *laughs*. (OK) Em so I've had to explain it a lot, but they are usually OK. I have compromised a little bit. I will write e-mails in Spanish (Mmm) because I can kind of check my grammar and stuff before it is sent but I won't do any kind of on-the-spot interpreting situations in Spanish because I am just not comfortable with it. But they seem...It comes up every now and then (uhuh) when they will be like, Oh the Ambassador of Spain is coming and you are like, ummm no. *laughs* (Laughs) But they never push it too hard really.	I-4
00:08:53.7	00:09:03.8	Ok. So, if you had to imagine, what do you think that CLAIR would like you to be doing in your role?	F

00:09:03.8	00:09:51.1	Umm, I guess sharing my culture more. I probably would like me to do more presentations... like actually sharing about Ireland. Umm... Whereas I am mostly just used as an interpreter for various things. Uhhh I wouldn't say that I am facilitating cultural exchange a lot *Laughs* because I am not exactly describing my culture or teaching Japanese people about... where I am from. (Mmmm) And I work in an International Affairs Division so all of my co-workers are already used to being around foreigners so I am not really introducing anything new to the dynamic of the office really *Laughs* (mm) So I feel like yeah, maybe some more cultural exchange related things would be.....	I-4
00:09:51.1	00:09:54.7	Ok emm.... And do you feel like you are well integrated into your workplace professionally?	F
00:09:55.9	00:10:39.4	Emmm. Yeah, for the most part. Emmm Sometimes people will bring translation requests, not to me but to the CIR who has been there for four years, just because they know her better. So sometimes there is a little lack of communication there as in... I have no work to do please give me something as well. (Mmhmm) But generally like everyone is very friendly and they will like talk to me at lunch and (OK). I think that then working in the offices is quite good. They have all accepted my presence and been quite welcoming.	I-4
00:10:39.4	00:10:45.5	So, you would say that you feel well integrated into your workplace personally?	F
00:10:45.5	00:11:14.8	Personally yes, but professionally they are not entirely sure. Because they have had a CIR for four years but I am a new position so there was no-one in my role before me so at times they are not entirely sure what to do with me. *Laughs* But usually they will find something. Usually if I have no work to do, I will tell my supervisor and he will allocate some of the work given to the other CIR to me instead. Umm...	I-4
00:11:14.8	00:11:14.9	Do you share a supervisor?	F
00:11:14.8	00:11:22.9	Yes, we have the same supervisor. (OK)	I-4
00:11:22.9	00:11:54.3	So, talk to me about the process if you are asked, given a request for a translation or interpreting role. Is... how does.... What is the process from it getting to you to it getting back to the other	F

		person, the person who has requested? So, what is the process, if there some form of request?	
00:11:54.3	00:12:03.7	So, it depends on the person. If it is someone from within our division, they will usually come up to me directly (Uhhhuh) and just, Hey do you have time, can you do this? If it is someone from outside our division like say the Governor's office wants us for an interpreting, they will contact our office and rang and will say, we need an interpreter. And whoever answers the phone will transfer them to our supervisor and get all of the information and make sure that they send data like online and software data, so it's not just..... because we have gotten a few times where they just give us paper and we will be like (Oh ok) We need a digital copy. (Uhhhuh) So he will get that and then he usually assesses between me and the other CIR who is more busy and gives it to... whoever has less to do at the time.	I-4
00:12:43.8	00:13:00.4	OK.....and then.... Once you have a completed translation do you send that directly to the person who has requested it, or does it go by your supervisor or someone else in the office?	F
00:13:00.4	00:13:14.4	If it was requested by someone in the office, I , we give it directly to them and we bring it over on a USB stick and just hand it to them. If it was requested by someone outside the office, then we send it to our supervisor and he sends it on to them.	I-4
00:13:14.4	00:13:19.1	And are there any checks on any of the translations that you do within the office?	F
00:13:19.1	00:13:34.5	No, they just assume that its correct because we are native English speakers. Sometimes, personally, me and my co-CIR will swap things and ask the other person to read over it but officially there is no ... there is no checks.	I-4
00:13:34.5	00:13:36.5	Do ever get requests to translate into Japanese?	F
00:13:36.5	00:13:36.6	Yes. Em not often but once or twice. Those do get checked. We have a sister city, well we have a sister State, the state of Montana in America. (OK) And they have a Kumamoto Association, so they send us a report of all of the activities that happened this year, the various kind of cultural events and stuff that they organised. So, I got that in English and	I-4

		translated it into Japanese, mainly for the meaning and then my supervisor took it and he made the Japanese pretty. *laughs* (OK, yeah yeah).	
00:14:26.3	00:14:55.6	Ok so. Has there ever been a case where you... have seen... OK I will just as the questions as is (*laughs* OK) and then we we we will dissect it. So, has there ever been a case where your supervisor intervened or altered your translation or a piece of interpreted speech? Or someone, in your case if it is not checked within the division, have you ever noticed a published translation that is different from what you handed it ?	F
00:14:55.6	00:15:30.6	Yes. So, once we ... I was given a documentary to do subtitles on which was very interesting. I was only native checking the subtitles. They had had them done by a professional company. And honestly they weren't that great and I spent.... gosh... it probably took me about three days to kind of tidy up all of the subtitles and make them quite nice. And then we sent it off to them and then they sent us the finished video (Ummhum) umm before it was published for the press. They sent us the printed video and they were like if you see any issues can you let us know? And I watched it and they had only used about 50% of what I had used... what I had done. And they kept the other company's translation. So, I told my supervisor and actually he rang them *laughs* and he was really mmm kind of annoyed at them for wasting my time essentially. So then they sent someone over and we had to talk through, I had to explain myself, like I had to give them reasons why my translations were better *Laughs*(OK) It was a little bit, kind of awkward, because they then told the professional company and the professional company sent back like a word document with explanations as to why their translations were better (Ohhh) so it was a little bit of a *laughs*	I-4
00:16:25.6	00:16:31.0	So why do you think, and this may be a little bit of a difficult thing to imagine, so why do you think that they didn't go with... why did spliced it 50/50. (Why did they split it 50/50? I really don't know) Ok yeah.	F
00:16:31.0	00:16:31.1	Maybe to avoid conflict but I think it caused more conflict *laughs* (Ummhuh) but I think it caused more conflict that it avoided.	I-4

00:16:46.9	00:16:47.0	Yeah, and what was the issue with the...umm... subtitles done by the professional company?	F
00:16:46.9	00:17:21.2	A lot of it wasn't grammatically correct. Or sentences wouldn't finish, like the would have a subject, if that makes sense. It was about two months ago so I can't even think of examples. (Uhhh) Like sentences just wouldn't end. It would be like half a sentence and then it would just finish (Huh) It was quite strange. I'm not sure what company they outsourced hit to but *laughs* (*Laughs* OK)	I-4
00:17:21.2	00:17:24.7	Ok and on the interpreting side of things has anything happened like that?	F
00:17:24.7	00:18:41.2	Ummm one thing happened but no one corrected me during the interpreting. So I had a kind of... spur of the moment interpreting where someone came down and were like these people are coming in two hours can you interpret? And I was... sure. So, I didn't have much preparation time. So, I went and the Governor did his speech and I kind of translated it. And I translated the university name wrong, or not the official name so The university is the Prefectural University of Kumamoto, but I said Kumamoto Prefectural University. And someone from the other side, one of the professors of the university came up to me afterwards and got angry at me for saying it wrong. And then my supervisor apologised on my behalf profusely *laughs* (Ok) Em but I dunno, it was such... I thought it was such a minor thing.... And it was after the fact. As I stood up to leave someone came up and was like Our university is this and I was like, (whispers) Ok I'm sorry. (OK)	I-4
00:18:41.2	00:18:49.8	Em ok so changing tac just a little bit, do you feel as though you have the ability to enact change in your role as a CIR? So, like work place conditions or work responsibilities, if you wanted to.	F
00:18:49.8	00:19:33.6	Umm, yes. My supervisor has made it pretty clear if there were ever any events or a particular type of work that I like doing to tell him and we can sort out how I could do more of it. I don't know how that would actually happen logistically with the office's budget and stuff. My supervisor does like to say things like this but whether they would actually happen if I approached him with them, is another	I-4

		issue. So, he has made it very clear that I can tell him if there is anything that I would like to do differently or I would like to change. But he is not the highest person in the office, so he doesn't really get the final say on it. (Right, ok)	
00:19:33.6	00:19:33.7	And is there anything that you would like to change at the moment?	F
00:19:38.7	00:20:27.7	At the moment? At the moment I'm quite happy. Em... I have some days that are very like down days where I have very little to do. And I have some days that are very busy. I do a lot of overtime. They ask me to work on weekends a lot, like a lot of Saturdays. But those are some of the best experiences I've had because they are always very interesting events going on, like the handball Championships at the moment. (Ummhmm) I'd never seen a handball match before but now I have seen like four of them, no three of them. I have gone to three handball matches. So, its been a very good experience and I think that those experiences are what will stand to me the most. But it can be quite frustrating when people are like, oh you are working on Saturday!	I-4
00:20:27.7	00:20:37.2	So, ok. So, would you, so would you like to (change it) change that?	F
00:20:37.2	00:20:45.2	I don't know. (Ok yeah, that's grand. You don't know.) So, I would like to work less Saturdays but I would still like to have those opportunities (Yeah)	I-4
00:20:45.2	00:21:05.5	So, you mentioned that your supervisor gave you like, he says that you could change, to tell if there is something that you would like to change (Yeah) and that he is (open to the ideas). open to the idea. But you said that you are not sure that those changes would be feasible in practice.	F
00:21:05.5	00:21:24.9	Yes, so the office obviously has a budget. So, if I go and suggest that, Oh I would like to go and do a yearly event at this time, whether the office would actually allocate me the budget for it or not is like... I don't know.	I-4
00:21:24.9	00:21:40.6	So, I know that you have just started but just like thinking about post-CIR life, is there a field that you think that you would like to work in in the future?	F

00:21:40.6	00:22:03.4	I would be very interested in game localisation. I have been since I started studying translation at university. But at the moment I don't feel like I have the language skills to go into it. So, the CIR role for me is kind of a stop-gap to try and fill in my language skills, language abilities and then hopefully move on to something like that. After doing subtitles on the documentary that I mentioned I wouldn't mind doing subtitles either, like on film subtitles.	I-4
00:22:03.4	00:22:14.2	Ok. Umm and would you say emm... that your experience as a CIR has affected your decision in any way?	F
00:22:14.2	00:22:31.6	Umm, well I mean it is something that I have wanted to do for a long time. Umm, so not particularly, not yet anyway.	I-4
00:22:31.6	00:23:23.6	Yeah, grand. So, we will move on to all of these sheets that I have in front of you. Ok, so I have em, let me just move this to the side. So, I have four statements, strongly agree, somewhat agree, somewhat disagree and I am gonna move this over.... somewhat disagree and then strongly disagree (strongly disagree). OK? (Ok) And I have seven statements there. So, I am going to read the statements while I hand them to you and you are going to tell me to what degree you agree or disagree. OK, (OK) so the first statement is CIRs when interpreting should always speak in the first person as if they are playing the part of both speakers.	F
00:23:23.6	00:24:17.1	Yeah, I would strongly agree with that (OK, so why?) Again, coming from a translation studies undergraduate background, (Uhhuh) that's just how we were always thought that interpreting should be. Umm you are there to facilitate the conversation, not necessarily to be a part of it. (Oh ok) So an interpreter usually, like if you are saying like, HE said...and whatever the person said, it kind of emphasises the fact that you are there. (Ummhmm) Whereas we would have learned that the interpreter is like a silent presence, almost like a ghost.	I-4
00:24:17.1	00:24:17.2	And just to go back on your university experience just a little bit, did you have a specific class in interpreting?	F

00:24:22.3	00:24:41.3	Yes, in my final year I had a module in interpreting. (OK) Community interpreting (Ahh) so it was mostly medical and police station kind of role-plays that we did, (And you are prefectural) Yes (so you don't do a lot of community interpreting?) No, not really.	I-4
00:24:41.3	00:25:03.1	Grand ok. Perfect. OK. So, second scenario then, CIRs when translating should never alter or amend the source text in any way.	F
00:25:03.1	00:25:54.2	I would say somewhat disagree (OK) Obviously you should try to stay as true to the source text as possible. But sometimes, if it's a Japanese text there are words like <i>kotatsu</i> that come up and although there is no direct translation for it if you write <i>kotatsu</i> and someone is unfamiliar with Japan or Japanese culture they're not going to know what it is, so I think it is better to describe it. Different people have different styles, I guess you could put it in brackets or just call it a coffee table, but I think it is important that the person reading it can understand it more so that it being word for word perfect.	I-4
00:25:54.2	00:26:07.1	OK. Umm ok. So, the third one is that CIRs translations should read like natural texts would in the target language.	F
00:26:07.1	00:26:24.4	Yep, strongly agree, following on from what I said to that *laughs* (Laughs) That it shouldn't seem unnatural, that there shouldn't be unnatural words that someone would read and be like Umm, what's that?	I-4
00:26:24.4	00:26:37.1	Emmm. OK. (*Laughs*) So four is CIRs are cultural ambassadors and may amend language to suit a cultural context.	F
00:26:37.1	00:27:40.7	*Laughs* This are all very similar. Emm yeah somewhat agrees then for that one. (Ok so yeah...) Again, very similar reasons. Umm that, if people don't understand the culture, it will effect their understanding of the text. So I think that it is better for the text to be easy to understand than....umm....yeah..very very direct. Obviously if a text is talking about like, This is a <i>kotatsu</i> . A <i>kotatsu</i> is a coffee table with a heater under it then I would take it literally because you are explaining what it is, that is the purpose of the text. (Umm) Yeah otherwise I think it is ...yeah I its better that	I-4

		something is easy to read and easy to understand. than....	
00:27:40.7	00:27:40.8	OK, so the next one is, The most important role for CIRs when interpreting is to ensure that the aim of the Contracting Organisation is achieved.	F
00:27:46.3	00:27:46.4	Strongly disagree. (OK) Em you should interpret what is actually being said, you are not taking sides in an interpretation. (OK)	I-4
00:28:04.1	00:28:04.2	Umm so the next one is CIRs should feel empowered to use their practice of interpreting to advocate for causes that they believe in?	F
00:28:15.5	00:28:38.0	*Laughs* I would also strongly disagree. You shouldn't alter the way in which someone is talking about something. So, if someone is talking in a positive light you can't just go, Well hmm, well I disagree so I'm going to interpret differently. You should try to be as true to what the person is saying as possible.	I-4
00:28:38.0	00:28:50.8	Ok and the last one is, as a product of the contracting organisation, supervisors or superiors should ahem the last word on translations.	F
00:28:50.8	00:30:20.5	I would strongly disagree based on the fact that none of my superiors even speak English so it would be very hard for them to know what would be correct in a like... it would be very hard for them to like look at it and pick up the English nuances, like what would be right or wrong. (What if you had someone in your division who did speak...?) If they did speak English.... Emmm I guess... if they did speak English and they were the person who requested the translation in the first place I would somewhat agree but if the translation request has come from the outside, I think it should be the outside party should have..... I think that the person who requested the translation should have the final say on it... provided they can understand it *laughs* (OK so in the example that you gave earlier, of the subtitles) Of the subtitles (what would you say in that situation?) In that case they did have the final say. I said... I did ask why they didn't use my translation and then I made my case as to why my translations were good and then the other company made their case, but the	I-4

		ultimate decision was down to the division that requested it.	
00:30:20.5	00:30:53.8	OK, so. Thanks for that. We are gonna move these things to the side and then we are going to move on to some scenarios ... and these are... So just to give you a quick word about these scenarios. These were taken from focus groups that I did. Emmm, they have been amended slightly and changed slightly just to make them easier to answer. So, they are slightly longer and I have messed up the order. (*Laughs*) So you can read them while I read them and then take your time to go over them or whatever (OK)	F
00:30:53.8	00:30:53.9	Emmm. Ok so you are asked to translate an academic paper for circulation at an upcoming international academic conference to be held in your city and attended by scholars from all over Asia. The paper makes claims about Japanese historical events with which you personally disagree and believe to be factually dubious based on your understanding of history. What do you do?	F
00:31:21.6	00:32:16.5	Emmm personally, if I very much disagreed with what was written, I would make the em... the person.... requesting the translation, I would make them aware of my beliefs on the issue. I wouldn't... I don't think I would turn down the translation, but I would make them aware that there might be some subconscious changes that I am not necessarily doing on purpose but because I don't agree with it the tone of the article may not come across in the way that they would like and again let them make the final choice as to whether they would like me to translate it or not. But I would make sure that they are aware of my stance...the issue of... not believing that these facts are correct.	I-4
00:32:16.5	00:32:22.8	OK...em... And how did you arrive at that decision, the decision to tell them?	F
00:32:22.8	00:33:09.8	*laughs* Emmm.... I They're looking for an accurate, possibly word for word translation of what they have given you and I don't think it would be, if it is something that you very strongly disagree with, I don't think that it is morally right to do it without informing them of that. It's like when you.... It's a situation that you would be biased in. And ... I... I don't think that it is right to be biased	I-4

		and not let the person know that you are slightly biased or majorly biased depending on the situation.	
00:33:09.8	00:33:16.6	And could you imagine ever turning down a translation or... because you disagreed the content?	F
00:33:16.6	00:33:47.7	I could yes.... If it was something very bad, emmmm like. If it was someone I dunno... trying to revere like the Nazis... or Hitler or something... I don't think that I would do it. I wouldn't feel comfortable.... If it was propaganda saying these people were great people, that's just not ok in my mind. I wouldn't do it.	I-4
00:33:47.7	00:33:54.4	Uhhuh.... Do you think your superiors would be happy with your choice in that instance?	F
00:33:54.4	00:34:10.4	Probably not. They would probably ask me to do it anyway or ... you know. <i>Ganbarimasu</i> ["I will do my best"] Or whatever.... But I think that you have to.... If it was something that you were really passionate about, I think you would have to stand your ground.	I-4
00:34:10.4	00:34:13.4	And would you be fully confident in your decision?	F
00:34:13.4	00:34:19.3	That would depend on the topic being asked. (Oh ok) Generally.	I-4
00:34:19.3	00:34:37.0	Is there anything that you think could help you come to a decision, quickly or like quicker, without struggling. (About whether to do it or not?) Yeah	F
00:34:36.9	00:34:37.0	I think I would want to find out what the text was going to be used for, like the purpose of the text. Like if it was propaganda for it or something. Like if it is actually propaganda and if it was like recent propaganda and they are putting it up as propaganda then it wouldbe.... just a straight up no. But if it was propaganda from the past that they wanted to have translated so that they could put up exact examples of it into a book for example. Even though the text is the same, the purpose of the text, the goal of the text changes completely. Em it becomes more educational or teaching people more what, this is what happened in the past. In that case it would be ok. In that case I would happily do it. *laughs* Yeah. It very much	I-4

		depends on the context that the text will be used in. (Right, OK)	
00:35:31.5	00:35:37.6	OK great. OK so scenario two. So, you are tasked with interpreting the conversations between your colleagues and non-Japanese speaking local residents who come to your office in order to get information about different prefectural services. A non-Japanese speaker is enquiring about the possibility of obtaining a divorce from their spouse. Your colleague leaves the conversation momentarily in order to obtain more information about the request of the local resident. While they are gone the local resident non-Japanese speaker begins to ask you questions about obtaining other services like a My Number Card or renewing their visa.	F
00:36:08.8	00:37:03.3	In my position I would ask them to wait until the other person came back. Because personally we don't deal with visas or My Number Cards in my office so I would have absolutely no information and it wouldn't be my role to teach people and I would be afraid of giving (the wrong information) the wrong information. (What if they were enquiring as to.... I understand that this stuff is dealt with on the more of the municipal level) municipal level, yeah *laughs* (but if they were coming as regards emmm tourist events and the supervisor said oh I will just go get you some brochures and then while they were gone the person said, Oh do you have information about x, y, c, that you did have information about, (That you do have information).	I-4
00:37:03.3	00:37:34.6	Emmmm...I think I would probably... If I knew about it and I was confident in my knowledge I would tell them. (Mmhmm) Because at that point they would be asking me as someone who lives in [this prefecture]. I feel like it is less of a professional asking and more of like a, do you know when this festival is on? Do you have recommendations for where to bring people? So... yeah....At that point I would feel like it would be more of a personal questions rather than a professional one so I don't feel like I would have any issues with answering it.	I-4
00:37:34.6	00:37:38.3	And would your supervisors be happy with you doing that?	F

00:37:38.3	00:37:51.8	Yeah, I don't think that they'd have an issue, I mean that's what I do when I have been escorting journalists around and that's what they have been asking me to do so.	I-4
00:37:51.8	00:37:51.9	And you are happy with your decision? (Yep) OK scenario three...	F
00:37:51.8	00:38:36.9	So, you are your immediate co-workers have been heavily involved in the planning of an event to bring a delegation from overseas to your locality in order to sign a Memorandum of understanding for a future Olympic Training Camp in your area. You are interpreting between the Mayor or Governor of your prefecture and the equivalent lead of the delegation from abroad. They are having lunch before signing the Memorandum of Understanding. A member of the visiting delegation is, unbeknownst to themselves, saying things that you perceive to be rude and insulting when speaking to the Japanese staff. You are charged with interpreting this. How would you proceed?	F
00:38:36.9	00:39:16.4	I think it is still important to interpret accurately. But I might speak to this person myself and ask their emmmm intentions behind what they are saying. Like if they, like it says unbeknownst to themselves, whether if they are intending to be rude or whether it is just a cultural misunderstanding. But I think I would, in that case I would... I would still have to interpret it accurately because that is what is expected of me.	I-4
00:39:16.4	00:39:16.5	Emmmm, ok.... Do you think it is appropriate for an interpreter to intervene in that way... Sorry not to intervene in that way but to ask the question of their intentions, to ask the intentions of the speaker?	F
00:39:33.8	00:39:44.0	I think so. I think if it is unclear what someone has said I think it is better to clarify, than to interpret something incorrectly.	I-4
00:39:44.0	00:39:44.1	Uhhuh. OK. Do you think your superiors would be happy with your talking to the person about their intentions?	F
00:39:51.8	00:39:51.9	If it facilitates smoother communication, then I think it would be ok but they might question as to why I did it. I might have to actually explain myself to them. But I think that overall, they would be, as	I-4

		long as it facilitated smooth communication and the day goes well overall.	
00:40:13.3	00:40:20.6	And if the day didn't go well? (*laughs* if the day didn't go well) I'm sorry I am putting up these things....	F
00:40:13.6	00:40:13.7	That is ok. If the day didn't go well..... (Do you think there is a situation where they could blame you for that interaction not going well?) It is possible... but ultimately, I don't think that it is the interpreters role to ensure that everyone is happy or... Like the interpreter's role is to interpret what is said, not necessarily to ... ummm I'm not a politician. So, its not my job to push this memorandum of understanding is signed. (OK, OK)	I-4
00:41:07.1	00:41:14.8	Ok let's move on to the next scenario. Ok so you are your city's main contact point with your sister state abroad. You're supposed to translate each correspondence from your counterpart abroad and hand the translation to your section chief. Your division is supposed to be holding a reception for a visiting delegation from the sister city, sister prefecture, sister state. That's the one, in two months. In your latest correspondence you have been told that the plans may fall through, but you have been requested not to pass this decision on to your supervisors as no ultimate decision has been made. What do you do?	F
00:41:56.3	00:43:19.2	Emmm that one is quite hard. But ultimately, I am hired by my Prefecture, so I feel, loyalty shouldn't come in to it but in this case I would be loyal to the prefecture especially if it would affect their planning stages. Like it might be beneficial, like they might be able to wait another few weeks before they start planning to receive the people. Otherwise, it might be a lot of waste of people's money or time. So, I think possibly I would tell them. Because I think that while the sister city or state is mailing, although I am their main contact point, they must be aware that they are emailing me as a representative of the office so whatever they tell me would be I want to say forwarded on to the office but that's not correct *laugh*, would be passed on to the people in my office. I think that they should understand that right from the get-go,	I-4

		that they are not speaking to me as an individual person. Umm	
00:43:19.2	00:43:23.7	Ok and what do you think your supervisors would want you to do in this situation?	F
00:43:23.7	00:44:19.1	I think they would want to know. I think that they would want it to be translated so at least they would have a heads up. Emmm..... So yeah I might I might translate the sentence or if I am verbally translating, I might tell them that the sister city said, Please don't tell them so that maybe they know, or... *Laughs* Yeah I don't know... that one.... That's a bit of a tricky situation to be in but... em Yeah but I think my supervisor would like to know. I think... Yeah, I think I would tell my supervisor..... Yeah I would tell my supervisor what was said and that they were asked not to pass that information on and possibly leave the final decision as to whether to tell the higher ups to my supervisor (ummhmm) Emm	I-4
00:44:19.1	00:44:33.6	Ok so ... Do you think that there is anything that can be done to help resolve that kind of situation, like so that you wouldn't struggle with what to do?	F
00:44:33.6	00:44:46.0	I guess talk about it beforehand. Maybe bring the topic up with my supervisor and say, hey if this happens, *laughs* what do you want me to do? (Uhhuh)	I-4
00:44:46.0	00:45:03.8	Ok great. So that was the last scenario. I just have a couple of em just extra questions just to finish up. (Yep) So would you say that CIRs would be professional translators and interpreters.	F
00:45:03.8	00:46:03.2	No definitely not. There's no codes of ethics. There's no signing of forms or anything, like any rules. (Uhhuh.....) Like (Uhhuh) as a proper translator or interpreter tend to be sworn to confidentiality but at least I have never had a discussion about that, as to whether when I leave a courtesy visit can I talk about what happened in it or can I not. So, I feel like CIRs aren't bound to the same rules as translators or interpreters who work with an agency are. Emm... I mean your Contracting Organisation might expect you to be bound to those rules but it's never officially stated. Like I've never once signed anything to say that I will keep everything confidential that happens in this office.	I-4

00:46:03.2	00:46:03.3	Have you attended the T and I course?	F
00:46:03.2	00:47:13.0	No, it starts next week. I have not yet *laughs* (Yeah you have just arrived... but have you got the books for the translation part of it.) Yes (and what do you think of them?) Emm.... They've got some interesting vocabulary and interesting tips in them. But some of it is very outdated. So even like some of the sample sentences are like very irrelevant to today's Like they talk about Fax machines and this sort of thing. It just seems very irrelevant to how life is today. So, some of it is not so useful. So, like they are sentences but they are not really sentences that you are ever going to use. It is an interesting idea though to be able to do this coursework on your own, to have the book, to have the physical copy, to be able to submit tests and actually get them graded, to get feedback on like how your translation is going. Umm I do enjoy that. Umm like I think it's a very good idea. But the books themselves need a bit of work.	I-4
00:47:13.0	00:47:41.2	OK and emm. Would you say that CIRs would have a diplomatic role in their workplace? (In what way?) Diplomatic as in... not in their workplace sorry... But I mean as in regards their job responsibilities.... So, in regards like courtesy calls or anything like that... would you say that there is a diplomatic element to the work that the CIRs do?	F
00:47:41.2	00:47:41.3	To an extent yes. So, like recently we have had the handball world championships here. So, in the last two weeks I have collected three Ambassadors from airports and brought them around Kumamoto. And in that case, I am their point of call, essentially I am the face of Kumamoto to those people. I have met them at the airport, I was there with them the whole time. Brought them to their match, brought them to the hotel. So, in that case yeah, I am representing [the prefecture] to these people. So, although [this prefecture] is not my culture.... My cultural home, I almost have to display... I do feel sometimes I have to display the city in a good light, even if I don't personally see it that way all of the time. (OK) Umm, emm.	I-4
00:48:31.5	00:48:31.6	Ok, that's great. Thank you.	F

Appendix BB5 - Interview 5 Transcript

Start Time	End Time	Transcript	Speaker
00:00:05.8	00:00:19.0	Ok so thanks for coming. (Thank you for having me) Ok so we are just going to start off with some general questions about the role of the CIR. (OK) So please tell me a bit about the kind of work that you do as a CIR.	F
00:00:19.0	00:00:37.9	I have a good mix of things as a CIR. Umm it's pretty much everything I imagined and nothing that I didn't imagine as a CIR if that makes sense. So, I mostly do translation with a good amount of interpretation... which obviously eps and flows as the year goes on. Em I do a monthly newsletter. I do cultural events and presentations so for example we do school visits by request mostly to third and six grade elementary school students. I do cooking classes. I do a couple of presentations a year to like a salon of typically older people coming in, people who can come in on a weekday afternoon. Sometimes I will do a cultural presentation. We just had an event last weekend where we.... There's five CIRs at my office and we each presented about winter holidays in our home countries, so it was mostly Christmas and New Year's, a short presentation and then a cultural interaction time and then just a mix of things.	I-5
00:01:48.0	00:01:53.2	So why did you decide to become a CIR in the first place.	F
00:01:53.2	00:02:41.1	I mostly decided because I studied Japanese in university, and I wanted to continue using my Japanese. Id studied it for... through high school and university and I wanted to keep working towards fluency and the best way to do that would be to come to Japan. There are no options or opportunities or at least very few options and options to use Japanese in my hometown. (OK) So I learned about the CIR position through a friend who went to the same university, and I applied got in and the rest is history *laughs*.	I-5
00:02:41.1	00:02:41.2	OK, so how much of your work would you say is taken up by translation and interpreting?	F
00:02:41.1	00:03:07.8	Umm somewhere between 80 and 90% depending on the time period. All of my work is by request, so it depends on whether I get a lot of school requests	I-5

		during a month or whether I get a lot of translation and interpretation requests during a month. But overall, its ...it hovers about 80% I think.	
00:03:07.8	00:03:10.7	And what sort of stuff are you generally tasked with translating?	
00:03:10.7	00:04:09.2	I mostly do PR things, so things about my placement. (OK) A lot of it is our special industries, our special foods, our special tourism. I sometimes will do ... let's see... oh things for the city offices itself. So, if there is a new division being made and they need an English name it comes to me. If the city's rent a cycle system is getting a homepage in English, and they need an English translation it comes to me. I also get a lot of English checks lately and those are all...mostly in some way related to tourism.	I-5
00:04:09.2	00:04:12.0	And on the interpreting side of things?	F
00:04:12.0	00:04:41.1	On the interpreting side of things, its mostly for courtesy calls if some kind of important person comes in to see the Mayor or Vice-Mayor. I also do quite a bit of interpreting for we have when guests come in from our sister-cities and we uh... we attend to them, taking them around town. That involves courtesy calls but also interpreting at the restaurant interpreting at whatever facility we go to, interpreting the tour of the museum, this that and the other. Umm what else interpreting do I do? Sometimes I do legal interpretation. Twice every other month there is a legal consultation hour in the afternoon at my second office, which is an international centre. And it's by reservation or by appointment only and if there is an appointment made by someone who does need interpretation and that person needs English then I am called. If they need Chinese then a different co-worker will be called, for example (OK) I don't do that every time, it is about once or twice a year that I am called up to do that. But it's ... its ... when I say legal interpretation it's a consultation service so it's like step one, someone is coming in and they want to know... get advice about a legal situation and how they should carry it forward, so it doesn't get too terribly specialised. (Ummhmm) But it still requires some vocabulary that I do not have often.	I-5
00:06:07.2	00:06:16.1	Do you get any sort of preparation for that, like what the consultation will be about so you can prepare?	F

00:06:16.1	00:07:04.0	Since it is by appointment, they are supposed to tell us what they are going to come to the consultation about so I can have some idea, so I can have some sort of mental preparation at least but umm I always make sure to have my phone and my electronic dictionary there so I can look things up and they are incredibly patient, both the person I am interpreting for and the lawyers. Sometimes the lawyers know the specialised terms in English anyway (Oh ok) so I can kind of talk around it and they can find it or I can pull it up in the dictionary and they can be like, Oh OK I understand what you are talking about. I mean they all understand that I am not a professional so it's not incredibly high pressure.	I-5
00:07:04.0	00:07:18.9	Two questions arising from that, (Ummhmm) so you said that you are not a professional, just there (Yeah) do you think... would you say that CIRs in general are professionals or not professionals (Personally, I would say...) ? Sorry are regards translating and interpreting...	F
00:07:18.9	00:08:11.6	Personally, I think no because we are hired without needing... we are not required to have graduated from an interpretation and translating programme, we are just people who can speak two, maybe three languages. (Uhhhhuh) Can we interpret? And do we foster our skills in interpreting and translating? Yes. But when someone requests the services of someone doing like consecutive interpreting, that's not something that I have not met a CIR who has experience in consecutive interpreting, interpretation. (Before coming on the programme?) Yes.	I-5
00:08:11.6	00:08:21.4	So, you would say that they lack of training would be like a defining difference between a professional and a non-professional?	F
00:08:21.4	00:08:39.6	I think that its mostly training and getting certified. And getting that sort of ... going through a programme and being recognised as someone who has gone through a programme and has the abilities of this certain level. (Ummhmm)	I-5
00:08:39.6	00:08:58.2	So you personally have been on the programme for a number of years, (Yes) right. So would you say that your skills have improved over the course of the time (Oh absolutely) Right.	F

00:08:58.2	00:08:58.3	<p>I've... even in the past year, comparing myself to a year ago versus three years ago it's a completely different skillset. Most of that I feel comes from the knowledge base. The knowledge base is something that is terribly under-recognised, I think, when it comes to translation and interpretation. When you become good at translation and interpretation I feel like you can find that information more quickly (mmhmm) or you have a pretty wide general knowledge base. But when you are a CIR in your first year you barely know your placement and you are told translate this and translate that and you don't know the context behind any of that. Whereas one of my more recent big projects, I was given umm very poorly thought-out Japanese and I was given permission to completely re-write it because goal of it was to create something in English that would appeal to English speakers (Ummhmm) And I tend to not be ... married to the Japanese, the original. I try to find English that does, that gets across the same message and the same nuance that they want to get across without being too tied to the original. Emm sometimes I am not allowed to do that but it's pretty rare in my work. I usually get bound to the original Japanese when it is for something for the mayor. (Oh ok) But otherwise for tourism stuff I am given a lot of free reigns.</p>	I-5
00:10:44.9	00:11:20.0	<p>Ok so just jumping back a little bit so you said that you had mmm you were called to this kind of legal consultation service. Are there any other situations in which you would interpret for people who would come in... like just... normal non-Japanese speaking resident who live in your local area who would come and maybe residential registration or whatever?</p>	F
00:11:20.0	00:12:14.8	<p>I'm never called for that. I feel like it is because my office is physically separated from all of the offices that would, that do have windows that people would come to but I think that my city is big enough that all of the offices that have windows they have someone that can kind of speak English or other languages (Right) I do know... or I've heard anyway that in one of the wards they have started using a translation device of some kind to at least get the basic stuff. But I do feel that a big part of our population comes from our universities, and they have a lot of support when it comes to signing up for</p>	I-5

		your residential thing when you first move in to your city.	
00:12:14.8	00:12:14.9	And what about hospital visits?	F
00:12:14.8	00:13:41.0	I never have to but one of my co-workers does. (Oh ok. English or another language?) In.... Mandarin. I think she's had to, and I think that one of my... my Russian co-worker has had to do something similar. I personally have studied some medical interpretation. Emm an association kind of attached.... Not attached... umm... I don't wanna say attached. They have a relationship with my international association, like one of my co-workers is in charge of helping them out. It's a medical interpretation association that both handles interpretation requests and also provides classes for people to learn medical interpretation so that they can then be dispatched. (Right, right) Because of the grey area of is it work or is it private for me, I have not had any call outs because it was determined that it would not be work for me and I would have to go on my time for it. And since I work 9 to 5, I'm never called out because I am not free during the times that most people are going for consultations.	I-5
00:13:41.0	00:13:51.2	Ok great. So, before you came on the programme, what sort of things did you expect to be doing? When you heard of what a CIR was.....	F
00:13:51.2	00:14:49.4	Almost exactly what I am doing now. (Yeah) Translation, interpretation, some cultural things (Right). I pretty much got the exact... variety and the exact ... balance *laughs* of things that I expected (OK). I think that I expected more English classes to be frank. (Ummhmm) But I don't have any which, looking back now is kind of a blessing. (OK) Because it is rare that I have to work outside of my work hours. And when I do it's because we are all having rough time doing all of the work at once or there is an event. There is a reception that I have to go interpret for or there is a cultural presentation event that I have to go work on a Saturday [for]. (Right) But outside of that its, it's pretty clear, my work balance.	I-5
00:14:49.4	00:15:00.0	Emm, yeah so, before you em came on the programme, I guess that you would have gotten a letter or something in the mail, that said you are going to X place. *laughs* What was your reaction	F

		when you got that letter? When you saw that location.	
00:15:00.0	00:15:00.1	I honestly didn't know where it was. (OK) Em... my location is relatively central. It's not too far off but I'd still, in my experience living... studying abroad and visiting Japan I had never gone that far because I had only been to Tokyo, Nagoya and (Kyoto?) No, I hadn't even gone to Kyoto at that point. I think we stayed for like an overnight visit (OK) but yeah, I had stayed really really central and I didn't go outside of that at all. It's not even on a remote island (*laughs*) it's still a part it's like a relatively central part of Honshu but when I started looking it up, I had heard different things about it. But like obviously when you look up something and then actually go to it, it's a completely different thing (Right) right? But it's actually worked out quite well for me because it is actually very similar to my home state and my hometown in size and in balance of things that are there, the balance of industries that is there, that's there so it's very easy, it was a very easy transition for me.	I-5
00:16:24.2	00:16:26.8	And were you like nervous or apprehensive not knowing the place or would you say you were more...?	F
00:16:26.8	00:16:56.6	No, I would say I was more excited than anything because it was something that I really wanted to do. And also the fact that I was an alternate and then got called up that was an extra point of like, not pride but.....an extra... I need to be grateful for this, I think. (OK)	I-5
00:16:56.6	00:17:11.2	Ok so continuing on from that, is there anything that you think that your contacting organisation would like you to be doing more or less of as regards the stuff that you do in your role?	F
00:17:11.2	00:19:31.9	I am split between two offices (Right) The city office and then the International Association. And I want to say that my, my International Association office would like me to do more cultural things, more events and so on.... But when it comes time to actually planning those things, we always run into budget issues. We haven't allocated the money for that, or we have to wait until the next fiscal year, or we don't have the time. And it's a hard balance because despite me having been here for so long, I	I-5

		<p>still am not a full employee so everything I want to do I have to have some adult helping me do it. (Laughs) So for example the person in charge of me at my international office, she is incredibly busy. But if I want to do something then she has to reserve the room, she has to do everything. I just help her with the ideas. And I can't be the one to reserve the room. I cannot be the one who fills out the information request to get the information in the paper. I cannot be the one to do any of that, she has to step in the way. Or she has to stand right there. So ... me wanting to do more work creates more work for her and then I feel bad, and I think that I might as well just ... do the basic set of work that I have handed to me and not try to do anything to extra. The same sort of like adult standing in the way is the same at my other office as well, which is nice because I feel protected and I don't have to encounter problematic requesters that I don't want to but it is annoying when it is something that I can and want to [do] but I have to wait, (Right) for an adult to hold my hand as we go down the hallway to talk to someone. (Ummhmm)</p>	
00:19:31.9	00:19:51.4	<p>Ok. Umm so just following on from that then. What would you think, if you had to put yourself in the headspace, what do you think that CLAIR would like you to be doing more or less of?</p>	F
00:19:51.4	00:19:51.5	<p>Honestly, I don't think CLAIR could ask anything more of me. Because I am doing all of the stuff that they have listed *laughs* (OK) I mean sure it wouldn't hurt to do more cultural events. Emm I personally would like to do more cooking classes and more children picture book events but (Ummhmm) but that's entirely just logistically its hard. (Picture book events you mean...) Yeah like reading picture books allowed to the kids. (Yeah) We hold them a few times during the summer break. I just did one recently which was a request from... not a... like a day-care situation, kind of like a day-care, a facility where parents with young children can come. It's kind of like a mix between like a kindergarten and a day-care. (OK) I don't fully understand it to be frank. Emm but yeah like, if I could have like a cooking class during like the odd months and a picture book reading thing during the even months, if I could but</p>	I-5

		logistically and financially, I think it would be difficult.	
00:21:15.3	00:21:30.0	Would you say that you feel well integrated into your workplace mm professionally? Meaning specially about like work roles and responsibilities.	F
00:21:30.0	00:22:32.2	Integrated yes, but I do definitely feel like I am sequestered to this ... you only do these roles, nothing more and nothing less which is nice that it is clearly defined and again its nice when I don't want to have to deal with a problematic request, I can have the person in charge of medal with that sort of thing. But when the person in charge of me is busy and I want the answer now because this request is due in a day I don't want to have to wait for my (Yeah)... the person in charge of me and I don't want to have to rush her when she is busy (OK) so there have been times when I have contacted the requester myself but there have been come things where it is definitely like, that is not your job, we will do it. That is not your job you have to wait. That is not your job she has to do it. And its its... it's a weird balance to find sometimes.	I-5
00:22:32.2	00:22:56.4	Is there any like delineation between like what your superior would have to do and what you would be allowed to do as regards contacting someone? (What do you mean?) Like you said there are some things that she has to do and there are some things, some situations where you can do that yourself. And is there any ... (yeah)	F
00:22:56.4	00:23:31.5	I think it is a matter of the size of the request and if its umm, how often like, who started the conversation with the requester (Ummhmm) was it, did the requester come to me and my co-worker directly or did they go to the people above us to come down to us. Or is it a requester within our same department or is it the mayor's office. Is it a completely separate office entirely? It depends on the relationship between us and the requester.	I-5
00:23:31.5	00:23:52.0	Umm OK so. Just to kind of expand on that. When you... so you... when you are asked to translate something, how does that come to you? Is there a form that is filled out? Does that go to you?	F
00:23:52.0	00:25:13.2	There are two main ways that they come to me. Its ... They all hit the same steps it's just a matter of	I-5

		<p>which order they do it in. If they.... if they are more familiar with us they will come to us directly and warn us that something is coming. Like hey, we have this blah blah blah that we are looking to have translated, can you do that? Or just straight up we are sending this to you, when can we talk about it? We have started to push for having meetings about translations before we get the full emm before we accept the request so that... Especially when it is a multi-lingual interpretation, we can all get on the same page and understand what the request is about, get all of the reference materials that we need, get the full Japanese version. Either way it will end up... there will be a request form that they have to fill out with the deadline... with the requested deadline and then the date that they submitted it.</p>	
00:25:13.2	00:25:29.6	<p>And then, so, speaking specifically about translation, you would complete the translation request and then what would you do?</p>	F
00:25:29.6	00:26:35.8	<p>So one typical (way?) uhh routine (*Laughs*) is the requester will contact our office through the division email address then either ...my supervisor or my team leader will take that email and decide who has to do it. There is myself, my co-worker who is ending this fiscal year and then my, the person in charge of me. We all can do English to Japanese, English to Japanese interpretation, [I mean] translation. So, depending on what the request is, it will be decided who is in charge of that request. (Right) And then we do that request, we give it to the other people to check it. It always goes through at least one, if not two other people (OK) before it gets stamped off and sent back to the requester, via the person that took in the request. (OK)</p>	I-5
00:26:35.8	00:26:48.4	<p>And for ... as... when... as regards like stamping it, is that passed around your whole island or is it</p>	F
00:26:48.4	00:28:00.2	<p>So, the final draft has to be passed off on by the person who took in the request and by the other people on my team. Once my team has all stamped off on it it can be sent to the requester and during that time it also goes up to the head of the division and the vice head of the division. (Right) so that they all know that another request has come through. (Thanks for explaining that *laughs*) Ummhmm. Sometimes the, the timeline does get shifted</p>	I-5

		because ... in the rare occasion that... the request form did come through our office but we were already talking about it directly then umm specifically my co-worker who is a former important person (*laughs) *laughs* she will be the one to send the physical, the data, the finalised data to the requester and in that case we still do the passing around and getting all of the stamps bit but that's with the information that, Hey we have already sent it in, we have finished it, here you go.	
00:28:00.2	00:28:12.7	OK, great. We just talked about feeling integrated professionally. Umm would you say that you feel integrated into your workplaces personally?	F
00:28:12.7	00:28:34.6	Yes, I've got a few pretty good work friends that we, we sometimes hand out, outside of work. But because we hang out at work we don't usually hang out after work. Does that make sense? (Yes) Yeah its, it's pretty solid, yeah?	I-5
00:28:34.6	00:28:46.5	So has there ever been a case where a superior intervened or altered a translation that you had done or interpreted speech.	F
00:28:46.5	00:31:17.0	Translations, yes. Almost constantly *laughs*. But that's because she... So, I've got a... There are two supervisors on my team, my direct supervisor and the supervisor of the French CIR. She actually used to be my supervisor. She actually is, I believe formally trained as an interpreter and a translator. So, she is a part of the aforementioned checks. (Uhhhhuh, ohh) And especially if she is too busy, she will just sign off on it without looking but especially important things they always go through her as well. (OK) So say for example it is a Japanese to English translation, I will do it, have my former important person co-worker work on it with me to ensure that all of the Japanese is in the English. We will pass it to my supervisor who is only second year out of university, so she is pretty young and pretty fresh at this. Shell check it and pass it on to the other supervisor to check it as well. Most of the time, especially with my direct supervisor, she will come to me with questions and potential edits. I notice that this has an s here but for example this verb is in the single form conjugation, but it is multiple things, is it not? Are you sure thatches is how it works? Are you sure that this is supposed to have an	I-5

		<p>apostrophe? She will like check those we me. But like my former supervisor, she will also check things, especially like when it gets close to the deadline, she will check it, and have it signed off on without asking me or telling me that a change has happened. (Uhhuh) which has been a sore spot for me a couple of times. Because it is a chance for me to learn about what I need to watch out for. And surely some of the mistakes are ones that I do often (umm) and surely, she is just too busy to remember when I'm not there to tell me that next day, because I am split between two offices and she is checking something on a day that I am not there. She's not going to remember the next day I'm back in the office that like by the way I changed that one thing to a different thing, you are welcome.</p>	
00:31:17.0	00:31:24.1	So you would generally welcome the opportunity to discuss with them about mistakes you've made?	F
00:31:24.1	00:31:24.2	<p>Yeah, for sure. I often... So, I'm working a lot on my translations, they sometimes get really long. (Uhhhhuh) And when I am looking at the same request for days and hours it... I stop seeing the things that are incorrect in the way that me and my co-worker work on things is... I would read allowed the English while she reads the Japanese. So that helps us to find the mistakes. Right? So, she is listening to my English and seeing that all of the Japanese has appeared in what I have said and it also helps me to see that word for word I have gotten all of the correct words there. Even with that system I still miss words. Like some simple typo. Because you know like when you read over a thing, especially if it's something that you have written (yeah) you can't see the mistakes. It's those sorts of things that I fully welcome with the edits, but I would still like to be warned that something has happened.</p>	I-5
00:32:29.3	00:32:36.1	And is there every any occasion where ummm your supervisors would have intervened in a way that would have been unwelcome, that you can remember?	F
00:32:36.1	00:33:53.2	<p>Unwelcome... It's mostly when... So, I trust both of my supervisors, especially my former supervisor. 99% of the time the corrections that she makes are correct. But there is that 1% (ummmhmm) when</p>	I-5

		because she is not a native English speaker her intuition is wrong. And it is in those times that I wish she would.... make sure that, or at least say that she is making that change, that's ok right? Just run it by me to make sure. I understand that you know we don't have the time often to get that done all the time but yeah that's. But because she is not a native English speaker when she does make a mistake it's like, no, but I actually had it right that time. And I understand that my English wasn't fully, didn't get across all of the Japanese and or that my English wasn't incredibly or supernatural at that point but we could have talked together and found something better together instead of the also incorrect English that you found (*laughs*) *laughs*	
00:33:53.2	00:33:53.3	OK and have you ever seen anything like... published that would have had errors in it that you had originally translated a different way or anything like that?	F
00:34:06.8	00:35:02.3	Something that I had done... The only time that I can remember that happening is when they ... requested the work for me but then didn't use my work at all. So, they didn't change it they just didn't use it. So recently we had an incredibly massive interpretation that had to be divided up. And they sent some of that off to be translated but didn't have me check it. So, you have my natural English come up right next to a non-native speaker's not even someone from my placement who understands anything about my placement's English. So because of the nature of that request we were able to go in and and ask to be requested to check that (Mmhmm) Uhhh that work. (Uhhuh) But that's getting fixed. Like we Asked for the request, we got the request, we fixed it and then we sent it back. It just has not been uploaded yet, that's the only....	I-5
00:35:18.2	00:35:46.9	You said that this was a large interpreting request.... (translation) Oh translation. Ok grand. So, would you say that you feel have the ability to enact change in your role as a CIR, as regards work responsibilities (As regards work responsibilities? Not much) Not much ok.	F
00:35:46.9	00:36:43.4	I have some free reign over what exactly I talk about during the cultural events, at the school visits and at the cooking classes at my second office. But for	I-5

		example my predecessor..... We are required to do some event once or twice a year. (OK) Because they knew that I liked cooking and I'm good at cooking, the jumped on that immediately and asked me to do cooking classes. If I didn't want to do them, I wouldn't have to. But, as for translations and interpretations its entirely by request only. I don't have freedom to say that thing is wrong let are fix it. If I go to the city website and want to fix it, they won't, I don't think that it would be easy for me to do that. (OK)	
00:36:43.4	00:36:51.2	Then you have the opportunity to refuse requests, like translation requests personally? Translation or interpreting requests.	F
00:36:51.2	00:37:51.3	It depends on who it is from. If it is from the mayor's office then no. But if it is from a peripheral division who wants to do a tourism pamphlet, but they haven't thought it true and they think it's just easy to translate something in a day then we are not... that is not possible, you are not getting a translation from us. (Ummhmm) It depends also how busy we are, it depends on the content of it. It depends on their timeline. But we semi-frequently, introduce umm divisions to outside interpreting or outside translation because we don't have the manpower to do everything.	I-5
00:37:51.3	00:38:04.5	So, if you, if you feel like you don't have the ability to enact change in a substantial portion of your work roles.... emm.... Why do you think that is?	F
00:38:04.5	00:39:28.5	My office has had CIRs for 30 years (Oh wow, OK) They have pretty much figured out how best to use us. And When asked if I can or cannot, honestly, I don't know if I can because I haven't tried. I haven't felt the need to because I have such a good balance of things. And if it is a request that I absolutely cannot do... more often than not I can work around. Because my office...out of twenty people in my division all but four are bilingual. (OK) All of us know how translation and interpretation work, so we all know how to stand up... especially the people about us, they know how to stand up for us and call out a stupid request *laughs* (*Laughs* Do you get a lot of stupid requests, what you would term to be stupid requests) We got a couple, yeah. (*Laughs*) Em but because we are stupid requests, we just shut	I-5

		them down from the get go. We recognise it, we are able to recognise it for what it is. We can, because we have the ability to say no, we don't... we don't deal with them.	
00:39:28.5	00:39:34.3	And is there anything that you feel can be improved about your workplace conditions?	F
00:39:34.3	00:39:43.2	The building we currently are in is like.... the devil's dessert. It's so dry during the winter because of the heat but that is just completely unrelated *Laughs* Umm changing my workplace.....Umm I've toyed with the idea of.... There's five of us CIRs and we are split between two offices. This means that... they days that I am... in one office, two of the CIRs are in a completely different office, so we rarely cross paths. (Uhhuh) SO despite having 5 CIRs, I only feel like I've got two or three. Because we, we just never see each other. (And it's always the same three?) Yeah, so me and person A, we have the same exact schedule. Mondays, Wednesdays, Thursdays we are at office 1 and Tuesdays Thursdays we are at office 2 (Right). But the days that we are at office 2 the other people are at office 1 (Right). And the days that we are at office 1 the other people are at office 2, with the exception of Wednesday, when all of us are actually at one office (OK). But as for changing.... What, what are some examples of like changing? (Well like anything like that you would like to be doing less of this or more of this. I'd like to be emmm... like that was an example, I'd like to be working with my other colleagues in the same... If not do you think your workplace functions extremely well?) I think, like I mentioned before I think I would like to have more regular cooking classes, because it is something that is always a hit but because of the way that we do them, we can only have 12-16 people and if I could do something like that more regularly. It's not a chore to me because it is both cooking and also talking about my culture so that's.... Again not...a... it's not work for me so I could do that more regularly but because of financial restraints and also because I am not allowed to take full reign (Uhhuh) So I think that would be one of the biggest changes that I would make, like when I want to step up, please let me step up (uhhuh). There have been a couple of chances where I have stepped up to things but that's mostly at my main office	I-5

		when my supervisor is too busy and I want to ask the question and then they are like, Fine OK you can go do it. But that's again only with requesters who I've talked with before. It's never anything.... Super grand. Umm.	
00:42:47.7	00:42:47.8	OK great, so changing tac just a little bit then. Umm what field would you like to work in in the future if you have thought about that at all?	F
00:42:58.2	00:44:09.0	I honestly would like to continue doing this sort of work. I want to continue using my Japanese. And I'm thinking either to stay in Japan and con... keep doing trans... especially tourism based translation elm or maybe going back to my home state and working in writing for tourism for my home area (Oh ok) because in my home state there is again not a whole lot that you can do with Japanese that is interesting. I think that there is working at a call centre for health insurance (OK) em but mostly thinking about, I want to do something that utilises my skills and helps people in some way but the easy answer for me is that this what I have been doing and this is what I enjoy doing, lets continue doing this.	I-5
00:44:09.0	00:44:15.9	Ok, so you would say that your experience as a CIR has affected this decision? (Yes) Yeah	F
00:44:15.9	00:45:11.8	OK so let's change tac just a little bit, there are some pieces of paper in front of you. (Ummhmm) I am going to present you with some, just statements. And I would like you to tell me how much you agree or disagree with those statements. (OK) Umm. Ok so you have strongly disagreed, somewhat disagree, somewhat agree and strongly disagree (strongly agree) Sorry. Yes, strongly agree I should say (*laughs*) Yeah so, I will read them and then give you the piece of paper so that you can read it for yourself. I am reading it for the (tape) tape. So CIRs when interpreting should always speak in the first person as if they are planning the part of both speakers in a conversation.	F
00:45:11.8	00:47:16.8	Agree.....Mostly agree. Somewhere between somewhat and strongly. (OK if you had to be pushed for one or the other.) Strongly agree because that's what I was taught *laughs* (OK so who taught you that?) The translation and interpretation course that I have taken through CLAIR. (OK, umm) I think. (And do you think there have ever been times when you	I-5

		<p>have broken that rule? Or that idea...) Yes, mostly when I am included in the conversation. Umm when it's a small group of maybe three or four people and sometimes I am a part of the conversation and sometimes I am interpreting. (Uhhuh) But when I can I try to use gestures to say that I am not talking for me but talking for the other person. So, I will hold my hand out and say I went to the store yesterday while pointing to the person who ... (Oh ok) originally spoke if that made sense. As an English speaker, yeah, it does feel weird when I am not the actually person talking but I use the first person (Uhhuh) pronoun but if it's a speech then absolutely I is the correct answer and I is what I will say but if it's a smaller conversation, because of what is more naturally for myself and for the speaker [I mean] for the listener rather, I will probably switch to he said that he went to the store yesterday because that is ... if it's a casual situation then that is what feels natural.</p>	
00:47:16.8	00:47:21.9	<p>OK so let's go on to the next one. CIRs when translating should never alter or amend the source text in any way.</p>	F
00:47:21.9	00:49:06.3	<p>Oh, that's a strongly disagree. *laughs* (*laughs*) I always do this. We often fix the original source text and send it back so that they can use our edited version in their official. Because often what happens is some person lower down will throw together a paragraph and everyone is so busy that no-one properly reads it through, and it gets stamped off by the higher ups. It comes to us but when, translating from Japanese into English especially you have to really dig deep into the meaning.... When.... Especially when Japanese wants to be very flowering and very vague about what they are talking about. For example, this noun, is it plural or singular because in this context I can't tell. It's those sorts of things that you start to dig and you start to ask them what is the meaning that you realise that the Japanese isn't doing the purpose of... what it is asking, if that makes sense? The purpose of this text is to get across this idea. (Mmhmm) But the original Japanese is vague, it's too vague to get across this idea or there are actually mistake with this particle or with punctuation that make it harder to understand. (OK)</p>	I-5

00:49:06.3	00:49:16.4	And when you would amend the source text, would that go through supervisors to get communicated back to the original author?	F
00:49:16.4	00:49:46.6	At that point we are communicating with the requester to make sure that our understanding of this text is correct (correct) and if our understanding of the text is not what the text is getting across, we will amend the text so the text in the Japanese gets across what they are wanting the Japanese to get across, but it doesn't. And often.... the way that the Japanese is phrased does not work with English. So, we will use different colloquialisms, we will umm redact things, we will add things to make it feel basically localised as opposed to a translation, is something we often do. (OK that might come up later on.) *laughs*	I-5
00:50:13.9	00:50:21.0	The third one is then CIRs translations should read like natural texts would in the target language.	F
00:50:21.0	00:51:18.6	Mostly agree but I'm going to put that with somewhat agree. (OK) It depends on the purpose of the text and the audience. Because is this a tourism pamphlet that's meant for use in English speaking countries or is this for general use in Japan. Is it better to have it in easy-to-understand English for people... who... Are non-native English speakers included in this target. If it's a natural disaster sort of thing, easy to understand English is probably better than using super fancy verbiage. And when you do that, as an American, reading something in America it would probably read differently, than what I produce in this instance going from Japanese to English, because of the audience.	I-5
00:51:18.6	00:51:38.2	Ok great so number four then is.... CIRs are cultural ambassadors and may amend language to suit a cultural context.	F
00:51:38.2	00:51:38.3 cultural ambassadors and may amend language to suit a cultural context. (So, for the culture of the people who would be reading it) Is there like an example of this? (EM there is no specific example.) Amend language ... i.e. (To amend the target text words... to change the target text) I mean I feel like that was exactly what I was just talking about, yeah? (Uhh it could be, yeah) There is a ... a tourism spot near my placement, that, in the Japanese said that it was like, "Our Ameyoko" (*Laughs*) Ameyoko being	I-5

		<p>the thing in (Ueno, yeah) Ueno. But as this was a translation for a tourism pamphlet for assumedly people who don't know a lot about Japan (Mmhhh). That's obviously going to fall flat assuming people don't know where Ameyoko is. So, in that case we definitely got rid of that and we went to a more specific We explained it. WE explained the image. So when a Japanese person hears Ameyoko they imagine... a... uh a shopping street full of shops. OK? That phrase that I just said *laughs* I put that into the, into the the the request instead of translating it word for word.</p>	
00:53:15.3	00:53:41.4	<p>Ok and you put that as somewhat agree. Ok so, ummm, just to ... one extra question on that, do you think as a CIR that there may be more of these cultural Differences let's say that you would be aware of that lets say non-CIR co-workers of yours?</p>	F
00:53:41.4	00:55:11.1	<p>Maybe. Um... I think part of the reason why, while I am sad that my position is maxed at five years, why it makes sense is because of things like this. I've started to not realise what is really English and what's not. Umm what is a 'Japanesism', what is a Japanese borrowing of English, what sounds normal.... what... And because I haven't lived in America for years at this point, I don't know what is correct in a lot of situations. And also, a lot of what we have to translate and interpret are things that I have not encountered much in English in the first place so having to say for example talk about a rent-a-cycle system. I have never had to use one in the US, so I don't know what phrases are correct and natural because I have never encountered them before. So having new people come in every few years you can continuously gain that perspective (Right) That also means you are losing that background information that the previous person has built up about the placement but it's a, you win some you lose some sort of situation, I think.</p>	I-5
00:55:11.1	00:55:23.5	<p>Ok, let's move on to number 5. The most important role for CIRs when interpreting is to ensure the role of the contracting organisation is achieved. We are talking about interpreting specifically.</p>	F
00:55:23.5	00:59:11.3	<p>The aim of the CO is achieved? (Yeah, or the CO side, let's say, in an interpreting assignment). This is as opposed to a complete one-to-one interpretation</p>	I-5

		<p>or? (Yeah so, I guess you wouldn't really be talking about those legal interpretation consults that you would have talked about, you would be talking more about something like a sister city relationship or a courtesy visit or something like that where the Contracting Organisation side would have a specific purpose or an aim to achieve with a certain conversation.) And in order to achieve this, this might require me to adapt the interpretation, is that what this is asking? (Yeah... I mean, yeah. If you believe that um more than necessary a strict one to one equivalent of interpreting that whether you would agree with the idea of amending the text when interpreting) Eeeeem I am going to put this in the somewhat agree mostly because my interpreting experiences, I don't want to say that they don't have an aim but it's mostly very cut and dry what is supposed to happen and as long as nice feelings are had. (OK) Does that make sense? (Yeah) Do this speech and don't make the mayor stupid. He wants to talk about the sister city relationship. That, that's it. (What if something came up in the mayor's speech that you thought sounded stupid?) Its mostly my ability to talk with a Mayor's English is what I mean by making the mayor sound stupid. (Oh ok) I have a really bad habit in both my English and my Japanese or sounding informal because I have never had to really truly deal with formal English a whole lot. And my Japanese for the first three and a half years was entirely informal. So having those two as my base and plus my personality is pretty relaxed and I do not like formal situations so add that all together when I am interpreting for the Mayor, I often sound like I do now. It's very much my voice and since I have only been interpreting for a few years now I haven't been able to break my habits and fully transform into the voice of the person I am interpreting for. (Right, ok) It's a thing I have been working but a thing that I still am working on *laughs*. My first few, my first yer or so that was the main feedback my supervisor would give me, "You need to use more formal English. You need to sound like... you need to use English that is befitting of a mayor." For example, where I am from in the Mid-West, we use you guys for the plural form of you. That's not very formal. You are supposed to use you all or just you. (Uhhhuh) And that was, I don't</p>	
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		want to say a verbal.... That was a verbal habit of mine that she pointed out almost every single time that I had to interpret for the mayor. You are doing it again, stop saying you guys.	
00:59:11.3	00:59:29.3	Ok, so the next one. CIRs should feel empowered to use their practice of interpreting to advocate for causes that they believe in. (To use their practice of interpreting to advocate for causes that they believe in.)	F
00:59:29.3	01:00:20.5	This one's tricky eh. Because my ability to interpret I believe our contracts disallow us from doing anything political. (Umm, well the contracts are different depending on your contracting organisation.) Oh OK. Ummm (But I would. In my experience of my own contract that would be true.) *inaudible* Is this specifically asking while as a CIR (Yeah, as an interpreter, as a CIR) I personally wouldn't want to but I feel like I will put this as somewhat agree because I feel like people who want to advocate for causes that they believe in should be able to sue their powers of multilingualism to ... to work for it. (How do you think you could do that as a CIR?) I think that is why I am confused as to what to do with this. Because personally in ... in my work I don't see many opportunities for advocating for any causes period. And even if I was able to advocate, I don't know what interpretation would do with that. The only think I can imagine is that there is a demo where someone is speaking, but that requires another speaker to be there and me coming in as an interpreter. (Well, I mean that it could be a speech and it could be an audience) *rereads question* Because this is not saying, should CIRs be allowed to amend someone's speech because they don't believe in what the person is saying. That is not what this is asking. (It could be) It could be? Hmm I mean if that is in there that I am going to have to move that to somewhat disagree. (OK) Because yeah... its toeing the line right.... Because if you are interpreting for someone, the job is to get what their message was across to the receiver with as little of you in there as possible. (OK) If we are talking outside of work and if we are talking in terms of me talking in an interpretation whereby, I am speaking	I-5

		in my own voice then sure. But if it's in a moment of interpreting then I think that is different.	
01:02:40.0	01:02:52.2	OK so let's do to the next, last one. So as a product of the contracting organisation, supervisors or superiors should have the last word on translations.	F
01:02:52.2	01:05:20.8	I'm gonna somewhat disagree. (OK) Because while there is a hierarchy and, in my case, my former supervisor is more experienced than I am. Like I said before, most of the corrections that she makes are correct. (Uhhuh) She also knows what the requester or what the original writer was meaning more so because her understanding or the original Japanese is better than mine. Her understanding of the context and the purpose of the thing is typically better because she understands it better than mine. Especially, especially when it is something for the mayor, she understands more of the context of what needs to be done than I do. And so ... in that case I can't fight much. But, in a lot of cases where it's a matter of intuition... native language intuition I think it should be a conversation at the very least. There are sometimes when the end product, the last word so to say.... The end product is not natural English. Depending on the purpose of it that's fine as I mentioned in the editing of the natural contexts. (Uh-huh) But I also hear a lot of other CIRs who's supervisors or superiors think they know English when they don't and then they just change things and don't consult them and that is a terrible no-no (*Laughs*), I think. Because like my supervisor is essentially bilingual, she's trained as an interpreter and a translator so I can never fight her. When she says something is wrong it's usually wrong. Or it's a least vague and its usually not something that I care enough about to fight, or she has already turned it in. Or the Mayor wanted it this way, so I had to phrase it this way. At a certain point it does kind of become out of my power and I obviously don't care enough to make my point but em...	I-5
01:05:20.8	01:05:58.7	Great ok. Great so let's move those aside and we have lately, I have some scenarios (OK) and I would like.... They are a little bit longer (OK) so I will give them to you to read and I will read them here from my ...em.... notes. Yeah, so its just one two three four. So I will read them and then you can read them	F

		to yourself and then I will ask you how you would act. OK? So the first one is you are asked to translate an academic paper for circulation at an upcoming international academic conference to be held in your city and attended by scholars from all over Asia. The paper makes claims about Japanese historical events with which you personally disagree and believe to be factually dubious based on your understanding of history (Hmm) How do you proceed?	
01:06:16.0	01:08:30.5	I'm going to first preface this with this happens sometimes with my work, specifically with facts. (OK) But at that point we are checking their Japanese for accuracy. As I mentioned before we would just fix the Japanese. We would contact the requester and ask for confirmation like, hey does this fact Is this fact actually fact? Are you sure it wasn't this? Is this a typo? (Mmmhmm) Is this whatever, whatever. What do you mean by this? But in this case, it is an academic paper which I assume has already been finalised which I assume cannot go back and change the The original (Mmhmm) Personally I would ask if I could.... Either leave those parts out or if I could Rephrase them.... Say for example the... the fact was incorrect... could I talk around it in a way that was, say for example instead of saying, oh it was created in 1879 when it was actually supposed to be 78 not 79. So, the original is still incorrect but the translation is correct (Uh-huh). Or..... Play with.... With.... Phrasing to make it more vague... but that would have to be done with consent of the requester. (OK) Umm saying that you know this fact is incorrect, can I talk around it whilst still making the translation. And if not, I would probably suck it up and translate the incorrect as incorrect because the original is incorrect so the end product is also going to be incorrect.	I-5
01:08:30.5	01:08:48.0	OK let me just ask. So emmm would your superiors be happy with this decision? (Which decision?) The decision to attempt to amend the course text and translation.	F
01:08:48.0	01:09:38.5	I don't think so. Mostly because my office.... More often than not... is very..... In some ways very western... I don't know how to say.... They.... When I bring up something they usually understand where I	I-5

		am coming from. Ummm... depending on who the requester was my supervisor might just tell me to drop it and just tell me to translate it as it was but in other cases, they would allow me to consult with the requester and see what umm what the requester wanted. Is it OK that the end product is incorrect? Or do they want me to fix it? I think would be how they would want me to handle it.	
01:09:38.5	01:09:40.3	OK. Do you think you would struggle with what to do?	F
01:09:40.3	01:11:31.1	Yes. Especially if it is a claim with ... that I personally disagree with. Because then (rather than a date or something) I am a tool that is being used to promote an idea that is in my opinion harmful. (And is that different than a factually incorrect date?) Yes, if it is a factually incorrect date or sequence of events then I would ... if I noticed it I would offer to fix it and again depending on the situation. A lot of times, we will encounter an interpretation where the interpretation... or the translation of the Japanese is vague or confusing and because they will not let us add or subject, the end product ends up also being confusing or incorrect. And at that point we have done our job with attempting to make it more, make a more natural sounding end product and they did not want that. We've done our job. We attempted to have it... make it better. You didn't want it better, so you are gonna get a bad product. You didn't want it better so that's on you not on me. But in this case when it's a personally.... uh... a think I personally disagree with it would be a lot harder and I think I would have to discuss with my superiors what they thought would be best to do. And it would probably end up with translating it or us not doing the request.	I-5
01:11:31.1	01:11:43.0	And is there anything that could assist you with coming to a decision that you would be happier with more expediently or you would go through a discussion and that would help you.	F
01:11:43.0	01:12:17.1	We would talk about it, I think. We would discuss it between ourselves to figure out what all of the problems are and what we would like to have happen. And then we would take it to the requester and point out all of the things that are incorrect and while taking into consideration the purpose of the	I-5

		end product and the situation as a whole we would discuss with the requester what they would like us to do and what we think would be best to do.	
01:12:17.1	01:12:17.4	OK so let's move on to scenario two then. You are tasked with interpreting the conversations between your colleagues and non-Japanese speaking local residents who come to your office in order to get information about different municipal services, let's say. A non-Japanese speaker is enquiring about the process of obtaining a divorce from their spouse. Your colleague leaves the conversation momentarily in order to obtain more information about the request of the local resident. While they are gone the local resident non-Japanese speaker begins to ask you questions about obtaining a My Number Card or renewing their visa or something in that area, or which you have knowledge about. How would you proceed?	F
01:12:56.5	01:13:29.4	I have dealt with something similar to this. I typically have the disclaimer of, This is my experience but I am not a professional. My information could be wrong, or I did this three years ago and I don't remember but I think it was this. My information could be wrong so you should go talk to Someone else. You should go talk to so and so. You should come to the legal consultation service that we are having next month. You should talk to someone else to confirm so that it's not my fault if it goes wrong *laughs*.	I-5
01:13:29.4	01:13:29.5	What do you think your superiors would want you to do?	F
01:13:29.4	01:13:46.0	Emmmm I'm operating on the assumption that that is what they would want me to do.	I-5
01:13:46.0	01:13:46.4	Are you confident in that decision?	F
01:13:46.4	01:14:24.5	Yes. And I think also, when my colleague got back, I would tell them about this conversation, especially if it is something that I don't know about. I would talk to the persona and get the background information so that when my colleague got back, I could give them the brief summary like Hey we talked about this this and this. They are having this problem because of this thing. They wanted to know if X would help. (Right) Do you think that would help or where do you think they should go? I... I told them	I-5

		this, but do you agree? I would fill them in on the conversation.	
01:14:24.5	01:14:25.7	OK, let's go on to the next one. So, you and your immediate co-workers have been heavily involved in the planning of an event to bring a delegation from overseas to your locality in order to sign a Memorandum of understanding for a future Olympic Training Camp. (Right)you are interpreting between the mayor of your city and the equivalent lead of the delegation from abroad. They are having lunch before signing the Memorandum of Understanding. A member of the visiting delegation is, unbeknownst to themselves, saying things that you perceive to be rude and insulting when speaking to the Japanese staff. You are charged with interpreting this. How would you proceed?	F
01:15:04.8	01:16:27.7	A delegation has come to our municipality to sign For a training camp (A memorandum of understanding among you)... Ohhhhh dear (*laughs*) *laughs* I Can imagine that since it is a lunch in my experience this means that I am on the lunch that I am also participating in the lunch so I would use my Position as part of my conversation....to, if I could, speak one on one with them and not.... I would. Hmm... Depending on the context and what they exactly said I would maybe soften what they said and then the next chance I had talk directly to them and say that's not something we should talk about..... I've never had to experience this; I don't know what I would do.	I-5
01:16:27.7	01:16:41.0	Do you think you would struggle with this decision? (Yes) OK. And umm do you think that there is anything that could be done to help you alleviate the struggle that you would have with that decision?	F
01:16:41.0	01:17:06.0	Ummm, if they really do, as this prompt says really seem like they are just ignorant of something I would just, with the best of my knowledge educate them on why that's not good. But that is also a matter of my knowledge with regards to the thing that they are talking about. Yeah	I-5
01:17:06.0	01:17:12.9	And what do you think your superiors would want you to do?	F
01:17:12.9	01:17:49.6	I think they would want me to As you mentioned in one of the questions before.... To... as	I-5

		long as the goal of the situation (interaction) interaction is completed, I think I can have some wiggle room as to what I interpret. So, if they are not being actively malicious I think I would try to get across their meaning without word for word interpreting then try to educate them when we had a second to talk alone.	
01:17:49.6	01:17:49.7	And do you think you would proceed differently if the Japanese staff were potentially insulting the non-Japanese delegation?	F
01:18:04.7	01:18:55.1	I think so because at that point I can imagine that the people at the lunch, if there are multiple Japanese people for this sort of situation, they are high-up. And I wouldn't be able to explain that... explain to them eloquently why it's bad... Also, the whole hierarchy, being a lower person telling someone above you that they are wrong is a lot harder to navigate. Especially because... on the same hand I am below them but also outside of the realm of their hierarchy in some ways so it's really hard to navigate what I can and cannot do. I would probably just let it slide and again try and get across the overall meaning without going into the specifics of what exactly they said.	I-5
01:18:55.1	01:18:58.6	OK last one. So, you are your city's main contact point with your sister city abroad. You're supposed to translate each correspondence from your counterpart abroad and hand the translation to your section chief or supervisor. Your division is supposed to be holding a reception for a visiting delegation from the sister city. In your latest correspondence you have been told that the plans may fall through, but you have been requested not to pass this decision on to your supervisors as no ultimate decision has been made. How would you proceed?	F
01:19:21.0	01:20:46.3	I would..... My first instinct is to pass that information along but also say that I am passing that information along (Oh to...) Yeah to my supervisor. I would pass it on as a possibility, right? Because they are saying the plans might fall through (Right) So I would take that exact verbiage and explain that to the people around me. Because I think it's not fair to work you know really really hard on something like this and then not know that there is a possibility that the other side is going to have to back out. And	I-5

		maybe there is something that we can do on our side to help them not have to have the plans fall through. Does that make sense (Yes) Like are the plans potentially failing through because of an inability to find a hotel. Like I would open up that conversation. Like why not allow me to tell my supervisors? Like can we discuss this further because like I need to know the full situation.	
01:20:46.3	01:20:46.4	What would your supervisors want you to do in that situation?	F
01:20:46.3	01:20:46.4	Tell them	I-5
01:20:46.3	01:20:58.2	OK so would you be fully confident in the decision that you have made in that situation?	F
01:20:58.2	01:21:23.2	I think I would feel guilty in a way. Because they trusted me with this information and asked me specifically not to say anything and I did. But I am also working on this and that is a big piece of information that they are asking me to keep secret for potentially two full months as we continue to work on this big event. I couldn't do it. I wouldn't want to.	I-5
01:21:23.2	01:21:36.1	And would you feel more loyalty to your workplace than you would to your sister city?	F
01:21:36.1	01:21:36.2	Yeah.	I-5
01:21:36.1	01:21:45.3	Ok last question then. Do you think that there is a diplomatic role to what you do as a CIR?	F
01:21:45.3	01:23:18.4	A diplomatic role? (Ummhmm) In the most casual meaning of that yes. In the grassroots exchange meaning of that. Yes. But as for actual diplomats, I want to say no but as I was about to say no, I felt a little bit of uncomfortableness saying it, because right, it's in our name, right? We are coordinators for international relations. We...in some ways we are cultural ambassadors between Japan and our home countries and potentially other countries as well. So... but as for specifically doing something big, I don't think we are. Does that make sense? (Doing something big?) Like when I hear diplomatic, I think someone who is coming to do some big show of ... of interculturalism or being a big higher up representative of their country and I don't think that's what we do...	I-5
01:23:18.3	01:23:18.4	*Next interviewee knocks on the door*	

Appendix BB6 - Interview 6 Transcript

Start Time	End Time	Transcript	Speaker
00:00:00.0	00:00:17.4	Hello (Hello) Thanks for coming today (Thank you)	F
00:00:17.4	00:00:55.7	<p>OK would you like me to state where I am as well or just work in general? (Just the work in general is fine.) OK so what I do is primarily a lot of translation and interpretations. And I do a lot of English.... English to Japanese which is incredibly difficult. And you know I also do a fair amount of Japanese to English as well. A lot of it is interpretation, uhh, for the mayor or like the Vice Mayor, the Deputy Mayor or whatever we call him. And uh most of the time it's all non-native speakers who come which can make the translation a little bit more... I dunno ... more difficult just because there is like two different language barriers at least that we are working through. But for the most part it works out pretty well. I also do.... A lot of written work and... I do a lot of proof reading, stuff for like pamphlets for like site-seeing opportunities. They'll send like new versions of it over to me and ask if like everything looks good or they'll even have me just like completely do it. One of the most recent things that I remember doing like big scale is uhh we have like an app, which is for my city... It's called like <i>Tokomachi</i> Navi. It has like a bunch of restaurants and like all of these site-seeing places that you can go to. And they were doing an English version of that so I... I was helping update it because there was already an older version but it wasn't really accurate. So I also took it upon myself to fix the English and make it not as, I guess weird (OK) I do a lot of events. I do a basketball tournament that happens twice a year and that was something I inherited from my previous... like my pred who also inherited. It's been going on for like 8 or 9 years now. (OK) I also inherited from her a cooking class that typically meets once a month, although lately it has been like once every two months because I have been extra busy. Because they also have me doing eikaiwa, at least once a week. Sometimes I will be specially asked to come to other ones. And.... Let's see I do the snow festival. We have a big snow festival that happens in February. And the... uhh so... I am in the Policy</p>	I-6

		Planning Division Department, but the Tourism Promotion Department comes to me for a lot of this help because they are in charge of the Snow Festival. And they will have me work on their website and I think some of the pamphlets as well. (OK) I've got a lot going on *laughs*	
00:03:06.3	00:03:18.4	So, you said that you do primarily translation and interpreting. (Yes) How much of your work roughly would you say?	F
00:03:18.4	00:03:18.5	I... I would say about 70% of it is doing that. Yeah. (Yeah, umm)	I-6
00:03:24.2	00:04:03.8	OK and you talked about kind of the stuff that you are involved in translating. You said updating an application, uhh sorry an app (Sorry that was me struggling to not say <i>appuri</i> [application]) OK yeah like a mobile phone or tablet app, yeah yeah (Yes) and then like tourism related stuff was like a big part of it. Anything else?	F
00:04:03.8	00:04:48.4	Ehh not exactly. I've done a lot of stuff for a local kimono factory also, doing like helping foreigners go and do tours. A lot of the time it's also been like promotional type stuff. Like <i>kengaku</i> [site visit] and monitor tours as they call them, which I thought was a weird name. Basically, like they test out having foreigners come in and they like help me lead them. Like typically the foreigners are all ALTs that I am already on good terms with anyway so it makes it both harder and easier because they think that they can ask me all of these crazy things and that I will immediately understand but I don't because it turns out kimono stuff is really really hard (specific) Yeah specific words for it.	I-6
00:04:48.4	00:06:37.8	And on the interpreting side of stuff like courtesy visits for the Mayor and Vice-Mayor and Deputy Mayor. You said a lot of the people are non-native English speakers. (I don't think we have had a single American or like UK person or Australian) Yeah. Umm. So just to ask one extra thing about that (Sure) Are you ever involved on the interpreting side of things with interpreting for people who would visit City Hall for taxes or like childcare or ... (I have not yet, which I think is weird) *laughs* (I'm actually kind of weirded out that it hasn't happened yet but I'm also aware that, one of my friends that works on the first floor	I-6

		<p>where all of that kind of stuff goes down, she is also fluent in English. (Oh ok) And yeah, she actually taught Japanese at my college (Oh. coincidence) back in the 90's so when she found out I was coming she was super excited, and we instantly became friends. But it's my understanding that she does a lot of that, if it comes to that. (Oh OK). There was one time she was either not there... or.... They saw somebody needing help and they came to me but that was all about a Japanese woman was flying on I think like western plane. I think it was like DELTA let's say or something and she needed help because like her passport name didn't match her ticket name And so she was having me reading the terms and conditions and try to figure that out. And then we figured out there was a Japanese helpline and so that conversation was entirely mute. (OK, right) But it was kind of fun to get out of my chair for a little bit.</p>	
00:06:37.8	00:06:49.5	<p>Um... OK.... Great OK. So, lets move on, umm so before you came on the programme, what did you expect to be doing.</p>	F
00:06:49.5	00:07:01.6	<p>For CIR stuff (Yeah) uhh translation. I expected a lot of translation. Maybe not as much interpreting but I kind of figured that I could expect it. But basically, I just figured it was a full translation job.</p>	I-6
00:07:01.6	00:07:06.0	<p>And where did you get like your information about the role (*laughs*) Where did you source that?</p>	F
00:07:06.0	00:08:02.4	<p>I think I did a little bit of JET, like the JET website to kind of look into it but I had also had a friend like through Facebook, who I had been friends with for years, like since we were both in high school who posted one day on Facebook about her boss getting her some stuff. And I was like, oh so you are in the JET Programme and you are not teaching? And she was like no I'm doing something called CIR work where you basically work in a City Hall, and you help out around there. That was like maybe 6 or 7 years ago that I think I heard about that from here. And I was like this sounds like what I want to do because I never wanted to teach. (OK) Yeah. Umm so I'd say pretty much just that. And I figured if I am ever going to go back to Japan, because I was in America for so long. and I wanted</p>	I-6

		to do something with translation and CIR sounded right up my alley. (OK)	
00:08:02.4	00:08:11.8	Is there anything that your contracting organisation would like you to be doing more or less of, do you think?	F
00:08:11.8	00:09:11.1	I don't really think so. Lately my boss has been, he's he's not super my boss it's kind of a weird thing, but he is kind of my colleague who gives me the most work. He seems to really be pushing for me to do a foreign spot on my homepage (OK) which to me is a little bit weird, I'm not sure who reads homepages. We also have one for Japanese people to be fair but what I try to get foreigners to, eh, to help out with that they are a little bit, No I don't wanna be treated as a panda in a zoo. (Right so a foreigner spot is like you highlight someone?) Yeah, you just interview them, yeah like this person is in town and they are here to do this. We are starting it I think like next month after like a year of my boss being on me to like do this, which in his defence I should have been. (Ok) It's just, it's been hard to get people to do it.	I-6
00:09:11.1	00:09:36.9	OK, OK yeah, we'll keep going (Yeah *laughs*) But yeah sorry Is there any like performance evaluation thing type of thing? (No, I don't get any of that *Laughs*) OK Grand. So, and is there anything that you think that CLAIR would like you to be doing more or less of if you could imagine what they might want you to be doing more or less of?	F
00:09:37.3	00:09:55.8	I feel like CLAIR would probably want me to be doing even more translation, but you never really know, or at least more promotional work for my area. That's about all I can think of. It seems like a lot of other CIRs that I've talked to, they do way more eikaiwa than I do, so maybe something like that as well.	I-6
00:09:55.8	00:10:03.9	OK so would you say that you feel well integrated into your workplace professionally?	F
00:10:03.9	00:10:21.4	Like am I noticed by my bosses or stuff or am I like used to everything? (Or well like, as regards professionally do you feel like you are well integrated within like the workplace as regards the role that you have?) Oh yeah, oh yeah, definitely.	I-6

00:10:21.4	00:10:21.5	And do you feel like you are well integrated into the workplace personally?	F
00:10:21.4	00:11:18.1	Yeah, very *laughs* Yeah, I actually I hear a lot from other CIRs how some of their co-workers are just nightmares to work with and nobody notices them or those anything about them but I, I've become really quick friends with at least all of the women in my department within a month. Even.... You know, pretty much I'm on really good terms with.... I dunno... it's a... it's a... I'm really lucky to be in the workplace that I am in because we don't have any problems like sexual harassment or even from what I see even power harassment, you could argue that maybe there is one or two instances, but they don't affect me or my area. We just work really well with each other, and they include me in a lot of stuff too. (Mmhmm)	I-6
00:11:18.1	00:11:38.9	Sorry, just jumping back to one thing that came into my head (Sure) Before you came on the programme, I guess you got a letter in the mail about where you were going. (An e-mail yeah. They do e-mails now) Its e-mail now. So, on the email your city was probably listed? That you would be going to place X (Yeah, it was) What was your reaction when you saw where you would be going?	F
00:11:38.9	00:11:39.0	*laughs* Oh uh so I live in, my hometown isa place in America called Iowa and it's like in the smack dab middle. It's in the middle of plains, its flat there is nothing but corn and pigs and, in the winter, there is snow. There is just snow and cold and it gets down to like negative 40 to 30 degrees Celsius, which is so cold (right) ridiculously cold. So, when I applied to JET I was like, well at least I am going to go to somewhere, where it is going to be really nice and ... so I remembered when I was studying abroad in Nagoya it snowed like one time and I think it was like a centimetre of snow and then it just went away the next day and I was like this is my kind of snow. (*laughs*) I looked up [my placement] and it was like known for how much snow they get (Oh now) They get on average like 4 metres a year, which is like ...Oh OK this is not what I expected and I was seriously like , like of course this is like karmas way of being like, OK you have to go to Japan, well guess what, this is where	I-6

		we are sending you. So those were my first impressions, like oh my God there is so much snow. (Mmhmm) I'm trying to get away from that. *Laughs*	
00:13:02.5	00:13:03.4	And had you heard of the place before?	F
00:13:03.4	00:13:24.1	Never. I'd never even heard of [the Prefecture] (OK) Yeah so like I had said I had been in like the middle part of Japan, so I actually requested [the] <i>chubu</i> [central] area, which is funny because [this prefecture] is also considered the northern part of <i>chubu</i> [central region of Japan]. So uhh (Oh OK) jokes on me *laughs* (*laughs*)	I-6
00:13:24.1	00:13:24.2	So, when you receive a request (Yes) This is a question that is quite intense. When you receive a request, what is the process? (Ok)	F
00:13:41.6	00:14:25.5	It goes one of two ways actually. So, I will either hear from the requester first and then I will tell them, yeah its fine. Just talk to my <i>hosa</i> [supervisor] and he will get the ball rolling. So, I will typically be well aware of it. Then there are other times when the phone call comes and like a phone call let's say for example. And it goes directly to <i>hosa</i> [leader], my <i>hosa</i> [leader] and then he will come to me and by like, Hey I heard about this. Are you OK doing this? He checks with me to make sure it is fine. And then one of the, the things go around with the <i>kairan</i> [collection of documents passed around an office for review], you know the stampy things with the <i>inkan</i> [stamp]? (Yeah) And basically that's how it works. Everyone signs off on it and then I am good to go.	I-6
00:14:25.5	00:14:25.6	OK so the request comes, and it gets sent around on the (you know what I mean) yeah <i>kairan</i> [collection of documents passed around] and then everyone stamps it to say that it is OK for you to do. (Yeah, basically to say that they have seen it. I don't know how often they actually care about it. Basically, the only people who care about it are my <i>hosa</i> [leader], my <i>kacho</i> [head of the division] and then my, my like I said my nearest colleague and if <i>hosa</i> [leader] says its fine then he is fine with whatever) OK. And then you do the translation, and then do you send it back around?	F

00:15:33.0	00:15:33.1	Sometimes I am... So, my colleague, who I will just refer to as my boss, (Uhhuh) He's the one that I refer to as my boss all of the time anyway. He will sometimes request to see it because he also speaks English. But then he'll make a lot of really annoying edits and like question my English, which is really frustrating (OK) But I do try and get it run by a few people but it does not need to go back around through the grapevine again. (OK)	I-6
00:15:33.0	00:15:46.6	So that was my next question, that you have touched on. (*Laughs*) So has there ever been a case where a supervisor let's say intervened or tried to alter a translation or interpretation?	F
00:15:46.6	00:17:28.3	*Mocking laughs* Yes, yeah quite often. He does that like almost all of the time. We call him the control freak anyway (OK) His nickname in my office is king. (OK) which I didnt know why at first because all of my... my Japanese co-worker would call him that all of the time which is hilarious now that I am understanding things. Because apparently, he is known for this. He is very, I dunno if anal is the right word but he is very meticulous in his work to the point where it is that nothing gets done. (OK) But yeah, he does go through my stuff and then make it look weird, I think, I personally think. Because he will take out, or like he will misconstrue meanings. He will ask me for clarification and then he will say don't you mean this instead of this and I'm like no, it's because of this and this. I can't think of any things off of the bat but its normally like tenses or like ok like so for example and I guess this is not a translating thing, but it is like an example of it, he had me write a reference letter for my old co-CIR to get into grad school. And what was the word I used? It was uhh... shit...umm. I think I said something like, he was very proactive with like helping out with this basketball stuff and organising it and everything. And then he was like he didn't organise it, did he? And I was like we all organised it. And he was like, but he didn't actually get all of the papers in right? I'm like no but in English when you organise something it's kind of included in all of that. Something... just stuff like that.	I-6

00:17:28.3	00:17:43.2	Right. And if you will like argue back, you know (Yeah, oh yeah) like will it eventually end up... will he acquiesce to what you say?	F
00:17:43.2	00:17:51.4	Yeah, pretty much, yeah. We are pretty close honestly. It's kind of like a big brother, little sister relationship honestly (*laughs*)	I-6
00:17:51.4	00:17:55.0	And have you ever noticed anything that has been published that has been changed from what....	F
00:17:55.0	00:19:03.2	Yep! Not on his end though.... So (Ok yeah yeah) actually I mentioned that I proof-read pamphlets. I had one that came in and I was looking at it and I was like OK this is good, and I punched in all my edits to make the English sound more natural. And then it got. It came out and like they reprinted it. And one of my co-workers from the tourism association called me and she was like, hey, did you translate this? Because it looks really really weird. And I was like, Yeah, I did, let me see it. And then she sent me a photo of it, and it was like completely reverted. (Uhh) They did like a mix of what I said but then like they changed things from like first second third to like first seconds, thirst... like you know what I mean? (Yeah yeah) Stuff like that and then like some other like weird English like tenses. But like knowing, I mean obviously my name is not on it but like knowing that somebody else say it and was like Did you do this? And I had to be like, no that wasn't me. And I mean like she's a native Japanese speaker so for her to know that it was bad English must have been not good.	I-6
00:19:03.2	00:19:08.1	And on the interpreting side of things, anything ever happen like that?	F
00:19:08.1	00:21:14.0	Yeah, actually because my mayor understands English (Oh, OK) But we like to joke that he just has the... CIRs around as like a power show to be like, Look at how important I am, I got my own translators. Ummm especially when its... and admittedly there are subjects that I am caught off guard with (Umm) Like we talk about, we had a whole conversation about mining and dams when people from Brazil came, was not ready for that. So, he'd interject and be like, don't you mean this? And I'd be like, Yeah, that's exactly what I mean sorry. [I'm] just apologising up the wazoo probably. (Ummm) And that gets frustrating. (Right and it	I-6

		<p>gets frustrating that he interjects?) Yeah. *laughs* Because he knows English... but then other times I'm not sure how much English he knows. Although there was also one time, where, like I said we don't always have native English speakers come in. And even one time, ummm, we had the Indian Ambassador come from the Indian Embassy in Tokyo. And everyone asked me beforehand like are you going to be OK with this, apparently, he's got quite accented English. (OK) I was like I'll do my best but then at the same time he had another interpreter with him. I'm not sure if he spoke Hindu or whatever they speak... Hindi? But it was weird. It was a weird situation especially because at the end the mayor and him are having an entire conversation in English anyway. And it was about biophysics, which was lovely for me. (*Laughs*) OK so yeah, stuff like that happens every now and then. Mostly it only happens with the mayor though. And does, so you said that the mayor understands English but you are not sure how much English he understands? (Yeah, so you said that sometimes like, he will say do you mean this? And you'll say like yeah. Are there ever times when he gets it wrong?)</p>	
00:21:14.0	00:21:24.0	<p>Umm lately not that I can remember. I do know.... I do remember one odd time... when he was introducing himself to our.... To the Ambassador from Belgium and he introduced himself in a weird way and the Deputy Mayor was there. Umm the Deputy Mayor might now some greetings, but the weird thing was we got in the car afterwards, just me and the Deputy Mayor and a couple of other people from my office, after we dropped off the Ambassador at his hotel. And he made a comment like, didn't he mean this? I don't think he knows Japanese, or he doesn't know English. I'm like if their own second in command is noticing these things. That was an interesting... interesting time. Oh, I know what he said... You know when you introduce yourself you say My name is... or I am... This is [mayor's name], the Mayor of...this... about himself (OK) and even , yeah, even his second in command noticed. So, its little things like that that makes me wonder. I think his hearing ability is very</p>	I-6

		good (Oh OK) Sorry (No, no) That was my little tangent.	
00:22:25.6	00:22:39.2	Emm, OK. So, do you feel like you have the ability to enact change in your role?	F
00:22:39.2	00:22:39.3	Not really. (OK) Not really. I mean, as I have found, it's really... and I remember they told us this at orientation, it's really difficultly to like get stuff pushed through and new things made. (Ummhmm. They told you that at orientation.) They were like yeah; listen you are going to have to go through a lot of steps if you want to implement anything new.	I-6
00:22:55.4	00:23:16.1	And was that the, because I know that, well in my day, back in the day... (*Laughs*) the orientation was flipped between like a general introductory [session] and then there was like a CIR specific.... So, was it on the CIR specific? (Well can I ask when you were?) Uhh...2013.	F
00:23:16.1	00:23:16.2	Uhh that's not too long ago. So, let's see. What happened was... we have CIR orientation for just like the entire time basically but at the very beginning there was an opening ceremony. (Same) And that was like it. (Same) And then we would like just all go off back to our own special room with like forty people, which was really nice compared to the like thousands of ALTs. It was in that.... the I dunno if... Like they didn't bring it up at first it was just like one of the lectures that a co-CIR was doing where she said how to put forth a project proposal. And she was the one who pushed on that, and she was...she was totally right.	I-6
00:23:59.4	00:24:11.4	So, you might have touched on this there but why do you think it is that you lack the ability to enact change?	F
00:24:11.4	00:25:14.0	There is definitely a group mentality when it comes to Japanese things. And sometimes it's hard to get somebody to agree with your view on something. (Ummhmm) Like personally I have never really had that issue because I am very much a do what I am told type person like I don't...admittedly I don't feel very creative. I'm totally fine with being sat at a desk and being given a translation work all day. That's like my dream basically. So, when it comes to pushing through like a new <i>Eikaiwa</i> [English	I-6

		conversation classes] which is where we ran into some issues with, that was where we had some pushback. And I think it's because a lot of the Japanese people also, they tend to like nit-pick at everything that we have done. And I don't know if it is because we are foreign...personally I don't really think that is it. I just think it is how my co-workers are. But I know that has had us get into, I don't wanna say trouble, but just like some roadblocks.	
00:25:14.0	00:25:20.9	Emmm is there anything that you feel could be improved about your current workplace conditions?	F
00:25:20.9	00:25:55.1	No, em I like my... like I said we... I feel very lucky. Every.... All of my co-workers are really supportive of each other. My macho gets a little bit creepy, not creepy but like scary to me sometimes, but not to me. It's just me overseeing some things sometimes. Like I mentioned there is not really <i>pawahara</i> [harassment based on unequal power relations] or <i>sekuhara</i> [sexual harassment] at all (Mmhmm) Mmm but he does seem to get really angry at one particular worker which I feel really bad about (*Laughs*) but I can't do anything, obviously. But yeah, it's a nice place, I mean, yeah, I like it.	I-6
00:25:55.1	00:25:55.2	So why do you think your workplace functions so well then?	F
00:25:55.1	00:27:12.3	*laughs* That is a good question. I think like a lot of my co-workers even if they are meticulous in their work, for the most part they are very laid back, they are very agreeable. They take jokes pretty well. I don't know. I mean I know there is the whole <i>wa</i> [peace/harmony] thing and not rocking the boat at all but for the most part everybody is... nobody has a really over the top like aggressive personality and everybody is like very understanding of like when you are sick or of when something has like come up and you have to like run home to take care of something. Yeah, I mean, that's a good question *Laughs* Yeah I think also I think that everybody in my town is just really nice. (OK) That was one of the things that kind of helped me settle in maybe, because where we are from, we have a saying, I dunno if [I-5] has ever	I-6

		mentioned it but like "Iowa nice", is what its called because everyone in Iowa is like super nice typically. I mean of course you are gonna have jerk wads everyone. But also [my town] is also a lot like that. It's so weird. Like everybody is very open and there's ... I really haven't experienced that much racism or discrimination either (Mmhmm) so I think the fact that everybody is very curious about new people and friendly really helps. (OK, emmm)	
00:27:12.3	00:27:17.6	Great. So, moving on to then sorry. What year are you in? (I'm only in my second year) OK yeah. So future plans then. (Yeah) What field would you like to work in in the future then?	F
00:27:25.7	00:27:58.4	I really want to go on to video game translation. So yeah before the CIR stuff I was applying, while I was still in America, I was applying to like Nintendo and like Bethesda and like a bunch of other video game companies in America because I didn't think that I would get out of America. But now that I am in Japan, now I can maybe I can try working for these companies' afterword. So, either video games or any sort of of other media translation work, I love doing that stuff. (Right)	I-6
00:27:58.4	00:28:03.0	So has your experience as a CIR effected this decision in any way?	F
00:28:03.0	00:28:44.2	Its only made me more concrete in I guess, if that's the right term. Because you know, Id studied abroad here for about a year, in Nagoya and I was very well aware that studying abroad and working in Japan are going to be two different things. So, I was kind of taking it just one day at a time when I first got here. You know if you are really sure that you wanna stay here for the next, however many years of your life then let's make sure that you like working here first. And I did. So that was, that was kind of a nice feeling. Like I guess this is like actually where I do wanna be. Yeah.	I-6
00:28:44.2	00:28:45.4	Ok great, so now we are gonna move on to all of these pieces of paper. *laughs* Mmm I have some statements here and I just wanna know to what extent you would agree or disagree with the statements. There is strongly agree, somewhat disagree... strongly disagree, somewhat disagree, (OK) somewhat agree and strongly agree (OK). So, I am just gonna read the statement for	F

		the...uh...tape and then I will give you it and you can (state one of these). Yeah exactly. I have just lost my page here (OH no) So I am going to open that. Ok there we go. (That's fine) OK grand. So, the first one is, CIRs when interpreting should always speak in the first person (Oh) as if they are playing the part of both speakers in a conversation.	
00:29:29.4	00:29:29.5	Ohhh. Ohhhh.... I somewhat agree with that. Can I elaborate? Do you want me to elaborate? (Yeah, no. Yeah, I absolutely do want you to elaborate) Oh it's so hard for me because I am not an experienced interpreter at all... by any means. But at the same time when I am interpreting for let's say someone who I am completely different from it feels so weird saying 'I', so I always say he or I try to avoid pronouns at all. (Right) But if it does come up then I would say like, Oh he thinks this do. Like, He, he went on a ... he went on a study abroad, so he wants to know what your feelings are on this stupid. It's so rough because then I've seen like in professional interpreters like let's say Marie Kondo with like Tidying Up on Netflix. Like her interpreter is like a professional... She is like a pro obviously. She is like my idol, honestly. Because I think she says I and she does everything as if she is Marie's second voice, which I think is so good. But at the same time to me it seems weird.	I-6
00:30:48.4	00:31:04.5	So, I have a couple of questions. (Yes) So what.... Why is it preferential for Marie Kondo's interpreter to speak in the first person rather than what you have done?	F
00:31:04.5	00:31:17.5	I think it's because she does all simultaneous interpreting whereas I think it's, what is it called? Shadowing or something? Shadowing is typically when you speak right as the other person is speaking. (Right) to try to mirror them or mimic them. And to me it feels weird saying that after the other person has already been speaking and then looks to me when they are done. And so, for then for me to say it, it also makes it sound as if it is me saying it. Like, like I went to the store yesterday and not he went to the store yesterday. (So, yeah and no but I will just risk the question, so like why is it preferential for her to do what she does on that Netflix show, rather than what you do. Why is	I-6

		that better? In your opinion.....) Oh because I don't do the simultaneous interpreting. (Why is it better to do the simultaneous interpreting?) Because its faster. (Oh ok) Oh ok sorry, yeah. Keep asking me questions because if you need to me to be more specific on things. Because its faster and gets things done more quickly and because it's almost as if they are speaking at the same time. (OK) So then whenever Marie let's say says I think this is a good way to do things and she says this is a good way to do things at the same time, I think that is good. (OK) Yeah, if that makes sense.	
00:32:29.3	00:32:43.7	Great so another thing (Yeah). Just to come off of that again (sure). So you said that umm on the Netflix special... the Netflix show that the interpreter is a professional. So are CIRs professional interpreters and translators, or not?	F
00:32:43.7	00:33:18.8	*Laughs* No (No, why not?) I don't believe that at all. We have had no training, we have had maybe like a crash course at orientation and yeah they offer the translation and interpretation course that I admittedly haven't done yet, I just haven't had the chance yet I've been busy with work but even then I don't think that is going to make us professional. I think you need to go through proper training in order to do this. (OK Great)	I-6
00:33:18.8	00:33:28.1	So, let's go on to the next one. CIRs when translating should never alter or amend the source text in any way.	F
00:33:28.1	00:35:07.8	I agree with that actually. (So strongly agree) I strongly agree, and this is also something that I struggle with on an analytical basis just because it's almost impossible to keep it like 100% accurate to the original which really hurts me because I would love like let's say native English speakers to be able to understand all of the nuances of the Japanese language and vice versa. So, like I will be watching Brooklyn Nine Nine (Mmhmm) on Netflix with Japanese subtitles (uhhuhh) to see how they have translated it and it will be completely wrong. And it really just grinds at me (*Laughs) Like, but this is so funny the joke is being lost when it is being interpreted like this. And then I will have to remind myself that well you know if someone is going to understand you know like these jokes, they are	I-6

		going to have to study English to get them because it's almost impossible to translate them. So, I do strongly agree with it that you shouldn't ever but like when we are saying amend like let's say, what are we saying. Like you know how they say the light is blue here. (Yeah) Yeah but obviously we would translate that to green. But like saying this history thing happened in 1782 and then changing it to 1785 I think that's weird. Does that help? (Yeah) It's hard to get my thoughts in order sometimes.	
00:35:07.8	00:35:32.0	So yeah, we will keep going. (I mean if you need any more elaboration on that. It's hard for me to put my brain speak into word speak. Do you want me to try again?) No no its fine. (OK) Some of them will overlap with each other. (Sure) So CIRs translations should read like natural texts would in the target language.	F
00:35:32.0	00:36:05.5	Yeah. I agree. I agree with that one. (So, for strongly agree) Yeah I strongly agree with that because you don't want something to sound choppy. Yeah But then admittedly it's hard when you, when you are doing all of this bilingual stuff it's kind of hard to look at your own writing and see if its sounds natural or not. It's always good to put it to a native... like a purely native speaker who doesn't speak any Japanese. (OK, yeah great)	I-6
00:36:05.5	00:36:15.8	OK number four. CIRs are cultural ambassadors and may amend language to suit a cultural context.	F
00:36:15.8	00:36:15.9	Oh, ho ho ho. Does this like completely contradict what I said earlier though. Ohhh. (It's an agree or disagree so) I'm gonna say somewhat agree... Uhhh to suit a cultural context (So the cultural context of the) Are we talking about like this is so stupid, but do you know jelly doughnuts in Pokémon? (Jelly doughnuts for Pokémon) So when Pokémon was first adapted for television in America and maybe for the UK and Ireland as well, they Brock one of the characters had rice balls, onigiri and they completely dubbed it over to be jelly doughnuts. These were not jelly doughnuts. So, I am wondering if it means like this? (Could do) So I somewhat agree. (Could do) No I don't know. Ok I agree we are cultural ambassadors, but I don't think that we should amend it to suit some sort of cultural context. Do you have any examples? (Well,	I-6

		I think like something like you have just talked about with the Pokémon thing would be an example of something like that) But I think that if like people want to learn about like another culture though I think that like things should be as original as possible. Like yeah, its maybe hard to translate like I went to go buy <i>nikuman</i> yesterday, it's hard to translate that. And just like calling it a meat bun (uhhhuh) What do we call those? Not a dumpling. What do we call <i>nikuman</i> ? (I think they are meat buns) Meat bun it is basically, and I mean that sounds weird. That's what I feel though. (So, we are moving to somewhat disagree.) Yes, yes, somewhat disagree. (So, you would say that you would agree that CIRs are cultural ambassadors?) Yes (But you don't agree with) amending language (Amending language to suit a cultural context. Because?) Because I think that the culture of the original language should still be conveyed in the target language.	
00:38:35.2	00:38:35.3	So let me just give you a situation (Yes please) And I am not advocating for any position. (Yeah Its fine.) So if you were to say (Yeah) a translation should read like a natural text in the source language (*laughs*) and you were to include something like meat bun or something that may damage the readability of the translation, what would you do in that case?	F
00:38:53.8	00:39:22.0	Well, what I would do actually in that case and I've actually had to do this with other things is So, I would say is I went to the store to buy a <i>nikuman</i> . And then I would put that in italics and then I would put a comma and say a uh... a meat bun, a savoury meat bun or something. Does that make sense *laughs*? I feel like I'm so contradictory now. (*laughs)	I-6
00:39:22.0	00:39:32.2	No no no. OK so let's go with the next one. The most important role for CIRs when interpreting is to ensure the aim of the Contracting Organisation is achieved	F
00:39:32.2	00:41:43.4	I agree with that. Yeah, I strongly agree with that. (Could you ...) elaborate? (No. Could you imagine amending a piece of interpreted speech in order to help the aim of the interaction be achieved?) Well so for example, we, I have to translate a lot of o	I-6

		<p>correspondence between our mayor and then our sister-city's mayor. So, it goes from Japanese to Italian but mostly from Japanese to English. Umm (OK) But it's like to somebody in Italian? (In Italy. So not Italian the language but an Italian person) Yeah exactly. (Ok yeah yeah.) No but sometimes there is some Italian involved and they show it to me and then I'm like no, I don't know this stuff and I'm like oh I'm sorry and then it becomes like an English thing that I have to do. So, like our aim is to pretty much, I guess that's interpreting though not translation (Oh you can....) Is that interchangeable? (Yeah Yeah) So you know I will have to like to figure out like... what's the word like... kind of maybe the nuances of what my Mayor is trying to say (uhhhh) to like get his point across for Italy. And for our sister city. And a lot of it is like I hope that this will better and like that this will strengthen the bonds of our city (Ummhmm) There's a lot of stuff like that. I feel like that was like an incomplete thought. (So, there is a lot of stuff like that where you are figuring out what he is trying to say in order to help the interaction) Yeah. Exactly.</p>	
00:41:43.4	00:41:56.8	<p>Ok let's move on to the next one. Emmm CIRs should feel empowered to use their practice of interpreting to advocate for causes that they believe in.</p>	F
00:41:56.8	00:41:56.9	<p>I somewhat disagree with this, because I do agree that... I agree with it in a personal space, but I do not agree with it as a CIR. Because as a CIR we represent our city, and we also represent our country... (Mmmhmm) our home countries. (Mmmhmm) And these are personal causes and personal and work I don't think should hugely mix. (OK) As much as... I mean... there is definitely stuff I would love to do but I can't do it as my current role let's say. Like you know LGBT like stuff and leading the charge on that stuff, stuff I keep saying that...in town... But like I dunno.....advocacy... Like there is no way I would go on I dunno what do I believe ... human... human and animal rights. I dunno. But I don't ... I don't... I mean going back to my original statement of how you know this is what your work.... Don't mix work and pleasure so much yeah...</p>	I-6

00:43:10.4	00:43:22.7	OK grand. Last one. As a product of the contracting organisation, supervisors and superiors should have the last word on translations.	F
00:43:22.7	00:44:25.3	Hmmm. I somewhat disagree with that. What if the supervisor or superior does not understand English... which is the case? Like my boss, he has good enough English but there is definitely stuff that he does not understand, and I will have to like tell him. But it seems like it doesn't matter how many times I tell him that this is not as negative of a word as you think it is he will not believe me. (OK) And I mean... that like in the end I personally do not care what happens with these translations after they get sent off to somebody, like with the letters between the Mayor and Italy but like I dunno at the same time I do want it to be accurate and I don't want it to be changed so that it becomes inaccurate. So, if there is going to be any last word, I would like me to have at least some sort of influence on that, if that makes any sense.	I-6
00:44:25.3	00:44:58.3	Ok so we are done with these. (Cool) And then we will move on to Mmm so I have some longer form scenarios Sure) that I will read and then I will give to you to read over yourself and then I will ask what you'd do basically. OK? (Sure) So there are four and I can read them here so you can... yeah, they are in order so you can start with that one and I will read them for the tape again. (Oh no) Umm Ok so you are asked to translate an academic paper for circulation at an upcoming international academic conference to be held in your city and attended by scholars from all over Asia. The paper makes claims about Japanese historical events with which you personally disagree and believe to be factually dubious based on your understanding of history.	F
00:45:28.0	00:47:46.5	Oh my God. I was looking at this and thinking oh no! This is another thing that I love my workplace so much because none of this has ever happened but I know it's happened with other people. What would I do? I mean there are some things where my boss and I, we don't talk about them often but I get the feeling that he is more conservative in his political beliefs (OK) which would then maybe	I-6

		<p>effect his historical beliefs (Uhhuh) So we just don't kind of talk about it as much but I can tell sometimes when we are like about to and there are things like when we talk about Trump and he's like ... slightly he thinks that like he is an idiot but at the same time it seems like he agrees with him on some things and I am like uhh. (*laughs*) Stuff like this I wonder. Ok first, I would probably like.... talk with ... so I have two of the main co-workers I work with are both fluent. So, like my boss and my other co-worker who I refer to as W. She, I would probably chat with her first because she also studied abroad for like four years, in Kentucky America and she would probably, like I would then ask her like what should I do and then she would probably just tell me like to do it. Because you know... she... Yeah oh my God. I would probably do it. I would do it. Yeah, I would do it (OK. And what made you arrive at that decision?) Think that I have translated for a museum before which I thought was some interesting stuff and then realising like oh, I guess I did it. So, if this is what they say, I would love to put a bullet point on it, if like a footnote is an option, saying that like this is a direct translation. (Uhhhhuh) and may not be factually accurate. But at the same time my name might not be attached to it. Wait it's an academic paper, my name would be attached to it. Fine (Well it might not necessarily be attached to it) OK. Yeah, I guess if it ever did come up with me let's say later on I would do it because they are asking me to do it and at the end of the day if they are telling me to do something Then sure I would do it.</p>	
00:47:46.5	00:47:47.0	What do you think your superiors would like you to do?	F
00:47:47.0	00:48:30.5	<p>It. OK Yeah, they would want me to do it like probably by the book. But I could also see like my <i>Hosa</i> [leader] he is very understanding of things and he is also aware of the fact that sometimes I get stretched too thin with stuff so I'm sure I could even say that you know I am not comfortable doing this and he might ask me why but then at the same time if I'm not translating it it would probably go to my superior, my immediate superior, my boss. So, it doesn't matter because it would be done anyway.</p>	I-6

00:48:30.5	00:48:30.6	And would you struggle with the decision?	F
00:48:30.5	00:48:38.8	Yes *Laughs* Very much so.	I-6
00:48:38.8	00:48:45.1	And do you think there is anything that could assist you in coming to a decision? Like how to work through it....	F
00:48:45.1	00:49:12.2	Like I would probably honestly ask for support from like other CIRs, like listen what did you guys do? Like having friends and colleagues even if you are not in the same building that you can rely on for advice. I mean like I do it all the time using the CIR forums (Right) Like when I need help with something. And it's always good to get an outside perspective. So, I definitely rely on that a lot.	I-6
00:49:12.2	00:49:14.5	OK great. Let's move on to scenario 2. So, you are tasked with interpreting the conversations between your colleagues and non-Japanese speaking local residents who come to your office in order to get information about different municipal services. A non-Japanese speaker is enquiring about the process of obtaining a divorce from their spouse. Your colleague leaves the conversation momentarily in order to obtain more information about the request of the local resident. While they are gone the local resident non-Japanese speaker begins to ask you questions about obtaining a My Number Card or renewing their visa and other.... I'll just preface this by saying other municipal services that you have information about, that you would know about. How would you proceed?	F
00:49:58.9	00:50:20.2	I would probably help them out. I am a people pleaser. And then after my colleague comes back and say Hey, they are also interested in doing this and this as well.	I-6
00:50:20.2	00:50:22.8	And why would that be the course of action you would take?	F
00:50:22.8	00:50:51.0	Because they are there to get help and I want to make sure that they can get as much help as they need. It's hard to be here and not being able to understand I guess some of what is going on around you. And you know I would like to help them as much as you know is physically possible while you know they have made the trek to come to the City Hall as is.	I-6

00:50:51.0	00:50:51.9	Do you think a professional interpreter would behave in the same way?	F
00:50:51.9	00:51:27.4	I dunno. I feel like the colleague themselves would bring you with them, if that was the case. Because if the colleague is going to be obtaining more information, then you should be with them so that you can more properly and accurately relay that said information. I dunno... And I say that I dunno because I have never..... Like literally the only professional interpreter that I have ever seen is like that one that I said before that I had seen... on Netflix	I-6
00:51:27.4	00:51:33.3	Ok. And would your superiors be happy for you to relay that information do you think?	F
00:51:33.3	00:51:54.5	I think so. They want us to be as helpful as possible and they are very foreigner friendly, and they want more and more foreigners to come. So, like if word gets out that I can help people with this stuff then they will get more people coming to [my town] and willing to help.	I-6
00:51:54.5	00:52:04.3	And would you be confident with your decision? (Yeah) OK great scenario three. So, you and your immediate co-workers have been heavily involved in the planning of an event to bring a delegation from overseas to your locality in order to sign a Memorandum of Understanding for a future Olympic Training Camp. (This is like so relevant) You are interpreting between the mayor of your city and the equivalent lead of the delegation from abroad. They are having lunch before signing a Memorandum of Understanding. A member of the visiting delegation is, unbeknownst to themselves, saying things that you perceive to be rude and insulting whilst speaking to the Japanese staff. You are charged with interpreting this.	F
00:52:32.1	00:53:40.9	So, I feel like this has also kind of happened before. Umm ok so the other person they don't think that they are being rude? (Yeah, they are just saying things that you perceive to be rude but they wouldn't consider them rude) Ahhh ha ha (Did this happen to you before?) Kind of, but not really. But it was kind of more funny than anything else. So, this Belgian Ambassador and the Deputy Mayor, the Deputy Mayor it turns out he is kind of a firecracker (What does that mean?) It means he	I-6

		<p>has got some attitude on him. (OK, OK) So one of the things that we did when the Belgian Ambassador and his wife came was uhh snow shoeing, which is where you get to put on these shoes and you get to like walk up on these shoes into like these huge snow banks. And they're like I dunno these snow banks are honestly as high as probably as tall as this room is OK). So yeah, its crazy, for one. (Uhhhh) SO right before we were about to leave this nature museum, he was offered to do this, this Belgian Ambassador by this museum curator and he loved it. He was having so much fun and he was bringing.... As he goes to the top of the hill he was like, "Deputy Mayor. Come join me!" So, I said something like I said that he said that. And then the Deputy Mayor was like, " Are you fucking kidding me. No way!" But in Japanese (*laughs*) And I was like "He abstains". But I made it much nicer. Yeah, he, he was saying a lot of stuff that day, honestly. (OK) It wasn't stuff that you could like really hear either in that you didn't need to immediately translate it. (Uhhuh) I probably, I would interpret it and I would I wonder if I would at first ask them for clarification, the person who is saying something rude and then I would try to smooth it over I think, as best I could. I couldn't think of like a good example of like what I think that this could be. Like saying things that you perceive to be rude.</p>	
00:54:42.4	00:55:04.6	<p>So, I guess I mean, when we are talking about, we are talking about perception. So, I guess someone could say something that could be like a racial slur or something (Ohhhh ok) but that they wouldn't perceive to be rude but that you might perceive to be rude (I'm think of like a homophobic slur) Yeah or a sexist slur or anything. (Yeah)</p>	F
00:55:04.6	00:55:04.7	<p>Yeah. I wonder. I might look for something else that they are saying. And I might try to take that out of context, possibly. That's rough. I would try to say it, but I might preface it with, I don't think he knows this but... I don't think this person knows that this might be rude, but this is what they are saying. Like I said, most of the people in my area they are all easy going anyway. So, I think that even if something like that did happen, they would probably laugh.</p>	I-6

00:55:48.9	00:55:50.6	So why would you decide to translate it as is and cushion it with the... (Yeah with that...)?	F
00:55:50.6	00:56:09.9	Because I do... if they are asking me to interpret it... then I should do it. (OK) Yeah. As much as it might hurt my soul and my heart (*Laughs*).	I-6
00:56:09.9	00:56:10.0	And what do you think your superiors would want you to do?	F
00:56:09.9	00:57:11.4	You know every now and then my boss does say to me, you can just translate the gist of stuff, it doesn't have to be exact. So, I think even then if I can pull a gist out of that I would definitely do it. But I am imagining this as a scenario where there is no way that I can be, Oh yeah, he thinks your skirt is nice. And not actually.... As I am saying this, let's say it is somebody saying, "Oh here skirt is really short." Which I could see some misogynistic asshole doing I would probably try to cushion it that way too. Yeah, I think that's what my boss..... He's always told me that it's OK to only translate the gist of things, but I personally always want to always have more detail, be more accurate (OK) Yeah. Final answer. *laughs* So rough.	I-6
00:57:11.4	00:57:11.5	So, would you struggle with this decision? (Yes) Is there anything that you feel could help you come to decision more easily?	F
00:57:20.7	00:57:57.3	Maybe if I can like explain to the person who is just saying it... that it is... that it might be like a little bit rude to go... to say these things. But I know that as an interpreter I'm not really supposed to have Feelings in the line of work either. (Why aren't you supposed to have feelings in the line of work?) I've been told ... or maybe it's just that I've seen it on TV, or I've heard it from other people. Like no, when you are a translator you should just be saying what you are hearing, which is rough. (OK)	I-6
00:57:57.3	00:57:57.4	So, you've said that you have heard it other places. Can you remember.... [where]?	F
00:57:57.3	00:58:44.3	That's what I am trying to think. If it was on like a news website like I've read. Like I love to read other things like other things.... Like for example recently people have been trying to translate what Donald Trump says (Uhhuh), in Japan, which is rough. (*Laughs*) And you know they are all, they are like we try to make him sound as stupid as he	I-6

		actually sounds but it can just be so hard sometimes. And then like, you know, the opposite to that as well trying to make something that sounds stupid that you don't want to sound particularly stupid. So, I feel.... I definitely feel like I've read these things online, articles that say well you can't, even if you don't agree with the person you should still try to faithfully translate (OK)	
00:58:44.3	00:59:18.1	So, you saw, just while you were talking you talked about both sides of that issue. So if you are interpreting for Donald Trump (*Scoff) lets say and you were in an important meeting with X world leader (Yeah) would you try to interpret as stupidly (*Laughs*) I think that was how you phrased it, as stupidly as he sounds (Yeah) or would you try and change it, to, to achieve the aim of the contracting organisation ?	F
00:59:18.1	00:59:46.9	As much as I would like to undermine the horrible American President, I would, I am aware that he is still representing world values, or at least our country's held values (Uhhuh) so I think I would try to make it sound a little bit nicer (OK) and not stupid (OK).	I-6
00:59:46.9	00:59:47.0	Let's move on to the last one. So, you are your city's main contact point with your sister city abroad. You're supposed to translate each correspondence from your counterpart abroad and hand the translation to your Section Chief or supervisor. Your division is supposed to be holding a reception for a visiting delegation from the sister city in two months. In your latest correspondence you have been told that the plans may fall through, but you have been requested not to pass this decision on to your supervisors as no ultimate decision has been made.	F
01:00:13.9	01:02:30.4	Something similar to this actually happened, not to me but to my co-CIR. But on our end. So, he's... We are a Croatian host town, he's a Croatian CIR. He's in heavy contact with the Croatian Ambassador all of the time, personal number in his phone and everything. (OK) And there was actually a time back in... I think it was March April or May, sometime in Spring, where they were trying to get a delegation over there for some kind of Tuna Festival and it was just going to fall through. But at the same time	I-6

		<p>that was also the ... the Japanese delegation was not going to be Abel to make it even though they were highly expected to. If they have.... Requested not to pass the information on.... I would.... I would... I would absolutely ask my boss because I assume that these correspondence translations, at least in my department they want to see the originals as well even if they don't understand them. And if that part wouldn't get translated, they would probably ask me about it. And then I would probably follow up with the other people, giving them the situation..... That it has to be like, Well I have to pass this on to my superiors anyway can you give me a more concrete version. (What if they said like an email, like the original email with that taken out) Oh then I would do it. I would probably do that *laughs* (OK) Yeah. My boss has actually had me resend stuff to him too before actually, with this exact stuff. But it's more like I will forward him something, but I will make some sort of snarky little comment in there like I will be like, To King and he will be like, Can you take this out I have got to print this and give it to <i>Hosa</i> [leader].</p>	
01:02:30.4	01:02:33.6	What do you think your superiors would like you to do in this situation?	F
01:02:33.6	01:02:58.7	Uhhh, I feel like they would like to know but I also can imagine if this happened, immediately they would start making plan B. Like, oh this isn't going to happen so let's start planning for it anyway even if it is like 5 months down the road. (OK) I think they would like.... They like to know everything (OK)	I-6
01:02:58.7	01:02:58.8	And would you struggle with what to do in this situation?	F
01:02:58.7	01:03:47.3	A little bit. (A little bit) I think I would ask the other people first to be like, Well, you know if it's possible that they can like give me a really quick (Revision) like update, yeah, within like a week then I would hold on to the email, to the first email (Yeah) and just like wait it out. But I mean if I don't have anything from them then I might take it on myself. Would I? Oh. I dunno. No, I might try to them them. I would probably stress that it's not,	I-6

		it's not official but it might happen. These are rough (*Laughs* Well we are done) Good God!	
01:03:47.3	01:03:47.4	So, the last... Just one or two extra questions that are not related to this. So, would you say that there is a diplomatic role to what you do as a CIR?	F
01:03:59.6	01:06:24.3	Oh absolutely. (OK) OK so, uhhhh, this is gonna, I mean some people in the group already know about this but like when you say diplomatic role, you mean like an ambassador role, like you mean like your face is known? Lately you've been going to a love hotel, and I am really worried that someone is going to see me and then like immediately connect me to work. So, for example I was on my way to go to one, just on Thursday, we went to gas. It's a friend of mine and at the stall next to us was one of the teachers that I am really familiar with, and I was like, Shoot! I immediately put my hood up because I don't want anyone to see me. And I worry because I think even at the dinner, we had a <i>bonenkai</i> [end of year party], yeah end party on Friday and one of the teachers, a completely unrelated teacher even said to me, you know what I see you in the paper all of the time. You must be one of the most known foreigners here, or one of the most known people in T-machi after the Mayor. And I worry that, and like love hotel stuff aside like I do always want to carry myself in a way that is not going to make me look bad or my country let's say. When I am out with the other ALTs they don't really care about this stuff. Umm One of the first... I think out our welcome party, everybody was super drunk except me, it was like 4 in the morning and one of the ALTs that I was with flat out just took an empty bottle of beer from someone's table that they had just left and he just like took it to the table with him. And I was like, "Oh my God. If someone sees you doing this (*Laughs) It's going to be on me because I am the one that speaks Japanese. And it just makes you look like a trashy America for doing stuff like that. So, I absolutely believe that we are seen as diplomats and should always try to be good, if that's the term.	I-6

01:06:24.3	01:06:28.3	So, you would say as regards the work you do and your work responsibilities you would say that there is a diplomatic aspect to that as well.	F
01:06:28.3	01:07:13.9	Yeah, I would say so. And I mean that I think that that is a professional thing as well in general. I mean I have worked in offices before this. I am one of the weird people who waited, I think I waited seven years after college before I finally came here. I think I have been well integrated into office scenarios. I think wherever you are working at you should always carry yourself professionally and cordially, friendly because you are always aware that like somebody else might be reading or seeing what you are doing so, I think it is always good to kind of always take the high road no matter what is going on.	I-6
01:07:13.9	01:07:38.4	OK I'm just going to keep asking this question from a number of angles (Its fine. Keep doing it) *laughs* So when you consider the job of a diplomat, (Yeah) a foreign service diplomat. (Yeah yeah) Do you think there is any overlap between what a CIR would do and what a foreign service diplomat would do?	F
01:07:38.4	01:07:52.3	Absolutely, yeah. Because they are always representing their country, they are looking to you know kind of achieve their own country's goals. But then as CIRs we both represent, you know, our home countries and then you know, our COs. So I think then, you know, we are always trying to portray the most positive role of what a Diplomat would be doing and also for our own country.	I-6
01:07:52.3	01:07:52.4	Thank you.	F
01:07:52.3	01:07:52.4	OK, thanks very much.	F

Appendix BB7 - Interview 7 Transcript

Start Time	End Time	Transcript	Speaker
00:00:00.0	00:00:14.8	Hi (Hi) Thanks for coming (Its ok). So firstly, tell me a little bit about the work that you do as a CIR.	F
00:00:14.8	00:00:14.9	OK so mostly I do translation work. It's more like when some colleague just randomly comes to me and says like, hey [I-7], can you help me translate this, or stuff. But nowadays I think I am mostly doing a lot of likes, Olympic related translations because my town, R, is going to be a ghost town for Singaporean players so after they finish their Olympic Games next year they will be coming over to R, like to play I guess or like do an exchange programme kind of things. So, there has been like a lot of like <i>uchiawases</i> [meetings] or like meetings going on between like my city and Singapore's Olympic Committee, I think so. They also went to Singapore for like a business trip once (Ummhmm) at the end of November, but they didn't bring me along, I don't know why (*laughs*). Yeah so, I had to translate some of their slides or their content.	I-7
00:01:25.8	00:01:30.7	Ok. And do you do any work outside of like translation?	F
00:01:30.7	00:03:04.2	Mostly events because like for my ka, my ka.... My ... I'm in the tourism division so we do a lot of like events. So recently there was like a Singapore Fair so basically, they made like Singapore food and stuff. I also helped in like tasting the food to see if it was like authentic (*laughs*) and umm what other stuff? Like recently we had like a Christmas event, so I was doing the poster for it and I was doing the like name card tags (umhmm) And also I help with like my slides that I was going to present like during the Christmas Party (oh ok) So it was more like introducing Singapore. I think that like my City Hall is really pushing for like people in the city to know about Singapore because like during the tsunami they donated like 700 million yen for the like community hall like basically for like the residents to have a space to like to gather and stuff. And also, they gave money for like scholarships and also the city library. And also, there is a general exchange centre where people can like go and do sports or like fitness stuff (Oh ok) So they basically	I-7

		donated a lot of money so they like wanted the residents to know more about Singapore and that's why they have so many events where they are talking about Singapore or asking me to like go and introduce Singapore to like local residents and stuff.	
00:03:04.2	00:03:15.7	And do you think you were selected being from Singapore as someone, because of the Olympic.... (Oh yeah yeah) Yeah	F
00:03:15.7	00:03:15.8	Because my previous successor was also Singaporean (Oh ok), But he left after one year. So, I think they also wanted a Singaporean here during the period, between now and the Olympics.	I-7
00:03:32.5	00:03:32.6	Right. And is your translation exclusively Japanese - English?	F
00:03:32.5	00:04:11.0	Yeah. (OK) Actually I think at first because my supervisor knew that I could speak Chinese she wanted me to do Chinese translations as well, but I am like, My Chinese is too bad. Like, and also, I think the my predecessor kind of set like a really low bar. Because he was like my Chinese is so bad I can't do it and then like he made really bad translations so then she was like, Oh never mind I'm going to give up on that. (*Laughs*) *laughs* So I do mostly Japanese o English or English to Japanese. (So, you do English to Japanese as well.) Yeah, it's not really fixed. I think I do like 50-50 (Oh ok) Yeah.	I-7
00:04:11.0	00:04:18.7	So, what kind of stuff. You said that sometimes you get requests form people in the office who just hadn't your things. What sort of stuff is that?	F
00:04:18.7	00:05:53.7	It can be really, like random, like they ask me because like recently more foreigners are living in like [my town] so they want to make a proper like English garbage disposal (OK) yeah. Either that or like for example if like a letter comes in for like the mayor, from like I'm encouraged to... (Sister city?) Yeah. It's like..... Oh they are sister cities with [a city] in Hokkaido. [redacted due to possibly identifying information]. But anyways they were writing a letter to the Mayor in English but obviously the mayor cannot read English so I had to translate that into Japanese. Oh, but also... Actually, I think the biggest translation project that I did was for the information centre. Like, they had	I-7

		<p>a lot of new like photos to talk about like the tsunami and the process of like recovery and stuff. And all of those like pictures that were put up in the like the Information Centre. They call it's the <i>Machidukuri Joho Kan</i>. (Oh ok) So I guess like the City Planning Information Centre. (Ok yeah) SO all of those captions, I had to translate into English. (Mmm) And I think that they have already put up in [the town], in Japanese and in English. (OK)</p>	
00:05:53.7	00:06:04.5	<p>And you said just before we started that you have interpreted a couple of times. (Yes, only two times) And what was that for, can you remember?</p>	F
00:06:04.5	00:07:57.7	<p>The first time was actually for the Singapore Fair. (OK) During the time where the Singapore Fair was held, there was also people coming from all over Japan, but they were also Singaporeans and those living in Japan. So basically, the Singapore Embassy in Tokyo they created a group tour where all of these Singaporeans from different parts of Japan could come to [my town]. To experience the tour and also experience... I dunno just to see like the construction process. So during that time I had to interpret but apparently a lot of people were really good at Japanese so (Oh OK) ... And also, I got stuck a lot of times because also it was my first time and basically I didn't really have much context on what we were really going to like do. So sometimes it would be specific words, so like we went to the sake brewery. So like in that place *laughs* they had a lot of... (sake specific words) yeah yeah yeah like distillation processes and whatever (right right right) I dunno like these kind of words that I wouldn't be able to like interpret. Because like I'm not, its my first time and I don't really know like what they have in their *muffled* (Ummhmm) But like I translated like OK the tsunami parts were kind of OK because like its more straight forward because like he also talked about like how before the tsunami how the breweries were like and stuff. But after that like I couldn't really like find the words and then someone from the Embassy just kind of like took over (OK) and he was like, Oh you are struggling so he just kind of like helped. And he did really well. I mean I think they are from like the Ministry of Foreign Affairs. So, I'm sure they have already had lots of like these kinds of experiences.</p>	I-7

		<p>So basically, they helped me like almost throughout the whole tour. (OK. So that was one time, what was the other time?) The other time was like..... Do you know about the South-East Asian Ship Programme? (the South-East Asian Ship Programme?) It's like they come to Japan like basically they go on a cruise. (OK) SO they come to Japan, and they learn about like Japan stuff and they go to other countries. (OK) It's kind of like a youth programme. South East Asian Youth Ship Programme. I've never heard the name. I think its SEA YGPN? (I'll look it up) So some of them came to [my town]. Just to learn about the tsunami and stuff. For one day. I think it was just one day. Yeah. So, I was just bringing them around and I trasns... I interpreted for my <i>Hosa</i> [boss], what do you call that. (Oh yeah, <i>Hosa</i> [boss], Ok.) Because he was basically explaining about the tsunami inside the bus. So, I was just basically repeating what he was saying in English, yeah (OK)</p>	
00:09:09.4	00:09:09.5	<p>So, it seems like a lot of the work you do as regards translation and interpreting like revolves around like the disaster and everything. (Yeah) So I guess like would you say that it is something that would be specific to your placement or at least placements in the area, maybe?</p>	F
00:09:26.6	00:09:26.7	<p>I think so because basically 90 percent of the city was wiped out. (OK) during the tsunami so a lot of it... like even the Mayor I think he just got elected one month before the tsunami happened so his entire time as a mayor is like reconstructing the whole city. (OK) So like most of our tourism, like most of the reasons we try and get people to come over is like, Oh you can see like how the city is recovering and stuff. Otherwise, I don't think people would come to R.</p>	I-7
00:10:07.5	00:10:14.7	<p>OK so then just going back a little bit, why did you decide to be a CIR?</p>	F
00:10:14.7	00:10:26.6	<p>I really wanted to do something related to translation. And also like I love Japan a lot. I think most people who come on the JET programme it's because like they love Japan (OK)</p>	I-7
00:10:26.6	00:10:26.7	<p>And where did you hear about the programme?</p>	F

00:10:26.6	00:12:03.5	<p>From my senior actually. She was... Oh I went to university in [X university]. She was also Singaporean. So basically, in that country you can't apply for the JET programme. You have to go through like China (Yeah OK) But if you go through China, it means like you are going to have to do Chinese translation and stuff like that (Uhhuh). So, she was also Singaporean and said she was going to apply for this JET programme and I had actually heard about it before but thou- was like, Isn't it only for like teachers? Or like (Ummhmm) people going there to teach English. And she was like no there is this other position where you can do like translation and stuff and I was like, Ohhh. I never knew about it. I think most people only know the JET programme for like teaching English. So yeah, I talked to her about it, and she was like, Its actually quite good. And everyone's experience is quite different. Hers was actually quite bad, like she didn't like her placement at all. It was like...T in Okinawa which is like an isolated islands *laughs*. And also like the work that she was doing was like customer service. Like she was put in an information centre. So, she didn't like the fact that like she had to keep talking to people. (OK) So she basically hated the job so she said that like every person's placement and like and also like ESID (Every situation is different) (Mmhmm) She was like most people enjoy it so you should try it if you really wanna do it. I was like... yeah, I'm gonna do it. So, I just applied like in my last year of university.</p>	I-7
00:12:03.5	00:12:18.6	<p>Right, and so you heard from her that it was.... Like before you came on the programme what did you expect to be doing?</p>	F
00:12:18.6	00:12:41.6	<p>Ummm *laughs* I don't really feel like I expected anything. (OK) Because I think that if you expect something it probably won't turn out good anyway. (But you said that she had told you it was translation and interpreting.) Yeah, mostly translation and interpretation.</p>	I-7
00:12:41.6	00:12:58.6	<p>Ok yeah. And is there anything that you think that your contracting organisation would like you to be doing more or less of?</p>	F
00:12:58.6	00:12:58.7	<p>Umm I don't think so because basically I just do whatever I am told. (OK) So like I think they are</p>	I-7

		quite happy with that but like I get really bored sometimes because I don't have enough to do. Or like they give me a work that I can actually finish really fast but like if I do it too fast, they will be like why are you finished this so fast, go check it more or something. And then I will be like ok (*laughs*) and then it gets really boring because like I have so much time on my hands, but I am just doing the same thing. (Umm) Yeah. But I think they are OK with Because like I kind of ... I dunno... I do translations quite fast, but I don't know if I am good at it. I mean like myself supervisor just old me that like yesterday I think, she said that like, your translations are like very literal like word for word, I've read everything. But like I don't know like out of context, like for their slides they they did all of the meetings on their own without me so like how I would know what they want to change or like the actual context of what they are doing. So, I just translated that because I didn't have anything else to go on.	
00:14:17.3	00:14:17.4	And were the slides from like presentations that was.... (It's more for like a meeting that they had in Singapore). OK. And you are translating their slides into English. (For the people in Singapore to read)	F
00:14:20.0	00:14:20.1	And do you think that there is anything that CLAIR would like you to be doing more or less of if you had to imagine?	F
00:14:45.0	00:15:38.3	I don't think CLAIR really cares about me. *laughs* (You don't think they care about what they are doing?) I mean like even if you tell them some stuff you are unhappy with, I don't think they would do much about it. (Oh OK) Yeah but anything they would like me to do more of, I don't think so because you know ESID [Every situation is different] every contracting organisation does different stuff anyways (Ummhmm) Like I heard that there are some CIRs who don't really do much translation and interpretation, they just do a lot of <i>eikaiwa</i> [English conversation classes]and stuff which is kind of said because that feels more like ALT though.	I-7
00:15:38.3	00:15:59.2	OK we are just going to talk about your workplace a little bit. Would you say that you feel well integrated into your workplace professionally? So,	F

		like as regards work responsibilities and work roles rather than personally for example.	
00:15:59.2	00:17:12.3	Yeah, I think its OK but they don't really include me in a lot of their work stuff unless its directly related to me. So even when the, even when they are doing an event that basically I have to help out in they just basically just talk amongst themselves for everything else except the tiny part that I am doing so sometimes I don't have any context foe what they are doing at all (OK). And that's really bad because like I'm suddenly put like on the spot like ok oh you are going to be doing like this this and this, but they don't exactly tell me like the entire like flow. (OK) Yeah but, I think it really depends on like, one of my colleagues like I am really close to her, so she basically tells me like a lot of stuff. So that really helped for like work. Because like she told me like the entire flow of like her, so like basically she was in charge of the Christmas party so that worked out like really well. But like for other stuff like especially my supervisor like she doesn't tell me anything like until it comes to the part where I have to do something (OK) and that like kind of sucks...	I-7
00:17:12.3	00:17:14.9	Ok, and would you say that you feel well integrated into your workplace personally?	F
00:17:14.9	00:18:45.0	Yeah everyone is really nice and it is really easy to talk to them but sometimes when they are busy or like when ... oh sometimes I feel like kind of left out when they joke amongst themselves but I guess like Japanese people always do that *Laughs* you know... that kind of thing. But...umm. my supervisor is kind of like umm I feel like I get along well with everyone except my supervisor. Like she is really scary when it comes to work. And like... I don't know.... The way she like.... She doesn't really scold people, but she is like really really direct. (OK) And like sometimes when she is really busy, I can't even ask her questions. Shell be like Wait wait wait trying to push me away because she is busy doing her own work. I think she is someone... I do not think she is a bad person it's just that she doesn't take stress very well. So, like when she is really stressed out she just.... She doesn't really flair up at other people but because I am like under her she	I-7

		will sometimes be really rude to me and stuff. (OK) Yeah. But that's another day.	
00:18:45.0	00:19:18.9	But just to talk about when you get a translation request, is there a form that you get? (A form?) Like a request form so for example, in other CIRs situations that I've like.... From interviews umm people might talk about like receiving like a request form with the translation attached. Some people, (What?) like it varies from place to place. So, in your situation if you get a request, how does it come to you usually?	F
00:19:18.9	00:20:10.5	They just come up to my desk and say, hey [I-7], can you translate this? *laughs* (OK OK) Mostly it's kind of like that. (And then like you get the data or whatever or do you get like paper?) I get sometimes the data and sometimes paper but usually..... yeah. If its paper, I just type it out on a word doc generally. (OK. Umm and then do you send it directly back to the person who requested it and do people look at it or...?) Usually if my supervisor is around, she would want to look at it before I send it to anyone else. Especially if it's in Japanese. She would be like I don't want your Japanese to be all wrong and stuff. *laughs* So she would check the whole thing first before I would send it back.	I-7
00:20:10.5	00:20:10.6	OK. And if its English, would there be anyone around you who would speak English, who would check?	F
00:20:18.1	00:21:18.8	There are people who would speak English but they don't check my work perse, I think that sometimes my, even my supervisor would try to check it even though English is not her first language and stuff. Yeah, she would sometimes do that. But oh yeah for the, one the one that was with the <i>Machitsukuri Soho Kan</i> , someone from C. City in California actually checked it. Because she used to, she used to live in [my city] and she used to do a lot of the official city translations for them. So, she was always like checking my work like. We were like constantly contacting her through email. And then once I finished my translation, I would email it to her and it would just go back and forth like that (OK) So yeah she helped a lot with that.	I-7

		(Ummhmm) because she is actually a professional translator for like I dunno like 10 or 20 years.	
00:21:18.8	00:21:33.3	So, has there every been a case when like a superior would have like intervened or altered your translation or interpreted speech?	F
00:21:33.3	00:25:31.7	Well actually just like yesterday or like the day before. Because my supervisor was like your translation is very much different from what my <i>Sanyo</i> , my advisor to the mayor, because like he speaks like quite good English, like I don't know if it is good to say this but he thinks he is good enough to like (Yeah) edit stuff, yeah. But basically, like what he had edited and what was my translation was kind of different. (So, like both of you had done the same translation?) No, like basically he didn't translate it, he just edited my stuff so like if you don't look at the main source and you just edited my stuff it would be different because you would be thinking about the context in your brain and just writing whatever (UhhUhh) that is related to the content instead of like looking at the translation... looking at the main Japanese text. So yeah there was a lot of stuff that was different because, I mean also in my case it was because I didn't know the context.... (So, you yeah OK) so I feel like it's kind of like <i>shouganai</i> [can't be helped]. (So it had been changed by him) Yeah it had been changed by him...(And published?) Not really published but they used it in a meeting (OK) Yeah (But you weren't a part of that meeting?) No I wasn't (But you only found out that it was changed via your supervisor?) Yeah (And have there been any other incidents of anything like that?) Before the same thing happened with the Singapore Fair because he was like changing my proposal. I mean I've translated the proposal from Japanese to English and he was putting all of his own stuff in the proposal as well. (And did you see the proposal that he changed?) Yeah (And was it better?) Uhhh. I don't like how his grammar is all wrong and sometimes he makes spelling mistakes as well. I mean it more or less is the same meaning, but he just wanted to write it in his own way I guess. (And the proposal, who is it sent to? Who is that for?) It was, because we were working with the Singapore Embassy in Tokyo, we we're working together for	I-7

		<p>the Singapore Fair. That's why like we had proposals and stuff that they had to read as well. But like they are not that good in Japanese so like we had to translate it into English for them. And also like he kept making mistakes with their names *laughs* and I was like this is really bad, but he didn't go through me. (So, like in email and stuff? Like he didn't change the names in the proposals?) Not emails, like those kinds of things. So, like for example if some guys name is Ethan he would spell it Eathen, and I was like that's not my problem but like OK *laughs*. (OK) But I can't like tell him directly that like his spelling is wrong. OK I did it for the names though but like for grammar and other spelling mistakes I was like I don't know if I can say it.</p>	
00:25:31.7	00:26:12.6	<p>(And you talked about one of the interpreting tasks that you had, somebody jumped in to help you at a sake brewery.) Oh yeah yeah. (But you seemed, tell me if I'm wrong, you seemed happy about that.) Umm I wouldn't put it but at the same time I felt like oh, Thank you. But at the same time (that's my job) you are making me feel even worse at my job. *Laughs* But at the same time people are telling me that it's also my first time so I don't have to worry about that. (Oh hmm) Yeah.</p>	I-7
00:26:12.6	00:26:45.2	<p>But before you took on that job you said that you lacked like context or knowledge of what you were doing. So did you know exactly what you would be doing and had you gone on like preparatory visits to visit the place or got documents from them or anything. I got documents from them the day before or...?</p>	F
00:26:45.2	00:27:05.7	<p>I got documents from them the day before and that was only for another section of the... it was a sake tasting session, I only got documents for that but not for the like brewery process so yeah. Basically, that's it. And there were other parts where they were just like, ok go interprets. And I'm like what *laughs* (OK)</p>	I-7
00:27:05.7	00:27:31.7	<p>OK and would you feel like you have the ability to enact change in your role as a CIR? Like as regards responsibilities or different.... (Like my contracting organisation) So like yeah within your office</p>	F

		environment or like your work responsibilities or roles.	
00:27:31.7	00:27:52.5	I don't think so. (OK. Why do you think that is?) Because like even if you suggest something to them, they'll just like forget about it (OK, Oh were you going to say something?) I guess that that is like the same all over Japan, I guess.	I-7
00:27:52.5	00:27:58.7	And is there anything that you feel could be improved about your workplace conditions?	F
00:27:58.7	00:31:54.4	Mmm, my, so my chief is actually quite <i>tekito</i> [laid back] but like not in a bad way. So like if something goes wrong hell be like oh its ok we can just do something else. But like my supervisor is like the complete opposite so like if anything goes wrong, she'll be like really stressed and shell be like it has to follow this time or it is to follow this like perfect structure but that can happen all of the time for events because for events no matter what something is going to go wrong somewhere. But she cannot take that kind of stress, so she is like aahhh and it kind of gets... You can kind of feel when someone is like that right? And its kinds of spreads to other people and it is like.... yeah. (And is there anything else that you feel could be improved?) The communication in the office is really bad. (OK how so?) For example, if someone does something the other person would not know what they are doing because they don't communicate to each other at all. So, during events or like things where people have to work together, sometimes like one person would not know what one person, like the person in charge did already. And then like when they say like, OK I'm gonna leave it to you. Like you are gonna do this and then that person would be like, but I don't know any like information at all. What would I do that kind of thing? And actually, during the Singapore Fair, my advisor, I told you the one who did the edits to my translations. He and my supervisor were telling my different commands. Like for day 2 of the Singapore event, they were like you should go to I. [placename] And pick up the guests that are coming but my supervisor was like no you should stay here and help us with the event preparation. (OK) And that was both at the same time in the morning and	I-7

		then when I asked my advisor, he said that I should go there but like when I asked my supervisors she said that, No, your boss is your chief so you should do what he says. And both of them didn't talk to each other about it so I was stuck in the middle. So, I called my supervisor and told her that lock my advisor told me this but you told me the other thing so what should I do. And she said the same thing again. Like you should follow your chief so like you should stay here for preparation. But in the end like somehow in the end they talked about it and then she was like Oh ok, no no you got to I. And pick them up. In the end that was what happened but in the beginning, it was really confusing. (And sorry just so I get this right, the advisor is the advisor to the...) to the mayor. (To the Mayor) So he's in another section of the City Hall. (OK And you're in the Tourism Division) Yeah its actually, they call it the <i>Kankoukouryu Ka</i> so like Tourism Exchange Division.	
00:31:54.4	00:32:20.0	One thing I forgot to ask you is that because you are working in a City Hall are you ever involved in <i>madoguchi</i> [consultations between civil servants and civilians] public facing information desks) (No) Never (No) OK. So, the changes that you talked about....	F
00:32:20.0	00:32:20.1	Oh but I don't know if you would count this but because I sit right at the entrance of the office so like if any like customers come in I have to like lead them to whoever they want to find. So like if they ask for <i>Sato-san onegaishimasu</i> [Ms./Mr. Sato please] then I just say " <i>Sho sho omachikudasai</i> " [Please wait a minute]) then I go like call them and stuff. But that's not really answering any of your questions still so, yeah (yeah).	I-7
00:32:36.7	00:33:04.0	Ok umm. So just jumping back then and talking about the issues like workplace communication issues and umm I mean yeah like it was all kind of workplace communication related, is there any way that you feel like this could be improved or changed? And if you think those changes are feasible in the context of the workplace?	F
00:33:04.0	00:33:31.8	The most important thing is that they should talk to each other more. But Japanese people are very, I think that they are a little bit shy, or they think that	I-7

		the whole thing is there responsibility without telling anyone else. And if that is already like an integrated mindset it is going to be really hard to change. But maybe they should communicate more. *Laughs*	
00:33:31.8	00:33:51.4	So just changing tac just a little bit, talking about the future. I know you have only started as a CIR, but have you thought about what kind of field you would like to work in in the future?	F
00:33:51.4	00:34:34.8	So I used to think that I wanted to do like interpretation and stuff but I don't think that interpretation is a very easy job and it also takes up a lot of your brain cells so if there are translation jobs I might look for them but I also wanted to something related to tourism. Because I actually worked in or interned for JTB Hong Kong before. So, I realise I am always doing something kinda related to tourism and like bringing people around. And I think like it makes me feel really good bringing people around R. Because I can tell them all of the places that I kind of like. And also like...I mean... this sounds bad but it's fun talking about the tsunami. You know it's nice to let people know that this happened. I think it makes it much more meaningful because people are coming after the tsunami, and they are learning about the tsunami and ways to prevent disaster or whatever.	I-7
00:34:57.0	00:34:57.1	And has your experience as a CIR effected this decision in any way would you say?	F
00:34:57.0	00:35:41.5	Ummm, I think before coming here, actually I think I was placed here because I volunteered in M. For three weeks. I think if I didn't have that experience and this experience, I would have never thought about helping out for like disaster reconstruction at all. So, I think that now I kind of want to do more like tourism more in that sense, like disaster recovery and stuff. But honestly, I don't really know what I want to do but mostly in tourism and translation still.	I-7
00:35:41.5	00:36:57.0	OK. Grand. Ok ummm. Yeah, ok so let's move on to all of these pieces of paper that we have in front of us. So here we have seven statements basically and I just want you to tell me to what degree you agree or disagree, so strongly agree, somewhat agree, somewhat disagree or strongly disagree. So, I will	F

		read the statements for the tape and then you can place them. (So, I don't have to say it out?) Well, we'll talk about why you picked what you picked (Oh) And you can say it for the tape like strongly.....*Laughs* Ok so umm so CIRs when interpreting should always speak in the first person as if they are playing the part of both speakers in the conversation.	
00:36:57.0	00:38:14.8	Uhhh.... *laughs*. I'm somewhat really in the middle. (OK if I had to push you towards somewhat agree or somewhat disagree) I guess somewhat agree. (Why would you say that?) The first time I heard someone do that sort of interpretation and say I ... I blah blah blah. It made me feel sort of weird because like you are not that person so why are you using first person. But it makes it much easier to understand, like after the initial moment where you get the, Oh OK she is interpreting for that person so she is speaking in his perspective then I think it is easier to understand why they would do that. And also umm... I think it makes it easier to interpret I guess, and it is more straight to the point instead of saying he said blah blah blah. And that would also make the interpreting process longer. But people want to hear it fast. So....	I-7
00:38:14.8	00:38:21.8	In your interpreting experiences that you had would you use first person?	F
00:38:21.8	00:38:55.1	I actually never needed to use first person because they were explaining like a very.... Like sake. Like you never use the first person right, because you don't even have a pronoun, I guess (OK) Or like when you talk about the tsunami there is also no pronouns for that kind of content. So, I never... I mean I only interpreted twice so I don't really have anything much to say....	I-7
00:38:55.1	00:39:02.4	OK great. Let's move on to the next one. CIRs when translating should never alter or amend the source text in any way.	F
00:39:02.4	00:40:04.8	Uhhhhh..... Should I Amend the source text in any way. Does it mean like amend the language? (Yeah, so like the language used in the source text in the target text in the translated document.) Does this mean like, CIRs should only literally translate? Is that what this means? (Umm so what it means is	I-7

		that you don't change any of the content in the source text in the translation, that you adhere as strictly as possible to the source text in the translation.)	
00:40:04.8	00:41:08.1	I think I wanna disagree. Because I think it is harder to understand it if you follow strictly but somehow the sentences get really weird. (OK) And it is always better to make it into like natural Japanese or natural English but if it flows better but you still get, I guess I dunno 90 percent of the meaning. I mean obviously it is not good to change the meaning in any way. But I think I still think it's better If like people understand it easy. Like translation is supposed to be like people want to read things fast and understand it in their brains faster so I think it is better to get like a natural translation out.	I-7
00:41:08.1	00:41:22.2	OK so the next one is, CIRs translations should read like natural texts would in the target language.	F
00:41:22.2	00:42:21.7	Oh, I mean, I just said that. So, I guess strongly agree (OK and the reason is like...) I mean ummm for myself when I read translated stuff. I mean basically if you are reading anything you would just skim through it. But if it's in kind of like a really weird phrasing you will stop and you will reread it because you don't really know what it means. So, when I am thinking from the perspective of someone who is reading my translation would they actually think it is easy to read or not. So, I think that it is still better if it reads like natural texts. But it should also still get like most of the meaning... This is really hard but like *laughs* (*Laughs*) it should still get most of the meaning without something weird. Yeah, its really hard. But I still think it is better if it reads like naturally.	I-7
00:42:21.7	00:42:50.5	OK, so the next one is, CIRs are cultural ambassadors and may amend language to suit a particular cultural context. So CIRs are cultural ambassadors' representatives of a particular culture and they can amend texts to suit the culture for which they are translating.	F
00:42:50.5	00:44:12.1	Uhhhhh This is really hard (*laughs*) I feel like, for people who like, this is kind of my personal opinion but like if you watch anime on Netflix, do you ever do that? (Ummm, I have probably seen an anime or two on Netflix, yeah) Official translated subtitles I	I-7

		kind of don't really like it because they cater so much into English that the actual meaning is gone. So, like too much putting it into their cultural context that the actual meaning is like lost. I think for like natural texts you shouldn't.... I mean you should do it to like a certain extent, but you can't like do it like completely like so that even what they are saying sounds like completely different (OK yeah. So for that one....) I think that we are like newbies, so I don't think that we have the right to like do this so much I guess. So, I guess somewhat disagree)	
00:44:12.1	00:44:12.2	OK so I guess drawing on that for a second, so you said you talked about this earlier on you talked about the person in California you said that she is a professional, you said. (Yeah) Are you a professional translator and interpreter? (No *laughs*) So are CIRs professional translators and interpreters, in general?	F
00:44:37.6	00:45:33.8	I don't think so. (OK, why?) We basically have had no... I mean this really depends from person to person, but I'm sure that most people who came into JET or like CIR basically have no translation or interpretation experience yet anyway. (OK) So we wouldn't, I wouldn't trust our judgement that much, I mean, but as we go along we kind of learn. And we learn from other translators or people who are better at interpreting as well. (Ummhmm) Or people who have had more experience like CIRs who are in their second or third year and they are always doing like interpretation work. I mean like as we go along, we kind of get better but I wouldn't call us professionals *Laughs*	I-7
00:45:33.8	00:45:40.2	OK So what is the difference. So, is the difference the experience that you have or is there anything else?	F
00:45:40.2	00:45:54.2	Umm I think people would trust people with a degree in translation more. (Uhhhh) Because they have also had more practice in it sense.	I-7
00:45:54.2	00:46:15.9	So, let's move on to the next one, only a couple left. So, the most important role for CIRs when interpreting is to ensure the role of fate contracting organisation is achieved.	F

00:46:15.9	00:49:15.7	<p>*Laughs* uhhh So what do you mean by it? (OK so let's say you have an interpreting job for the mayor and another person from the Olympic Committee in Singapore for example. So, the goal of the interaction might be that umm they have a pleasant meeting, like a cordial meeting that like the Singaporean people feel welcome and the Mayor feels like I dunno thy feel welcome. And if something happens that might threaten that, that something might say something that might threaten that umm that something might say something to threaten that goal....) Is it OK if it's like personally from my point of view? I mean like completely from my point of view. (Oh yeah like all of this is completely from your point of view *laughs*) Right..... Uhhh, I think strongly disagree. (OK so what would you believe) So even like the translator from C. City she was telling me that like ummm Ok but for her case it's more like I think someone said something kind of sexist and she tried to like tone that down like, what was the world like I don't remember exactly but I think it is related to like feminist stuff (OK) Yeah and then she toned it down and then she like repeated it to the person who said it and then said Is this what you mean? Is this, OK? And then like.... But she strictly followed her own morals, I guess. But I guess like as an interpreter I am kind of like away from like what people are having in a meeting. So, I kind of just want to interpret like what people actually say. So, if any objection or whatever happens like I am sitting on the fence. And like I will be like I dunno I just translated everything that you actually meant. I feel like I shouldn't, I don't feel like it is right to translate something in a different way just because that person would get hurt or whatever because the words came out from that person's mouth, not.... (OK) If they said it, I think it is for a reason.</p>	I-7
00:49:15.7	00:49:27.8	<p>OK next one. CIRs should feel empowered to use their powers of interpreting to advocate for causes that they believe in.</p>	F
00:49:27.8	00:50:56.7	<p>What? *laughs* should feel empowered. I mean I've never advocated for causes (OK umm) Should feel empowered. Oh... (So, within an interpreting situation, to use your powers to advocate for</p>	I-7

		something that you believe in) Ummm I don't.... I am a person who really likes to stick to the actual.... (So somewhat disagree or strongly disagree.. OK so strongly disagree) But umm... (So, you are sticking to the source text, or source utterance) I think that that contradicts with my natural flow though. I dunno. I guess still try to stick to the source text as much as you can but still try to make it sound as natural as possible. Does that make sense?	
00:50:56.7	00:51:12.7	So so, lets go on to the last one. So, as a product of the contracting organisation, supervisors or superiors should have the last word on translations.	F
00:51:12.7	00:52:32.3	*Frustrated noise* (*laughs*) I really want to disagree with this so much but in the office, I have no say. I'm just debating with whether to say somewhat disagree or strongly disagree. (OK) I guess, I guess somewhat disagree. (OK) Because I guess like if my supervisor is really good in a certain language like if I mean my Japanese is not exactly good so for her to check my Japanese is like good but like checking my English is like I dunno. It's as if she like doesn't trust my English ability (ummhmm) But I guess like she just wants to check the content in general like she doesn't want me to make like a single mistake. I don't think that like all translations should be like going through her. I think sometimes like, yeah sometimes like if someone else has like better judgment, like the C. City translator I think it's like much better to go through her than like my supervisor.	I-7
00:52:32.3	00:52:32.4	But even like I know it's your supervisor but even like a superior or someone above... is it the same thing? Like the advisor.	F
00:52:49.6	00:53:31.3	Oh yeah. I think when you do translations, you also have your own style. So, when someone tries to break that style you also get kind of angry. I think it kind of depends on if you trust that person to like look at your translations. (OK) But like I wouldn't like it if I know someone's ability is not that good, but they want to change like everything that I wrote.	I-7
00:53:31.3	00:54:03.2	Ok then moving on. We have a couple of scenarios that I am going to read for the tape and give you to read to yourself. They are a little bit longer and we have actually dealt with some of the issues that	F

		<p>come up in them already in what you have been talking about so yeah, I'll read them for the tape... and you can... there are four and um you can read them to yourself as I read them aloud and then we will talk about how you would proceed. Ok oh you are asked to translate an academic paper for circulation at an upcoming international academic conference to be held in your city and attended by scholars from all over Asia. The paper makes claims about Japanese historical events with which you personally disagree and believe to be factually dubious based on your understanding of history. How do you proceed?</p>	
00:54:16.2	00:56:58.1	<p>I would definitely look it up on the internet first. And then like if it really is wrong then I would push to change it. I would tell the person that wrote the article in Japanese first. Wait this is translating from Japanese to English? (Yeah) OK yeah I would ask the person who wrote it in Japanese first but I found on the internet it is wrong, I think you should change it. And then if the person is like Oh yeah OK. And then they will change it and I will translate the changes and change it from there. (What if it is like controversial? So, if it is not like a yes or no like date kind of thing.) So, if it was like the Yasukuni Shrine or something like that? (Something like that yeah) Ummm This is so hard (*laughs*) So these kinds of things they came up in focus groups when I did with, some are based on my experience, some are based on focus groups) I think I would still consult with the person first and I would tell them, Is it really OK to write about this kind of..... I mean I would tell them the actual facts and then tell them whether it is OK to write an actual thing there.... But I think I would still like discuss with that person and if we think that it is too sensitive then maybe we won't put it in something.... (What if they just tell you to translate?) Like translate it by itself, like that way? (As in like you have a discussion and you say, oh this is a controversial issue and do you think... I dunno like? It's a very sensitive issues.) Like do you think we should take it out or something. (Ummhmm and they say no we should leave it in. Just translate it.) Like this might sound really selfish but I think I would just translate it. Like I mean I wasn't the one who wrote it so...</p>	I-7

		(Ummhmm) It's not my problem. *laughs* Like if I already told them stuff like that and they don't listen that it's not my problem. (OK) Is that bad? (I'm not here to tell you what is bad or good.)	
00:56:58.1	00:57:04.1	What do you think that you supervisors, supervisor or superiors would want you to do in that situation?	F
00:57:04.1	00:57:08.0	Thinking from a very traditional Japanese perspective they would just be like translate it. (OK)	I-7
00:57:08.0	00:57:19.5	So, do you think you would struggle with your decision?	F
00:57:19.5	00:57:30.6	I think like when I say in the end that it doesn't matter then I would just translate it. (Ummhmm)	I-7
00:57:30.6	00:57:30.7	Great. Let's move on to the second scenario so. You are tasked with interpreting the conversations between your colleagues and non-Japanese speaking, you can turn it over (Oh OK) You are tasked with interpreting the conversations between your colleagues and non-Japanese speaking local residents who come to your office in order to get information about different municipal services. A non-Japanese speaker is enquiring about the process of obtaining a divorce from their spouse. Your colleague leaves the conversation momentarily in order to obtain more information about the request of the local resident. While they are gone the local resident non-Japanese speaker begins to ask you questions about obtaining a My Number Card or renewing their visa or something that you know about and know how to do basically. (OK something I know how to do. How would you proceed?	F
00:58:17.7	00:59:15.9	I think I would still umm wait for my colleague to come back. Because honestly my supervisor yesterday she didn't scold me but she said why did you except that interview from T. S, its the local newspaper. (OK) Why did you except that without even telling me or any of your bosses because basically I mean the people in the office were there so I thought that they knew that I was going to be interviewed. So basically, I didn't say anything and I just accepted the interview cuz I thought it was normal. And then afterwards she was like No you should always ask for permission first before you do	I-7

		anything. And that's a very Japanese thing. So, in this case if I don't want to get scolded, that's what I should do.	
00:59:15.9	01:00:07.7	Ok so just to go through the questions. That's what your superiors would want you to do you think (Yeah) OK. (But if it was me and me alone and I could actually do my own decisions and I actually knew well how to do like all of these processes then I would just like do it. Because I'm under the restriction of like I have to do everything they say) So I would feel confident in this decision (If I actually knew about these things, but I don't really know about these.) But in the context, you would feel confident in your decision to wait for the other person.	F
01:00:07.7	01:00:07.8	Ok so number three. This one might be more relevant to your experience. So, you and your immediate co-workers have been heavily involved in the planning of an event to bring a delegation from overseas to your locality in order to sign a Memorandum of Understanding for a future Olympic Training Camp. (Oh) You are interpreting between the mayor of your city and the equivalent lead of the delegation from abroad. They are having lunch before signing a Memorandum of Understanding. A member of the visiting delegation is, unbeknownst to themselves, saying things that you perceive to be rude and insulting whilst speaking to the Japanese staff. You are charged with interpreting this. *laughs* (Oh no) So we have already kind of talked about a similar situation that was head with the person in California, about the sexist conversation (Oh yeah yeah yeah) So how would you proceed in this circumstance?	F
01:01:17.5	01:02:00.7	I think I would just say like.... I don't..... ummm... But this is like a really official thing. It wouldn't be good to make things bad between them. (I Dunno would it. Like you know so it's the Olympic delegation from abroad and they are having lunch before signing a Memorandum of Understanding for an Olympic Training Camp in...) Wait when you say charged with interpreting does it mean that the English people are asking or...? (No so you are in charge of like the... So, there is a lunch between the Mayor and the lead of the delegation from let's say	I-7

		Singapore. And you are there. And you are charged with interpreting the conversation between the mayor and the person from abroad at the lunch. So, you are doing the interpreter both ways between the Mayor and the lead of the Olympic delegation from abroad) And who is saying rude things? (So the lead of the Olympic delegation from abroad.) Is saying rude stuff? (Something that you perceive to be rude and insulting) I think for me the only thing would be for me to say do you really want me to say that to Japanese people? And if they say yes then OK. *laughs* (If they say yes then OK.)	
01:03:08.2	01:03:12.7	What do you think your superiors would want you to do in that situation?	F
01:03:12.7	01:04:09.0	Huh. Hmm I don't think they would have ever have thought of this scenario. I think they wouldn't want me to say anything rude, even if it's just a translation. I think like for Japanese people it's very stressful if things get bad for them, especially like official like people. And like it's a very, basically it's a very important relationship for the city. (OK and....) They would probably want me to not say it, I guess.	I-7
01:04:09.0	01:04:19.0	And would you proceed differently if the Japanese staff were saying something potentially insulting to the non-Japan delegation?	F
01:04:19.0	01:04:23.5	No, I would still ask if it's OK to say it.	I-7
01:04:23.5	01:04:29.0	And would you be fully confident in your decision. Would you be fully confident in what to do?	F
01:04:29.0	01:04:45.8	I think I would struggle in the beginning I think I would be like what? I would be like really shocked. But I would still ask like, Is it really ok for me to say that.	I-7
01:04:45.8	01:04:52.9	So, I guess you would mitigate the situation for like asking for clarification as like is it OK?	F
01:04:52.9	01:05:04.9	Because I don't really think there is any other way for me to do this without like, without either feeling guilty that I didn't translate it or like feeling bad about the other person getting hurt. (*Laughs*)	I-7
01:05:04.9	01:05:05.0	OK let's move on to the last one so. So, you are your city's main contact point with your sister city abroad. You're supposed to translate each	F

		correspondence from your counterpart abroad and hand the translation to your Section Chief or supervisor. Your division is supposed to be holding a reception for a visiting delegation from the sister city in two months. In their last correspondence to you, you have been told that the plans may fall through but you have been requested not to pass this decision on to your supervisors as no ultimate decision has been made.	
01:05:42.9	01:06:21.5	Uhhh not to pass this information on. But I still think it is right to tell them though that things might fall. Like, there is no.... at least like they have..... They can prepare. Like they are not completely like caught unaware. Yeah. I mean I would first like email them and tell them like I think it's still better to tell them. Because like otherwise if they have no preparation whatsoever and it like suddenly falls through isn't that like worse if they have already prepared a lot of stuff.	I-7
01:06:21.5	01:06:21.6	OK Yeah. And what would your superiors want you to do in this situation?	F
01:06:21.5	01:06:52.8	I'm sure they would want me to tell them (Uhhuh) Because Japanese people don't like things. I'm generalising here but like most Japanese people wouldn't like it if a plan like suddenly like out of nowhere just like didn't happen or whatever.	I-7
01:06:52.8	01:07:10.3	So what if it was like in an interpreting situation for example and someone like said something to you like off of the..... Like don't tell x this but blah blah blah blah blah.	F
01:07:10.3	01:07:43.1	If I was in the moment, I think I wouldn't say it. (You wouldn't say it, yeah ok) Yeah because like if I am put on the spot like that, I would be like Ohhhh, OK. And then I would probably think about it later. But I think at that moment at time I wouldn't say anything. (OK) But maybe later on I will find that person again and say, But maybe it's better to tell, if I think that person should know. (Oh OK) And then ... yeah.	I-7
01:07:43.1	01:08:12.2	Would it happen if it was happening the opposite direction and you were still working on the sister city relationship and there was something happening on your side that you felt the other side	F

		should know but your office didn't want you to tell them?	
01:08:12.2	01:08:20.7	I would tell them in a private setting but not in front of everyone but not in front of everyone because I would get killed *Laughs*	I-7
01:08:20.7	01:08:48.7	OK one last question I just want to ask you before we finish. It's a little left field maybe but do you think there is a diplomatic role to what you do as a CIR, like in terms of like embassy diplomats not emm interpersonal relations or anything?	F
01:08:48.7	01:10:01.8	Yeah like actually they keep telling me I am like an ambassador like even before I came to Japan like the Singaporean like alumni people would like you are going as an ambassador of Singapore so you should do anything that is like bad or you shouldn't do anything that may cause Singapore to have a bad image. So, I guess in that sense we are kind of like diplomats in that sense. (Do you feel that way in your job day to day) Not really though because we are not exactly like higher up or... We are kind of still like, even people in my division are just doing whatever the higher ups are saying.... Yeah... I don't think I really think about this a lot. I am just trying to think as simple as possible. Like oh we are just... They are all just people that want to come here and have fun so I should just go along with the flow that way. So at least I won't be stressed.	I-7
01:10:01.7	01:10:01.8	Great, OK. Thanks.	

Appendix BB8 - Interview 8 Transcript

Start Time	End Time	Transcript	Speaker
00:00:00.0	00:00:17.4	Ok emmm Hi (Hi, nice to meet you) Thanks for coming. I'll just sort with some questions about your role as a CIR. So just tell me a bit about the kind of work that you do.	F
00:00:17.4	00:00:31.3	Ok just generally (just generally) and should like I mention where I am and like is it OK to name place names?	I-8
00:00:31.3	00:00:45.8	So, any place names that you name they will be taken out of it when it is published. Emm but yeah feel free to say whatever you want and anything that needs to be anonymised then I will do that on my end, people's names and everything that will all be taken out.	F
00:00:45.8	00:03:16.4	OK so I am based in the city office in [city name]. And emm I'm currently in the International Exchange Centre, the <i>Kokusai Koryu</i> Centre. I've gone to a few different offices, from being in an office called [redacted] and now the newly created <i>Kokusai Koryuu</i> Centre which is emm, basically the aim was originally to focus on the Rugby World Cup and I think preparing the city to be a host city and so we were the [redacted] which meant that there was a lot to do in terms of preparation in terms of English translation and signs and menus and getting people ready for a sudden influx of foreign visitors. (Mmhmm) And then other than that, that's all kind of settled down now and so right now I'm doing more... Well, we did have a lot of overseas media coming over here to [the city]. To take footage and make documentaries so they often required interpreting. As well as ambassadors from the different cities, or the different countries that were coming to play here (Yeah) and so they.... Also, there were some events that I was called to be an interpreter. And also of course just getting involved with the local community. (Mhhm) So like doing a monthly English class and doing some of the pre-school visits, maybe twice a month, go to the preschool and do some English exchange. And what else? Of course, there is the disaster emm stuff going on. So, like a lot of people come and they want to hear	I-8

		<p>about what happened so we arrange for... there is a museum that explains what happened and there is also a very kind of ...it's almost like very well-known <i>ryokan</i> [type of hotel accommodation] near the sea that got hit by the disaster. And the woman, like the owner of that <i>ryokan</i> often accepts people to like hear her story about the disaster. And so, just interpreting for her.... And yeah, in a nutshell that is mostly it. (Mmm) *Laughs*</p>	
00:03:16.4	00:03:16.5	OK, so why did you decide to become a CIR in the first place?	F
00:03:16.4	00:04:11.8	<p>Emmm, Why did I decide to be a CIR. So I did Japanese in secondary school, so 5th and 6th class. Well in 4th year they had this like module that you could just.... It was like maybe 2 months long and you just did it and it was very basic, like not Japanese language but like culture stuff. And then in 5th and 6th class there was this option to do it for the Leaving Cert in my school. So, I did that. And we started off with like almost probably more than like 20 students and just people couldn't hack it and they gradually left so we had about 5 or 6 taking it for the exam in the end. And just really liked it from the very beginning and then eventually went on and studied it in [redacted] with German. And then from there I just wanted to keep like keep like, keep it up so do something that continued to use Japanese and JET was a good, seemed like a good choice. So, I sort of thought about doing ALT, CIR and eventually realised that like CIR probably had more like going for me for someone who could already speak Japanese. Although ALT looked like it might be fun in its own kind of way, but I ended up choosing CIR and just kind of go chosen and put here in [this city]. So that's about it really.</p>	I-8
00:04:45.5	00:04:52.4	So how much of your work would you say is taken up with translation and interpreting? Like roughly.....	F
00:04:52.4	00:07:14.0	Well, it varies so much because of the big event we just had. (Yeah) So there was a lot at that time. So, there was a lot of pamphlets that were like ruby related that had to be translated (Yeah) And like	I-8

		<p>fanzine information and like posting on like SNS. So, like putting that into English and like the big typhoon so there was a lot of translating of the disaster announcements that were going to be played over the speaker into English. And a lot of guests that were coming from like World Rugby. So a lot going on then and now it's sort of like less of that but still a lot of translating like e-mails in particularly between say like sister-city. We have a sister-city in France as well as emm Australia there is some... Is not a sister-city, it's more like a friendship city going on right now? And also they are coming..... Hopefully the Australian team will be coming, some Australian team will be coming to K. during the Olympics as well. So, there is kind of a host city relationship going on there (oh OK) It's not like an... an actual host city.... It's a Fukuo Arigatou Host Town so it's more (OK) like the disaster hit areas are... can qualify for this. So, it means that like the teams will come but it won't be their main camp. It'll just be one place that they do some exchange events with the local community but they will have a main host city...host town somewhere else. So that's kind of what we area involved in now and we are sending some kids over to Australia next March to do rugby exchange. So, the emails back and forth all have to be done in English. And in my office the person in charge does not speak any English so I help her out with all of the translation of all of the emails and if she wants to have a Skype call, I will do the interpreting for that too. (Mmmhmm OK) So there is a fair bit (Going on) to it I would say.</p>	
00:07:14.0	00:07:27.1	<p>So, you work in a City Hall you were saying, do you ever do any of the madoguchi like interactions with the public who come in looking for information, like interpreting wise.</p>	F
00:07:27.1	00:08:20.1	<p>OK well. So, I should explain that I work in the City Hall but I don't work in the City Hall. (Rights it's a...) So, they had to set up a separate rugby office specifically for the event and there was no space in the city hall so that was in a completely different building. (Oh OK) It's in a like... almost like... not even like a tourist centre but the first floor is like omiyage (souvenirs) and the second floor is the Rugby Office so like rugby <i>taiken</i> (experience) area</p>	I-8

		where you can sort of mess around with rugby balls and stuff. So, I don't get any sort of specific requests to interpret. And also, we don't have really the population of foreigners that they would be coming frequently to ask for interpreting services, so no.	
00:08:20.1	00:08:35.6	OK so before you came on the programme as a CIR, what did you expect to be doing as a CIR? What had you heard about what CIRs do?	F
00:08:35.6	00:09:37.8	I expected to be doing translating and interpreting which I was most nervous for (*laughs*) and organising like community events so like introducing Ireland and like cooking and like the <i>hoikuen</i> (kindergarten) visits. And I also was sort of eager to promote GAA when I got here and that worked out well because I am in a sports city, like they really like rugby, and they have the new stadium so I have been able to do some GAA events as well. So (Are you doing like football or hurling?) Mostly football because hurlies are difficult to get in large numbers (Yeah). But I have a few hurlies as well. So, I have done some events and had people do hurling like just trying it out (Yeah, yeah OK).	I-8
00:09:37.8	00:09:37.9	*bell rings* 12 o'clock.... Is...? I dunno	I-8
00:09:37.8	00:09:55.7	OK Is there anything that you think your contracting organisation would like you to be doing more of or less of?	F
00:09:55.7	00:10:23.7	More of or less of.... That's a tough question..... I think they are happy with what I'm doing of in the sense of ... like doing the communication between like our city and like cities overseas like the Australian thing. Let me think is there anything.... Ahh I can't think of anything....	I-8
00:10:23.7	00:10:35.6	Ok and like do you have any sort of feedback structure like is there anything like where they like do you have a sit-down meeting where they sit you down and tell you stuff? (Like an official meeting?) Yeah	F
00:10:35.6	00:11:27.8	Emm up until now there hasn't been any <i>mendan</i> [meetings with superiors] as such. So (Oh OK) just this year actually (uhhuh), I became a third year in July, and I have a co-CIR who is a fourth year. And we both kind of suggested to our office that maybe	I-8

		we could get some feedback. So, our supervisor went online and found this template that you can use for CIRs and JET s in general. And she gave us that to fill out and we were supposed to have a <i>mendan</i> (Formalised meeting) in December but then our office structure changed, and we have had lots of <i>idou, jinjiidou</i> (personal changes) so everything is still a bit up in the air so we haven't had it yet but it is on the plan to have one. (Oh OK)	
00:11:27.8	00:11:37.4	And you mentioned a co-CIR there so, can you tell me where they are from and what languages ?	F
00:11:37.4	00:11:37.5	Oh Australia.... (Australia) Yeah and there is just one.	I-8
00:11:37.4	00:11:50.1	OK grand. So, is there anything that you think CLAIR would like you to be doing more or less of if you had to imagine and put yourself in that situation?	F
00:11:50.1	00:13:12.9	As a CIR like I guess getting involved in the community is one of our key roles so now that there is a change with all of the kind of official rugby stuff don... they might want... well I want to anyway get involved more in local activities and like events and just kind of become I dunno more part of like the local community and not just be like the foreigner (Uhhuh). And I guess CLAIR would *laughs* also like it if, seeing as I am coming from Ireland, and there isn't much of a connection between I. Prefecture in particular and Ireland to do some sort of connection between the two regions, would probably be good. There has been a little bit. We have had a fashion designer Paul Costelloe come over and do a fashion show which was really like, really fun for me. (*Laughs*) to have that sort of connection. And we have had the Irish Ambassador visit once as well. But I guess... and I guess personally too I would like to promote more of that (Ummhmm)	I-8
00:13:12.9	00:13:41.3	Ok yes so just actually jumping back you were talking about interpreting during the World Cup. So, there is a stadium in your city right (Ummhmm)? So, you said you had media right? (Ummhmm) And also people from world rugby? (Ummhmm) So that was like, so interpreting was	F

		mainly like, were you talking about actual press conferences with players or....?	
00:13:41.3	00:14:52.3	So mostly it would be if..... So, the stadium had like, we have like a guy in the City Office who is kind of in charge of giving tours of the stadium. So if he was to give a tour of the stadium in Japanese and the people there couldn't speak Japanese they would ask me to go and interpret his explanation into English. And in terms of the actual event... I was.... I was in the stadium grounds and in the media booth promoting the like..... Answering any questions that foreign media had at the time. (OK) So if they had any questions about the area or like the structure of the day I would take their questions and ask someone in Japanese and then get back to them in English (Oh OK) And press conferences was mostly left to world Rugby staff so nothing too official But a lot of sort of helping out where I could. Does that answer the question?	I-8
00:14:52.3	00:15:07.5	It does yeah. Emmm as regards like day to day interactions with like the Mayor or anything like that.....?	F
00:15:07.5	00:16:24.0	Oh yeah that's true so there is a lot of people coming to like visit the mayor and stuff like that. I'll have to interpret for those too. (And is that specifically as regards like the I know that the World Cup is over now, but would it be like as regards the sports exchange side of things, like with the Olympics? Or would it just be like more general anything?) The majority is sports related. Sometimes it can be random stuff too like ... like emm for example university students visiting the area. So, like a lot of the stuff relates to like disaster recovery. So, they will... a lot of people will come to learn about the recovery and they will go and meet the Mayor. And he tells them about the number of like temporary housing that they you know have in the city and the progress and things like that. But a lot of it has been like rugby World Cup sponsors so I guess like DHL had their... I guess what you would call it... ..one of their official ... executives come and have a chat with the Mayor. And mostly the Ambassadors as well, I would say.	I-8

00:16:24.0	00:16:50.0	OK grand. OK so moving on then, oh actually question I had there sorry was do you know if there are any interpreting or translating staff in the umm the <i>Shiyakusho</i> proper, the City Hall, because I know you said you were in a different building.	F
00:16:50.0	00:17:42.5	Yeah, there is not any. There is... well there was... sort of not a company as such but an organisation that was available in this region that you could... that we often would hire out as official translators. They... they are called North Link and they have a group of like maybe 5 or 6 emm people and they are all high... like top level interpreters. And so, like they were often contracted out to come in and do some like maybe official speeches and things like that as well. So, they are not based in the City Office they are just based in I. Prefecture but they were used a lot during the Rugby World Cup and things.	I-8
00:17:42.5	00:17:58.3	OK. Moving on then. Would you say that you feel well integrated into your workplace professionally? We will talk about personally then, after, but professionally as regards work responsibilities would you say you are integrated into the office.	F
00:17:58.3	00:18:41.5	I would say so yeah. I guess like jumping around offices a lot can be difficult but looking at it right now I'd say this fiscal year has definitely been the most comfortable that I have felt like working in the city office. And I guess the reason for that would be, one is the layout of how you are sitting I feel like is important. (OK) So if your desk is like further away or you know kind of feel like you are excluded you are not going be quite as involved. But the setup that we had up until two weeks ago anyway was just like we had a small number so we had 5 people and we had the top and then we had like desk desk desk desk. And it was very easy to communicate in that setting. And I think as like a CIR, as someone who isn't like a native Japanese speaker, (Ummhmm) it can be difficult to often like know what is happening in the office if you are not right there able to hear what is going on. So that really helped a lot. And then when we were having this big <i>idou</i> [personnel changes] thing at the start of December I told my supervisor that I would like to still be in this main like... I'm not sure how to	I-8

		put it but like in a sitting area where I can hear what is happening, not, just because I am CIR not to be super to the side and thankfully, she was able to make that happen so I think, I think that that is really a big thing. Because if you are further away you miss a lot you are not quite engaged in like even just the small talk that that is happening in the office. So, you do miss a lot, I feel (Mmmhmm) Yeah.	
00:19:57.3	00:20:05.9	And you feel like when you have interpreting requests and translation requests that you are prepared for the content of it, like in general? Or...	F
00:20:05.9	00:20:06.0	Emmm translating is usually fine. (Uhhuh) And interpreting most... by now I think it's mostly fine but there have been a few times where I will get a request to go to the local mine or we have a UNESCO World Heritage Site that is a blast furnace so it is all things that I wouldn't have like known about. And also, our city is famous for like steel production so sometimes I go to the factory and have to interpret there. And just those specialised areas I didn't know a lot about so I would still even now just do some research beforehand to learn specific words and like types of rocks and things like that before going.	I-8
00:20:55.4	00:21:09.5	OK grand. Emm. On... like jobs like interpreting jobs are you like accompanied by someone from your office?	F
00:21:09.5	00:21:29.4	Usually, its me and my co-CIR. We will go together. And often our supervisor will come with us. And if possible our boss, like the most.... like our <i>sentacho</i> (Boss) will also join us. (OK) So yeah.	I-8
00:21:29.4	00:21:32.5	So, would you say that you feel well integrated into your workplace personally?	F
00:21:32.5	00:23:21.4	Personally? (So, like interpersonally.... So just like as) as a person? *laughs* I would say so yes. So, like I said this fiscal year has been the most enjoyable, not just in terms of work but like in terms of like personally and getting to know (people) the people that I'm working with. I think yeah definitely we have good strong ties and when we found out that like my ... the <i>sentacho</i> who was kind of really good at keeping like good, relaxed atmosphere even though there was some	I-8

		<p>stressful times, he was the primarily the one who got <i>idoued</i> [transferred] to a different office. When he was telling us, like the four of us that that was going to happen he was crying, and we were all crying because it was really sad. (OK *laughs*) We did not want him to leave. So, myself and my co-CIR were like this is, like this is crap. Because he has done a really good job of like the whole <i>Kokusai-koryu</i> [international exchange] stuff. And we were like no we need to fight this, so we tried and like we had a discussion with the Mayor but of course they were like no, we need him to do this for now but for now like maybe in the future but for now we need you to except this. So, we kind of had to except it. (How did you call a conference with the mayor? That's what I am wondering) Oh we are ... well I wouldn't say we are tight with the mayor (*Laughs*) but like he knows us by name. There are only two of us. We are the foreigners, so we went a bit rogue and just went over and approached him. But he has gotten used to us by now being a little bit (OK) atypical.</p>	
00:23:21.4	00:23:36.1	<p>So then if you have like that strong relationship interpersonally with colleagues, like why do you think that is? What makes it ...</p>	F
00:23:36.1	00:24:41.8	<p>I think one Well the biggest one is just the communication, talking, asking questions. And if you don't understand just say that you don't understand and it kind of becomes like a learning opportunity too. So, finding something, like if I didn't understand his local dialect or my supervisors local dialect they would teach me like new words and like new dialect. Oh, and just going out for lunches together and just chatting when everybody is free. And if possible, going out for drinks at night if you are someone that likes socialising over alcohol which my boss really likes. So, he would often bring us all out and keep the price relatively low so we are not all like, Oh no its another night out. So that was, that was kind of, that was helpful.</p>	I-8
00:24:41.8	00:24:58.7	<p>So, when you get a request for a translation in your office. How does that usually come about. So how is it requested?</p>	F

00:24:58.7	00:26:09.9	So, there are multiple ways. So, one would be a direct email from someone saying I have a request can you do it. And then I would share that with my other office members and see what they see and then reply and CC the other office members in the email. Otherwise, it could be from someone in the rugby office specifically and they would either come to me directly or go to my supervisor and ask. If they come to my supervisor I am usually next to them so I can answer at the same time and we can be like, Oh Is it OK? Like time wise, yeah, it's OK. (So, when you said that you get it... I'm being very specific about this sorry...) That's OK (But when someone sends you an email right? And you share that with people in your island let's say?) Yeah (Do you print out the request) I don't print it, no. I don't do the <i>uketsuke</i> (receipt) thing (OK) I know the some people, a lot, some people do, well a lot of Japanese people do but the two of us foreign CIRs don't.	I-8
00:26:09.9	00:26:10.0	Grand so if you email it to everyone you still have to get like a, That's OK.	F
00:26:14.8	00:26:14.9	So, its usually I email it and I just say like I got this email is it ok to accept it? And they will usually tell me in voice (Go ahead) yeah its ok (Is there every a case where they are like, No, don't) Emmm they usually will kind of consult with me and be like, Are you OK to take the request and if I say yes they are like, Ok <i>douzo</i> [go ahead].	I-8
00:26:39.5	00:26:56.8	OK grand. Umm so another thing then is when you finish the request do you send it on. Is it checked by anyone, before sending it on?	F
00:26:56.8	00:27:34.6	Emmm so currently my main supervisor she has good English so if I have specifically like a question about the Japanese or if I feel unsure, I can ask her to question. Sometimes I do and sometimes I don't. So, it just depends on how difficult the content is really. (And do you ever translate into Japanese from English?) Yes. Usually not like huge amounts but like for example the emails that come from overseas are... if they are in English, I will translate them into Japanese. (OK grand. And does anyone check that?) I guess.... no. (OK grand)	I-8
00:27:34.6	00:27:46.4	And you said that you also studied German. (Oh yeah) Have you ever done any translations with	F

		German? (There hasn't been any opportunity no) OK.	
00:27:46.4	00:27:55.7	Has there ever been a case where any superior, either supervisor or anyone above that has ever tried to change anything that you have translated or a piece of interpreted speech?	F
00:27:55.7	00:28:37.9	Someone above (you) yeah. I guess my supervisor would recommend like Oh maybe we should change this (Uhhuh) and kind of recommend. And I guess she is above me so we almost kind of work together on it. (Uhhuh) So I am asking her for the advice. So, she is good at giving me the advice. (Yeah) But... otherwise no. There isn't really anybody with a strong level of English that would be at that position to... yeah.	I-8
00:28:37.9	00:28:56.5	Grand. And is there anything that you feel... no sorry. Do you feel like you have the ability to enact change in your role as a CIR? (To do what?) To enact change.	F
00:28:56.5	00:29:51.1	I think in this role there is the opportunity to.... It kind of depends on how. how you want to do it personally. (Uhhuh) But I think that there is a kind of CIR who will just take lots of requests and then do them or then you can be proactive and suggest that you want to do such and such and see I they take it on board. So, like some times I get requests from friends and I.... Like . Even today this interview so it's not technically work but I said it to my supervisor that like there is like a postgraduate student and he wants to interview me about CIR work. Does this like does this count as work? It's like CIR related (*Laughs*) And they were like yeah you can get <i>daikyu</i> (time off in lieu) for it. (Oh OK) So I think just voicing things and see what they say you can make changes.	I-8
00:29:51.1	00:29:59.5	And is there anything that you feel could be improved about your workplace conditions, like that you want to change?	F
00:29:59.5	00:30:05.3	Umm nope. I don't think so.	I-8
00:30:05.3	00:30:12.4	OK great. So perfect. So, talking about the future then, so do you have a specific field that you would like to work in?	F

00:30:12.4	00:30:41.3	Emm that's really difficult to say but I would like to continue to work between Japan and Ireland. So in a government position of some sort so maybe the Embassy would be ideal. And then there are positions like Bord Bia [Irish food board] or the food market and things like that so something along those lines.	I-8
00:30:41.3	00:30:41.4	It definitely has. So just working in the government environment has made me want to continue with that as opposed to going down the private sector (private sector) road.	I-8
00:30:41.3	00:30:41.4	And do you think your experience as a CIR has affected that decision in any way?	F
00:30:55.2	00:31:15.5	Grand. And would you like envisage translation and interpreting being part of what you do or would you be more into like the international exchange side of things. OR do you seem them as the same?	F
00:31:15.5	00:31:46.3	Yeah so, it's a tricky one. So, I wouldn't want my main role to be either interpreter or like translator. So, in that sense I wouldn't want it to be one.... Of that specific job title. But I would like for the job to have aspects of translation or interpreting. (OK) So I guess what I'm doing now is ideal in that I am not an interpreter or a translator but I'm doing something that is related to international exchange and relations and that includes both elements. So, if I could do something similar that would be good.	I-8
00:31:46.3	00:31:46.4	So just jumping off of what you have said there then, would you see CIRs as professional translators and interpreters?	F
00:31:54.9	00:32:30.1	Definitely not. (OK. And what is the difference between professional translators and interpreters and a CIR) I think that as a CIR you can do your best to produce a result that can be like to an adequate level but to be a professional, I really feel like you need to take the specific courses and qualifications to be at like the top level. Like seeing those women from North Link and how they work, and they are like so professional. I am like nowhere near their level.	I-8
00:32:30.1	00:33:08.2	OK so emmmm and what... OK. So, you talked about specific courses. So, you personally have a	F

		degree in translation studies (umhmm *laughs*) so like could you... I know it might be difficult to probe this a bit but like (OK) do you think there is a difference there.... In what defines a professional translator and interpret.... Like do you think those people in North Link have degrees in translation and interpreting?	
00:33:08.2	00:34:00.3	I ... I'm not sure to be honest (Mmmhmm) I know that they call themselves pro... like I'm an interpreter, I'm a translator on their business cards which gives them the impression that they would have had to have done some courses to improve their techniques. And just their experience of living overseas and that accumulative experience so I guess for me just being fresh out of university to CIR, I haven't had the change yet to gain that experience... all of that experience. I'm still in the process of it. So maybe in 10 years' time I might change my mind and say like, Oh I do want to be an interpreter but right now I think I have the confidence yet to say that I will ever be at that level.	I-8
00:34:00.3	00:35:54.8	Would you say that there is an aspect to ...? A diplomatic aspect to your role as a CIR, as in thinking more like an Embassy diplomat or a foreign service diplomat. (So in my role) as a CIR yeah (right now, if there is any Diplomatic.... Give me some more...) So like if you, like you talked about doing like translation and interpreting Right?) Yeah (But would you identify any aspects of the work that a diplomat would do with like working for the foreign service with like the work that a CIR would do?) I think one thing that like.... Crossovers would be ... like being in an environment where you are dealing with multiple languages and cultures. That would be something similar to someone working in the foreign services because they would go probably overseas and have to study a new languages and stuff. And interacting daily with maybe people of a different culture and overcoming the obstacles that is takes to work together and living in this kind of environment and living in a country that is not your home country. (Ummhmm) And just things... challenges like setting up bank accounts and all of those sort of daily life challenges that you have to	I-8

		get over or get used to. And in terms of workplace as well, I guess the socialising is important particularly in Japan, like attending evening events and getting to know your colleagues. And I guess the foreign service has elements of that to like I guess attending different events and I dunno being social... (OK) in a sense. (OK interesting).	
00:35:54.8	00:35:54.9	OK so we are going to move on to all of these pieces of papers in front of us. (OK) So first I am going to present you with these seven little statements and I just want you to say whether you strongly agree, or strongly disagree rather, somewhat disagree, somewhat agree or strongly agree, right? (OK) So I am going to read the statement and then I will give it to you, and you can place it wherever you want and then we can talk through it and see why you answered the way you did. (OK) Em OK see... they are around the areas of interpreting and translation. (Ummhm) So CIRs when interpreting should always use the first person as if they are playing the role of both speakers in a conversation	F
00:36:37.5	00:38:02.2	Umm that's a tough one. I also have issues with this..... Always speak in the first person. (OK) Somewhat agree. But its I think technically you are meant to do this but it doesn't always feel appropriate or natural to do it, so I tend do... What do I do it? I usually try to do first person but sometimes in the sense that I do some translating related to specifically rugby and we are out on the pitch training and there is like a coach and let's say the coach is like a guy from Australia, rugby player and then there is me, like we are just so different (*laughs*) that I feel it is difficult to say I am so and so, so it just kind of depends on the situation. But this is something that I would probably ask a professional interpreter to get a better.... I should probably figure it out too. (But we are talking about CIRs. So, there is nobody better to answer this question than CIRs right?) *laughs* Like if you are doing a formal speech, I think it is best to do first person. (OK)	I-8
00:38:02.2	00:38:11.5	I just want to pick up on one thing that you said there, was you said, "It's probably what you are supposed to do."	F

00:38:11.5	00:38:28.7	I think I have learned this is [institution attended], I have done one class with [redacted], about interpreting and I have this memory of you should be doing tin the first person. But it's hard to implement, in other words.	I-8
00:38:28.7	00:38:41.7	OK grand, let's move on to the next one. OK so, CIRs when translating should never alter or amend the source text in any way. Change the text....	F
00:38:41.7	00:40:39.1	Should never alter..... This is a tough one as well isn't it. I would say somewhat disagree because there are definite times when.... It depends on the person requesting the translation so if they are looking for literally word for word no matter how it sounds in English then that is up to them but if they are happy for it to just come across as more of a natural translation and it doesn't matter about the source text then I think it is fine to change it but I think it is important to consult with the person who has requested the translation. (Have you done it in the past?) I'm trying to think of an example, yeah. I do think... I feel like there has been times where like... it... I don't translate word for word yeah definitely, not always. (Uhhuh. But have you like gone to the person and said it) And said like (This isn't a word for word translation) Yeah. (OK) Yeah. I can't think of anything specific (Sure, sure) but there is definitely... yeah. If I could think of something like good, then like.... For example, the menu translation that I do is usually word for word but... oh I can't think of anything that you would actually alter that would be acceptable. (OK) Obviously pamphlets and things like that it is good to keep it word for word as best as you can but just like informal documents, I feel like its fine to alter (OK) to a degree (Grand)	I-8
00:40:39.1	00:40:45.6	So, the next one is CIRs translations should read like natural texts would in the target language.	F
00:40:45.6	00:41:27.3	Yeah that's kind of a similar point *reads prompt again*. I would like to somewhat agree (OK) *reads prompt again*.... (So, when you read the finished translation it should read like...) Not a translation? (Yeah, like a nonnon-translated text would in the target language.) That might require some amendments I dunno... but I guess I'm between these two, but I think it is better that it	I-8

		sounds like a natural text. (OK so strongly agree) Strongly agree. (OK grand)	
00:41:27.3	00:41:41.8	We will move on to the next one so, Emmmm, CIRs are cultural ambassadors and may amend language to suit a cultural context.	F
00:41:41.8	00:43:30.4	Emmm lets see *reads prompt again* So this is both spoken and written? (Yes) I do think that is somewhat agree. Obviously you can take some liberties but you can't completely ignore what is being said at the same time so I guess umm let me see like, I had one kind of example. So, like just yesterday I was translating an e-mail from the Australian side into Japanese and the email was like the English was something like the total cost, the total travel cost mmm including land and air will be such and such (OK) which is kind of strange English I find. And they were sort of referring to the flights as well as the buses and whatever other <i>idous</i> [transfers] would be necessary once they were in Australia. And I looked up travel by land and travel by air and the Japanese that was coming up just felt probably not natural. It wasn't stuff that I had come across so (Ummhmm), so I sort of altered it to using more like <i>hikouki to basu dai nado</i> [plane and boat expenses], so like kind of thing. So even though the English wasn't specifically saying like airplane and buses in the Japanese I did use those words instead (OK). So anyway that was just about altering... so like cultural ambassadors, I guess it is the same kind of thing, similar answer year.	I-8
00:43:30.4	00:43:47.0	Grand, we'll move on to the next one. So, the most important role for CIRs when interpreting is to ensure the aim of the contracting organisation is achieved.	F
00:43:47.0	00:44:56.6	I somewhat disagree because more I feel like the most important role is... the aim is... Oh it's a tricky one (*laughs*) because one of your roles is to ensure that... But I think rather than aim... NO I actually really don't agree now though so I think your role as an interpreter is to facilitate the conversation and the CO is the one in charge of ensuring that their aim is achieved. So, you can interpret what they are saying and kind of enable them to overcome the language barrier, but you	I-8

		can't do any more than that. So, if the aim isn't achieved by the aim of the meeting than I don't think that that is the interpreter's fault as long as you have done a good job interpreting, if that makes sense. (OK)	
00:44:56.6	00:45:06.5	Next one. CIRs should feel empowered to use their practice of interpreting to advocate for causes that they believe in.	F
00:45:06.5	00:46:03.0	Hmmm..... What would this include? (So, if you could use your interpreting... powers of interpreting) my superpowers *laughs* (superpowers of interpreting to like limit the voice of something that you disagreed with and increase the voice of something that you agreed with.) Ohhh, oh yeah, definitely you shouldn't do that (OK strongly disagree) You should definitely be impartial as best as you can even if you feel differently you should like transfer the message that is in the original language to the target language (Whys that?) Because I feel like as an interpreter your job is not to add or take from the conversation it is just to help the people speaking understand each other.	I-8
00:46:03.0	00:46:18.1	Ok grand. Ok last one. As a product of the contracting organisation, supervisors or superiors should have the last word on translations.	F
00:46:18.1	00:47:34.0	This is also a strongly disagree, given that they may not have the language abilities to make this last word and..... I would hope that they would be able to trust in the CIR that they can rely on the translation that the CIR has produced (OK) And that it is good enough. (If there was a professional translator and interpreter, because in your mind CIRs are not professional translators and interpreters...) Yes. (Would you accept their critiques of a translation that you had done?) Yes, given that they have more experience and if...it kind of depends, like if they are Japanese and they were saying like, oh your English you should change it. I would probably have more questions as to that because maybe their native language isn't English. But if they.... overall, I feel like just given that they are a professional translator and interpreter that I would trust in what they say.	I-8

00:47:34.0	00:47:52.5	OK grand. One steerage tangential question. In your translations do you use British or Hiberno English or do you use American English? (I tend to.... This is a great question too *laughs*)	F
00:47:52.5	00:48:41.2	I tend to use... it's about 50/50 well maybe mostly British English but sometimes American English. (And is there any reason for... Is there anything from the office, like a guideline?) There is no guideline. (OK) I don't even think they know the difference (*laughs*) so they don't question usually. Well the... my supervisor who has good English, one time she did see the word favour with a u and was like, Oh why... your spelling was wrong. And I was like, Oh this is British English and she was like Ok and that was it (OK). So as long as it is like one or the other as long as it is not a mixture, I feel like either should be acceptable.	I-8
00:48:41.2	00:49:21.1	OK grand. Ok that's grand. We are going to move on to some scenarios. It's the last thing I'm going to get you to do (OK). We are just going to move these to one side. And I am going to read the scenarios for the tape, and you can read them for the tape but you can read them to yourself. There are 4. (OK) And umm yeah. So, I will just turn them over and you can take them as I read them. (OK) So there are some situations, and I am just going to ask you how you would proceed with them. OK? (OK) Ok so you are asked to translate an academic paper for circulation at an upcoming international academic conference to be held in your city and attended by scholars from all over Asia. The paper makes claims about Japanese historical events with which you personally disagree and believe to be factually dubious based on your understanding of history. How do you proceed?	F
00:49:43.9	00:49:49.4	I would translate it exactly as it is written in Japanese into English, regardless of my personal opinions. (OK) Yeah.	I-8
00:49:49.4	00:49:56.1	And how would you arrive at that decision?	F
00:49:56.1	00:50:08.1	Again going back to the fact that you are supposed to be impartial as a translator and interpreter. (Yeah Ummhmm)	I-8
00:50:08.1	00:50:08.2	And what do you think your supervisors would want you to do?	F

00:50:08.2	00:50:13.2	Umm my supervisors would probably want me to translate it the way it is.	I-8
00:50:13.2	00:50:13.3	Grand. And you are fully happy with that decision?	F
00:50:13.2	00:50:29.7	*Laughs* You are making me question it all again. (I'm just reading the questions as they are its totally acceptable to say yes) Yes, I'm happy with my decision.	I-8
00:50:29.7	00:50:29.8	Great so let's move on to the next one. You are tasked with interpreting the conversations between your colleagues and non-Japanese speaking local residents who come to your office in order to get information about different municipal services. A non-Japanese speaker is enquiring about the process of obtaining a divorce from their spouse. Your colleague leaves the conversation momentarily in order to obtain more information about the request of the local resident. While they are gone the local resident non-Japanese speaker begins to ask you questions about obtaining a My Number Card or renewing their visa. These are things that you have information about and knowledge about right and knowledge about, whether you do or not. How would you proceed?	F
00:51:08.7	00:51:37.0	So, in other words the person that they are dealing with directly has left and it's just me and them and they have asked me other questions. Would lead towards saying that like, Oh I will ask the question to the person in charge once they have returned (once they get back)	I-8
00:51:37.0	00:51:37.1	And why would you think that is the best way to proceed?	F
00:51:37.0	00:51:51.9	Because if I was to give information, say even if I was confident in the information I wouldn't want to be held responsible for something to go... that went wrong.	I-8
00:51:51.9	00:51:52.0	And what do you think your supervisors would want you to do... your superiors or supervisors?	F
00:51:51.9	00:52:06.2	I'm sure they wouldn't mind me offering advice. (Uhhhh) about these things but not without confirming it with the person at the madoguchi.	I-8
00:52:06.2	00:52:06.3	Ok grand. And you are happy with that decision? (Yep) Ok grand. So, you and your immediate co-workers have been heavily involved in the planning	F

		of an event to bring a delegation from overseas to your locality in order to sign a Memorandum of Understanding for a future Olympic Training Camp. You are interpreting between the mayor of your city and the equivalent lead of the delegation from abroad. They are having lunch before signing a Memorandum of Understanding. A member of the visiting delegation is, unbeknownst to themselves, saying things that you perceive to be rude and insulting whilst speaking to the Japanese staff. You are charged with interpreting this. How would you proceed? (Hmmm)	
00:52:36.0	00:53:07.9	I would probably struggle to translate into Japanese the insulting comments (uhhhh) so I don't know if it would fully come across the way that a person. So, I could probably get the general meaning across but I don't think that I could do it in the same way that a native speaking would understand that they are being rude. But I wouldn't say in Japanese that they are being rude, you know. I would leave it up to the person (to decide) yeah to interpret it how they wanted.	I-8
00:53:07.9	00:53:52.2	So you are saying you would struggle like linguistically with getting an equivalent (level of rudeness, yeah yeah.) Yes.	F
00:53:52.2	00:53:52.3	So, I don't know fully how well it would translate over, especially going in to your second language, it's difficult I feel. But it's also difficult to sugar coat it if it is in your second language so I would try and translate or interpret it as best as I could to like keep the original meaning and nuance or what the person is saying in that sense.	I-8
00:53:52.2	00:53:52.3	And what do you think your supervisors would want you to do in that situation?	F
00:53:52.2	00:53:52.3	I would reckon that they would want me to interpret the way that the person is speaking and if that person is rude, it is up to the city as to whether they want to continue that relationship.	I-8
00:54:15.0	00:54:19.4	Great. OK That question is not important. Well go on to the last one so (Ummhmm) You are your city's main contact point with your sister city abroad. You're supposed to translate each correspondence from your counterpart abroad and hand the translation to your Section Chief. Your	F

		division is supposed to be holding a reception for a visiting delegation from the sister city in two months. In their last correspondence to you, you have been told that the plans may fall through, but you have been requested not to pass this decision on to your supervisors as no ultimate decision has been made. What would you do?	
00:54:49.3	00:55:21.8	*laughs* I would be faithful to my work colleagues and share the information (Oh OK) I guess it depends on what kind of relationship you have in your work situation but I feel like we have established a strong enough communication, relationship that we can communicate like, Oh by the way they did say that they may not be able to hold the event, so..... (OK) Yeah.	I-8
00:55:21.8	00:55:39.5	Would you do the same if the thing was reversed, if you were like were talking to whatever sister city abroad (OH I see) and you had been told not to tell them something.	F
00:55:39.5	00:56:51.4	Well, my affiliation lies with the city that I am working for not the sister city that I am translating between so I would tend to go with the decision that is based in the city. So if they wanted me to... what was the thing again (It's the same thing just rolls reversed. SO if the Japanese side was telling... if you had... if there was an event happening abroad right?) Yeah (And a delegation from your office was going to an event abroad and emmm you were translating the information that you were getting from abroad for your office and they were sending information back. And they were saying oh yeah tell them this this this and this and by the way it might all fall through. Would you make that information known to the other side?) If my city that I work for told them don't tell them that yet, then I wouldn't. (OK. Grand OK. That is grand. Thanks very much for coming) *Laughs* Oh OK!	I-8

Appendix BB9 - Interview 9 Transcript

Start Time	End Time	Transcript	Speaker
00:00:00.0	00:00:27.9	Hi (Hi) Thanks for coming. So, I just want to start with a couple of questions about the role of the CIR OK. So can you tell me about the kind of work that you do just generally as a CIR.	F
00:00:27.9	00:01:23.5	So personally, I work in a tourism office. So, most of my work is related to tourism. So, I am also the first CIR that my city has had. So, a lot of things I have been starting from scratch, like making an SNS account and posting about my city in English. And writing articles about my city in English and posting them in other places in English. And working with tourism companies to do promotions for my cities. And sometimes like when tours come from like example Taiwan, we help with the income from them. And my city is also a port city, so we have cruise ships come. And up until now there haven't been any international cruise ships coming but sometimes like I help with PR to try to make like more international cruise ships come to my city. Like when Japanese cruise ships come to my city, I will be on the port, like be on the docks as well like helping with the intake of tourists, things like that.	I-9
00:01:23.5	00:01:23.6	So why did you decide to become a CIR in the first place?	F
00:01:23.5	00:02:15.1	I think I had always been interested in international exchange and abroad in general. So that led me to study international studies in university. And I think I had interest in working in other countries as well, but I think that I was probably like drawn to Japan because I felt that it was like so different from where I was raised or where like I grew up so I kind of had an attraction to Japan I guessed and then once I started learning Japanese and meeting more Japanese people I liked learning more things about Japanese people's culture. And... That made me want to try working in Japan and like challenging myself and I thought that the CIR position would be a good fit for that.	I-9

00:02:15.1	00:02:15.2	OK. And where did you hear about that position?	F
00:02:15.1	00:02:15.2	Umm I think I had already known about the JET programme, at least the ALT position but at least in my school...or where I had been attending university at the time, the programme coordinator of our region's JET programme was originally a CIR, and they came to my university and did a talk about the JET programme as well as their experience of being a CIR and that is where I learned about the position.	I-9
00:02:56.5	00:02:56.6	And what did you expect to be doing as a CIR before coming on the programme? When you were told about the position how was it kind of explained to you or when you read up about the position?	F
00:02:56.5	00:02:56.6	Well, I think the first person who used to be a CIR and I learned about their experience they did a lot of kind of like grassroots like local exchange with their community. And I remember hearing about that and thinking I really wanted to do that kind of work. And that sounded really interesting and how they kind of they helped introduce immigrants into their community and foster international exchange for them. So I remember thinking I'd really like to do something like that but then as I researched about the CIR position and I saw a lot of other experiences like for example with like interpretation or translation I also found myself interested in that but I also knew that there were a lot of people who also ended up being like ALTs and I remember thinking I ... hoping that I wouldn't get a position like that (Uhhuh) because I didn't really want to teach English. (Uhhuh)So I am hoping that I would work with international exchange or translation and interpreting or tourism. And I was... I knew that maybe I would have to teach a lot of English, but I was hoping I wouldn't *Laughs* have to or just school visits to teach English or something like that.	I-9
00:03:07.1	00:03:07.2	So uhh when you got the uhhh... notice that you had been accepted... shortlisted to the programme, the e-mail was it... or a letter? (Mine was e-mail.) Email, ok. And it probably said the	F

		location, right? The city? (Umm well I got an e-mail saying that I was accepted to the programme and about 2 or 3 months later I got my placement. Yeah.) And the placement probably said the city? (Right, for me it was my prefecture and my city.) Prefecture and city, ok. And what was your reaction when you read the prefecture and the name?	
00:05:02.3	00:06:10.4	Well, I knew about my prefecture, but I didn't know about my city. So, the first thing I did was to Google it. (Uhhhh) Well I think, I, like many people had requested an area that was really far from where I had actually gotten placed. (OK) So I knew about the prefecture already and that it was far from where I had requested and then when I looked up my city personally, my city had a lot of damage taken from the tsunami and so what I first saw were complete pictures of damage. And it made me wonder like I don't know what the city looks like know. And I think I also realised pretty quickly just looking things up that there was no, I wouldn't have a predecessor. (OK) Because I couldn't find like, usually they have news articles when a CIR comes to a city, and I couldn't find anything like that. And then I found out there was a CIR in the city next to mine and I emailed them, and they said, Oh yeah you'll be the first CIR there.	I-9
00:06:10.4	00:06:11.5	OK. And were you excited to come to the city, or were you apprehensive, nervous, what were your feelings about it?	F
00:06:11.5	00:07:20.1	I think I was really. I was excited and I was also nervous, and I think I was nervous... I was really nervous about being the first CIR in a city because I think like... I felt like ohh, because I felt inexperienced and I felt like my city, even before I came, I felt like the city would be a city that could really benefit from having a CIR. (Uhhuh) Just like, for example like, seeing like, for example like, the damage it took and then I saw later that my office was like the tourism office and I was like , Oh I think this city could also really benefit from like tourism as well. But I remember being quite nervous before coming because I would... and I was right because there was nothing in place already because I had no predecessor. And I think	I-9

		I thought I would have really high expectations of myself before I came as well. (OK) Yeah.	
00:07:20.1	00:07:38.7	OK so, yeah so, just jumping back, how much of your work is taken up with translation and interpreting would you say?	F
00:07:38.7	00:08:21.9	Ummm, I definitely have a lot more translation work than interpretation work. It's not... both combined it's not even half, but I would say both combined it could be like a fifth of my work. (Oh ok). So, for translation I think I have some translation work to do throughout the week. And sometimes I didn't get requests but there are other times where it's just kind of on my own will like Ill offer to translate something and I will be working on that in my spare time. Whereas interpretation it depends but sometimes like within two months I will get like one interpretation request or maybe one month I will suddenly get like a couple of interpretation requests. Maybe, it might average maybe like, average to be like maybe one interpretation request per month or so I guess. (Mmhmm)	I-9
00:08:21.9	00:08:36.2	OK. And you kind of spoke a little bit about the kinds of stuff you are generally tasked with interpreting, so like cruise ships and kind of related to like the port aspect of the city.	F
00:08:36.2	00:09:49.9	I think the interpretations I do are kind of random *Laughs* Like sometimes a tour with like English-speaking students will come and I will interpret like their tour. Or like my city has, umm there is like that Olympic Host Town Initiative and my city has that going on with the US. So sometimes people from the US will come but they are mostly related to like, they are jazz musicians. So, there has been a couple of like times like they do jazz workshops in my city OK) so I helped interpret for like jazz workshops. And like interpretation at like sometimes I mean cruise ships things like that. Like the CEO of a cruise ship company will come to my city and like go around the city as we like explain things about my city and like the tourist attractions. And I will like to interpret that. Another thing is, I think I would have more interpretation to do if our Mayor wasn't fluent in English but he is fluent in English. So yeah. (OK)	I-9

00:09:49.9	00:09:50.7	IS there anything that your contracting organisation would like you to be doing more or less of?	F
00:09:50.7	00:11:27.5	Ummm. No... And I think umm for better or worse I think... my bosses don't have a really really strong clear image of what they really want me to focus on despite inbound tourism in general. (ummhmm) So I don't really hear much of that. So, like I had a boss last year who got transferred away who was really particular in what he wanted me to do. But my current bosses just like let me do whatever and I don't think they are really thinking about it that much. (Which do you prefer?) Ummm, I think I really like my freedom now but I think like maybe more of an in between. Like I think my boss last year was for example strict to the point where it was..... like for example if the BOE is in charge of some international exchange and stuff like that, like my old boss would say like no, she can only do tourism. (OK) So I didn't. I feel like that was kind of restricting, but I feel like now it is so much freedom to the point where they might not know what I am doing all of the time. And if I tell them, it is kind of just like whatever. So maybe in the middle would be good.	I-9
00:11:27.5	00:11:30.4	And what do you think CLAIR would like you to be doing if you had to imagine?	F
00:11:30.4	00:12:11.5	Ummm. I think in the context of my city, if I had to think of CLAIR or the JET programme in general. For example, being the only CIR here, I do a lot of work with ... tourism which I think is also good. But I think I... and I personally feel this as well that I don't have much chance to like do international exchange things with like locals in my city. (Oh OK) So I feel like that would be more like the goal of the JET programme as a CIR.	I-9
00:12:11.5	00:12:11.6	It's kind of hard to explain because there are some co-workers who are really good at involving me in like work talks and stuff like that. But there are a couple of co-workers who I feel like they kind of forget like that I am there. (OK) So sometimes like what will happen with like the <i>kairan</i> [collection of documents passed around the office for review by workers]when we are passing around documents	I-9

		<p>(Uhhuh) the person like next to me who would be supposed to pass it on to me won't pass it on to me and then what will happen is like it will keep getting passed on until it gets to like <i>kacho</i> [division manager] level and they will be like, Why didn't you pass it to Olivia, like she needs to see that too? (OK And any other like as regards emm, translating or interpreting, like when you have an assignment do you feel like you are well prepared for the assignment? Are you given preparatory documents or anything?) Em I try to get as much of that as I can but often my um bosses don't really know either so like I will ask what I can for an interpretation beforehand and one thing that is always kind of tricky, is the person who is coming do they already have an interpreter with them. And sometimes even when they do, when the interpreter, when they come with their interpreter, it's kind of a case of like, well do I interpret *laughs* or do you interpret? (Right, right) And sometimes what will happen with an interpreter.... Even if there is an interpreter coming with like this foreign guest or something to my city. When they see me, it's like well you are the CIR of this city, so you do all of the interpreting. But it's hard to know like if I can't contact them or anything like that, like is their interpreter going to interpret the whole time or like should I interpret? Yeah. One thing I forgot to mention is like I have to interpret at like <i>nomikai</i> [drinking party] like enkai settings too and like more in a casual way, like not standing on a podium or anything like that but they will just like put me at a table where everyone is drinking and I will be eating as well.</p>	
00:12:11.5	00:12:11.6	<p>Would you say that you feel well integrated into your workplace professionally? Like so, when I'm saying professionally, I am removing it from personally and socially. (Ohhh)</p>	F
00:14:49.5	00:15:01.9	<p>OK. So, like in your office when you get a request, like a translation or interpreting request. Emm, how is that... how does that happen? What are the stages of the request getting to you?</p>	F
00:15:01.9	00:17:17.1	<p>Do you mean if it's...? What... from a co-worker within my office sending a request? (So, talk me</p>	I-9

		<p>through both of them.) OK so for example, like if its within my office (Uhhuh) they will just print it out and just put it on my desk. There is like an email and some foreign guest is coming or something and they will just print it out and put it on my desk. And maybe we will stamp it and pass it around my office, <i>kairan</i> [collection of documents passed around the office] (Before...Before you do it?). Yeah before we do it. (Uhhuh)It's not really like do you want to do this, it's like here this is your next job in a couple of weeks or something. So, I guess it's pretty causal and then for requests coming outside of my office, I guess it kind of depends on who its coming from. For example, like if it is from the Tourism Association in my city they don't really need to make an <i>iraisho</i> [request form] or anything like that because (OK) they are on close terms with my office because we are like the city hall tourism office and they are like the tourism association (Uhhuh) so they might just send an email to my office email saying we want your CIR to do this or they might call my office and like either a... talk to my boss or just ask for me correctly and just ask if I can do it. And if it is in a situation like that, on one hand, my office doesn't really have a role like if I need to <i>kairan</i> [collection of documents passed around the office] that or not. If it's kind of a more casual request like that I might just go up and tell my supervisor about it and he'll be like OK. But there have been cases where like I have interpreted maybe, or like I have gotten requests from like the prefecture or like local rotary clubs and in that case, they will send an <i>iraisho</i> [request form] and we just pass it around and say OK.</p>	
00:17:17.1	00:17:17.2	<p>No, there is no one to check it. (OK) Although I, sometimes I like. If it's a translation and if it is for em... if it is for, for example like a pamphlet or something like that or like a sign that the city is in charge of, I will do the interpretation, I mean the translation and give it to my co-worker. And depending on the co-worker, some of my co-workers will do my best to read it. Like if it is from Japanese to English, they will do their best to ask me questions about things that they don't understand. I don't think you could call it a check</p>	I-9

		because it is definitely not a native check. But they are just kind of, Oh I see. This is how you translate it into English.	
00:17:17.1	00:17:17.2	And so, once you have completed a translation, is that checked by anyone in your office?	F
00:18:13.0	00:18:13.1	And do you ever do translations for English to Japanese?	F
00:18:13.0	00:18:13.1	I do but it is usually not published in places. Usually, it is just like within my office. So, one thing that I do for example is that like sometimes when I write an English article for something to like promote my city, I will translate it into Japanese, even though I am only going to post it in English I will translate it into Japanese just so that they can understand what I wrote. Although there are some cases where Like for one website that I write English articles for, they ask that we provide a Japanese translation of it as well and they post both. But a Japanese person checks and heavily edits the Japanese before they post it so yeah.	I-9
00:19:07.5	00:19:39.6	So, there has never been any incident whereby a supervisor or superior would have changed or amended any of your translations in to English? (Do you mean like a native check of English or of Japanese?) I'm not necessarily talking about a... native check. So, I am talking about a person above you in your office or above editing your English	F
00:19:39.6	00:19:56.0	Guess not my English although maybe there have been times when they will edit the Japanese, but I think that was mostly for grammar things, not so much content. (Uhhuh) Yeah	I-9
00:19:56.0	00:20:11.9	Do you think that you have the ability to enact change in your role as a CIR? In your like, in your work circumstances I mean.	F
00:20:11.9	00:21:00.5	I think yes because ummm I think in general my bosses and the people who are higher up than me they listen to like what I have to say and if I have something that is like troubling me or I am struggling with in like the office they listen to what I have to say, and they are supportive. But sometimes they are extremely busy, so they don't really have the time to help me. But so sometimes	I-9

		I will have to mention the same thing like a couple of times but eventually they will like help me through it and help me make the change.	
00:21:00.5	00:21:28.8	OK ummm. And is there anything that you feel could be improved about your workplace conditions that hasn't yet been improved?	F
00:21:28.8	00:21:28.9	I think I mentioned before that some co-workers are extremely.... And they like involve me a lot in work things for example they'll like tell me about like any event or likely for example like guests that is coming that seems like it would be applicable to me or something that I could like join in and help in it too but I think that there are a few co-workers, who like even if they heard of an American coming or something like that they might not tell me. (OK) Whereas others would tell me immediately. So, I think that there are a couple who don't recognise me as much I guess. (So you would like them to include me more.) Right right. Or just like let me know of things that are like (Happening) related to me.	S
00:22:18.3	00:22:18.4	And do you think that there is something that can be done to improve that like get them to include you more?	F
00:22:18.3	00:22:21.3	Yeah I think that like one thing that's improving now is that one of my like co-workers would like never pass any documents to me. And so, what happened was I mentioned it a couple times to like my supervisors because I would never be included in like when they passed around the <i>kairan</i> [documents for review by co-workers] documents. And my supervisor totally agreed he was like, That's a good point. Why does he never pass you any of that? But I think my supervisor was too busy and he forgot to ever actually tell them too. And I think like I tried like telling them casually before. Oh, I saw this document went around and it was pretty interesting. Next time something like this comes around you can pass it to me too. And I said it lightly like that, but I think that last week I had a chance because there was something I was supposed to be signed up for and I was supposed to like hear about but it didn't get passed around to me. Maybe it was like a <i>bonenkai</i> [end of year party] or something (OK)	I-9

		and even though I was supposed to go I never got the document for it and so I didn't.... And so I asked my co-worker who doesn't pass me stuff for it and then I like showed it to him and I kind of said it in a very clear way, like, oh I hope you can pass this to me next time and just like anything in general like if you pass it to me I will just I will read it and pass it along like, you don't need to worry about it. You can just like.....Like maybe instead of passing it to that co-worker you can just pass it to me, and I will pass it to them. And they started passing things around to me more. And I think some of my other co-workers realised that. And the ones like higher up than that co-worker too have also been like giving me more documents too when they see it go around and it doesn't have my name on it. So, they are like oh he forgot to pass it to her so they will do kind of a reverse order (Ummhmm)	
00:24:10.8	00:24:36.5	Ok so it's that you have started achieving like that change to get yourself documents passed around to you more often. Emm, I don't actually... I think I might have skipped over this question so I will go back to it. You can tell me.... Do you feel well integrated into your workplace on a personal level, like interpersonally with your co-workers?	F
00:24:36.5	00:25:29.7	I think yes. Yes. We don't have that many like, for example like <i>nomikais</i> [drinking party] casually like, oh let's just go out for dinner or something like that. But I think they are very... like for example my co-workers will invite me to go like fishing with them or like invitee for dinner or something like that. Or for example when there is like an event in town, they will tell me about it. It is kind of funny because like my supervisor likes going to concerts so he will buy me tickets and things like that. (Oh OK) So they are all pretty friendly to me and like some will also give me food and stuff like that. So, they are all friendly to me on a personal level I think.	I-9
00:25:29.7	00:25:38.1	OK great. So just thinking more towards the future. Have you thought about what field you would like to work in post-CIR?	F
00:25:38.1	00:26:09.3	I have been thinking about it but I am still not entirely sure yet, but I am thinking that after	I-9

		working as a CIR I would like to try working a different job for a couple of years and then leave Japan. But I am not entirely sure what kind of job I would like to do in Japan next.	
00:26:09.3	00:26:09.4	And do you think your CIR experience has affected your choices about your future career in any way?	F
00:26:09.3	00:26:42.4	Umm I think in one hand it has because I have had a lot of new experiences on the CIR position which have been a lot of fun for me. So, I have learned a lot about what I do enjoy as well as what I don't enjoy. But I think I am still also at the stage where I want to try new experiences too. And I think that will help me decide like in the long run too.	I-9
00:26:42.4	00:27:39.5	Ok so we are going to move on then to the pieces of paper that we have in front of us. I am going to present you with seven statements, I am going to read them for the tape and you're going to tell me if you strongly agree, strongly disagree, I do that every time. Somewhat disagree, somewhat agree and strongly agree with the statements. So just take the piece of paper and put it under whichever is most applicable and then we will talk through your reasons for doing so. (OK) So they are all related to translating and interpreting. So CIRs, when interpreting should always speak in the first person as if they are playing the part of both speakers in the conversation..... So, for that you said somewhat agree (Yeah) Why would you... What is your reason?	F
00:27:39.5	00:27:39.6	I think I do in almost all situations but I think I have been in some like... uhh... awkward ...uhh interpreting situations too especially at <i>nomikais</i> [drinking parties] whereas like for example like my old boss started telling like our foreign guest. He was talking about me, and he was like, Our CIR is having such a great time here. And then he started talking about my rent and my pay to the guest *Laughs* (Oh wow OK). But in that situation, it was also kind of confusing because I was kind of half having a conversation with the foreign guest and then I was also interpreting for my boss (Uhhuh) but they then started talking about my rent and stuff (Uhhuh). So I think I just took a moment to be there and be like, I think I just said I	I-9

		<p>mean like it is obviously just a more casual setting but I think I just like , Oh he started talking about. Oh, he was talking about my rent. I mean like I am not interpreting those numbers (*laughs*) I didn't say that part, but I think I did interpret like, I mean he was saying how high my rent was *laughs* but I didn't interpret that part but I think I just like told our guest what he was saying. But I think like generally in more professional interpreting situations I would put it in first person. (Why is it important to put it in first person?) Hmmm, I'm not entirely sure but I think that is the norm with interpreting usually from my experience and I think that is what peeps expect so it could be confusing to the listener if you didn't put it in first person. Although I think that it might be uncomfortable to people who are not used to it at first. (OK) But I think like the interpreter's work is to essentially be there an interpret in a direct manner rather than... If you put it in the third person it kind of sounds like they are part of the conversation, which I think might depend on the situation like I was at a drinking party and I was kind of like half having a conversation or something like that. (OK) Yeah.</p>	
00:31:06.4	00:31:27.0	<p>So going back to the example that you gave and talking about your rent and your pay. So, in that situation, what was the person on the Japanese side, what was he trying to achieve with the interaction. So, like was he talking about it in terms of being high or low or what was the purpose?</p>	F
00:31:27.0	00:32:21.8	<p>Well, I think like initially him and our foreign guest were talking about how they both had like daughters who were around my age. And I think like the foreign guest was asking questions about me being here. So, I think like he was trying to say that... he was half... I think... I think like my boss was half asking me if like Oh are you having any troubles with your like rent or your pay, is everything OK? And I think he was half telling the foreign guest that like, we pay our CIR good. I think it was something like that.</p>	I-9
00:32:21.8	00:32:38.2	<p>OK. Grand. Let's move on. So, the next one is CIRs when translating should never alter or amend the</p>	F

		source text in any way in their translation. So never alter or amend the content of the source text in their translation.	
00:32:38.2	00:32:55.3	Does this mean in their finished translation? (Yeah Yeah)	I-9
00:32:55.3	00:33:10.0	So, you would say strongly agree for that?	F
00:33:10.0	00:33:36.5	I would say strongly agree. I think that if there was a mistake, I would let the person know who umm requested the translation or like make the party know who like made the source text and take it about that way rather than like fixing it within the translation and just sending it off like that.	I-9
00:33:36.5	00:33:36.6	Ok let's move on to the next one. CIRs translations should read like natural texts would in the target language. So strongly agree again.	F
00:33:53.8	00:34:31.7	Yeah, I mean I agree with this in translation in general. (OK) Yeah. (Why would you say so?) I think that just because once you have translated it and wrote it in the target language, the target reader is of that language. And if... if it's like for example like for example like extremely direct translation it might not end up having like... making sense or like having like the correct nuance in the target language.	I-9
00:34:31.7	00:34:46.9	Could you envisage a situation where, going with the last statement there and amending, you could amend the source text slightly to make it sound more natural in the finished translation?	F
00:34:46.9	00:34:47.0	Hmm, yeah, I guess I could imagine those clashing against each other now that you mention it. (OK) I guess so. (So would you say that in some situations it may be preferential to amend the source text in order to make it sound more natural or... if there was a conflict between those two what would happen?) Yeah I think so, I think when I read that I was thinking in my head along the lines of more factually rather than nuances and things like that but I think that I would try and translate it in a way that is direct and accurate but also like flows well in the target language so maybe in that case that maybe depending on the person you could say that that is changing the source text I guess).	I-9

00:35:46.1	00:36:52.1	OK next one. CIRs are cultural ambassadors and may amend language to suit a cultural context. In this case we are talking about the cultural context of the reader, of the finished translation.....	F
00:36:52.1	00:37:16.9	I'm gonna say here. (Somewhat agree. OK. So how would this manifest itself in a translation context when your area making a decision.) I think well, personally when I see this, a little bit like depending on the case like if I would say it would be better to like directly translate something like that or because of a cultural context like put it more likely like my experiences once because of a cultural context put it more lightly for example like I think like my experience once like we had a foreign guest who has transgender and like it said it like on a document we were passed out to. But I think my co-workers didn't realise that so on a document that was passed out to but I think my co-workers didn't realise that, so like when they were talking to them like they were using the wrong pronouns, (OK) or something like that and so like when I think like that I interpreted that I like tried to fix like what they said (the pronouns. Oh OK) for that person because I think like my co-workers didn't see like the paper where it said like that part. But I think that they were also like ummm.....situations where like....for example like some foreign people might like put things in a more like blunt way that Japanese way. But I feel like personally in those situations I have interpreted it kind of as is into Japanese.	I-9
00:38:28.1	00:38:54.0	So, in the context of the pronouns and the transgender person, could you see changing the pronouns used by the Japanese side in that interaction as a, an, an amending the source text or utterance in this case I suppose. (I guess yeah, yeah it could be that)	F
00:38:54.0	00:39:25.3	OK and number five. The most important role for CIRs when interpreting is to ensure the aim of the contracting organisation is achieved.	F
00:39:25.3	00:40:26.7	I think I would say yes..... (Ok so strongly agree for that. Um why would you say that?) I think it's kind of going off of umm my experiences and what my CO's aim has been. Interpreting too somewhat or what their goals have been but I also think that	I-9

		umm, because like the CIR is working for like their CO that the... it should line up with that, I think. If they don't they could probably get in trouble with their CO if they cannot realise ... if like the CIRs aim is not lining up with the CO's.	
00:40:26.7	00:40:57.5	So, if in the interpreting situation if the non-Japanese side let's say. They were saying something which may jeopardise a particular event for something, could you see yourself amending what they said to help the event happen?	F
00:40:57.5	00:41:36.6	I think if for example like if what they were saying maybe was something that like from their perspective it doesn't mean that like they don't want the event to happen but if they say that in a certain way , if they say it in that way to a Japanese person it will be completely taken that way or like be offensive or something like that I could see myself changing it if the person I was interpreting for didn't have that intent but if they had that intent then I think I would interpret as is.	I-9
00:41:36.6	00:42:00.6	Umm ok, great. Let's go on to the next one. CIRs should feel empowered to use their practice of interpreting to advocate for causes that they believe in.	F
00:42:00.6	00:43:55.8	I'm not sure if this means the style of their interpreting or where they interpret? (Well yeah so it there are aspects of it that could involve both. So, if a CIR umm was to uhh for example in an interaction if something was said that they don't agree with they might lessen the voice of that person in the interaction or those views per say. Or you could also say as a CIR having events let's say that would involve interpreting that you might interpret at... you might gear them towards something that you would like to advocate for) Oh, so it is kind of like (Oh OK) the style of how they interpret, sorry? (so, for example if something is said that you disagree with, you might lower... when you interpret it you might not emphasise that as much and gear the conversation and steer the conversation) I think strongly disagree. (Expand on that for me) I think personally, same with CIRs, I think inserting your own personal believes into an interpretation is	I-9

		kind of like disrespectful to both parties (OK) and I feel like that would be more like that the CIR wants to like be part of the discussion, which I think like is also a good thing, but I don't really think is the role of an interpreter. (OK) Yeah It wouldn't be a very accurate interpretation in that case, at all.	
00:43:55.8	00:43:55.9	And the final one is, as a product of the contracting organisation supervisors or superiors should have the last word on translations. I mean in your situation it might be....	F
00:44:17.7	00:44:17.8	I don't think I have experienced this before so it is kind of Hmm. (So, I guess in this situation with a supervisor or a superior even umm... you know wanted to amend the English translation...Depending on their level of English I dunno but....) I kind of want to put it in the middle. I dunno if that is allowed (No, if I had to push you for one of the other *laughs*) Umm hmm... (I mean you can expand on the reasoning obviously so, Somewhat disagree. Ok so why?) I think in my experience most supervisors on JET of CIRs On one hand like, and the same with my experience and other CIRs I know like they are not bilingual and I think that sometimes there are a lot of... there seem to be a lot of cases whereby Japanese people who don't know English will want... or don't know English that well will want a translation that sounds good to them but it doesn't actually make sense in English (uhhhh) And so that's...I mean as far as like... the....whole...ummm...I.. I guess I'm thinking it kind of depends on like.... If it's something like grammar or wording I think that they should trust the CIR, but it might depend if like, I'm thinking of like if it is translating into English I'm thinking of a supervisor who isn't fluent in English (uhhuh) I think in that case I think that they should trust their CIRs. But I think I would also change if it was for example a supervisor who understood English, or it was an English to Japanese translation.	I-9
00:47:25.6	00:47:42.9	Ok great.... So, we will move on from these statements. So lastly then I have umm four scenarios here more longer form. I will just get you to read them I will read them aloud for the	F

		tape and then we will just consider what you would do in these four scenarios. OK? (OK) So there are four.. And I will put them in front of you and you can take them as I read them here. Ok so you are asked to translate an academic paper for circulation at an upcoming international academic conference to be held in your city and attended by scholars from all over Asia. The paper makes claims about Japanese historical events with which you personally disagree and believe to be factually dubious based on your understanding of history. How would you proceed?	
00:48:20.9	00:49:37.3	I think I would explain it to my supervisor and maybe sort of like one try to explain it and explain how like if we have like scholars coming from around Asia this could be made problematic and maybe people we see we are using this academic paper and decided that they don't want to come to this event or something like that so I think I would try to maybe depending on the content try to explain that or maybe like put out this document like write some kind of disclaimer with it or something like that but I think as far as my translation goes I would translate it as is but if I found it like for example inaccurate or offensive I think I would try to em discuss that with my supervisors and like explain to them what kind of reactions it could bring from the other parties. (OK)	I-9
00:49:37.3	00:49:52.9	So how did you arrive at your decision, uhh your decision to ultimately translate the paper?	F
00:49:52.9	00:50:00.7	So I think maybe I would perhaps like consult with my bosses first (first right) and maybe talk to them like if we really should translate this or use it or not. Like I would want to discuss that, but I think if I was going to um.... I mean personally I don't think I wouldn't... I don't think it would be my role to change the facts in the translation I think that would be definitely not... like not not... accurate (OK) so I wouldn't do that yeah.	I-9
00:50:33.9	00:50:36.5	So, what do you think your supervisors would like you to do in a situation like that, like if it arose?	F
00:50:36.5	00:51:27.6	I think... personally my supervisors although they are ... they don't have the most experience with like foreigners, they have like a strong will to be	I-9

		like culturally understanding. And I think that throughout our job we have foreign guests and people like that come often and whenever I've seen that they have always been umm willing to Try and see things from the other side (Uhhuh) So I think that they would be like understanding of that and like depending on the content or how we would use it they might consider like maybe like using a different like academic paper in that case.	
00:51:27.6	00:51:43.0	Do you think you would struggle with what to do with this situation in question or would you be very confident in your decision?	F
00:51:43.0	00:53:08.6	I mean I think it would also maybe depend on like how my bosses react because like I can't be one hundred percent sure how they would react but I think that I would definitely not just translate it and not tell anyone about it because..... I mean I am sure Japanese people would like realise that like if other people from Asian countries were coming but I think I would definitely at least (Flag it) yeah let them know and maybe if.... run it by a couple of people and try to find somebody who agreed with me. (But you have said that like in order to kind of like ... em.. to get the kind of like best outcome you would discuss it with people in your office?) Right. And if they like told me that, NO we have to use this article for so and so reasons, then I think I would probably like try to maybe suggest using a different article in addition and like maybe writing I dunno but I think like in the end I would translate it as is if it came down to it.	I-9
00:53:08.6	00:53:08.7	Ok, let's move on to the second scenario so. You are tasked with interpreting the conversations between your colleagues and non-Japanese speaking local residents who come to your office in order to get information about different municipal services. A non-Japanese speaker is enquiring about the process of obtaining a divorce from their spouse. Your colleague leaves the conversation momentarily in order to obtain more information about the request of the local resident. While they are gone the local resident non-Japanese speaker begins to ask you further	F

		questions about obtaining a My Number Card or renewing their visa and other... The idea here is that you would already know the information about how to obtain a My Number Card and how to obtain a visa. So, what would you do?	
00:53:46.8	00:53:46.9	I would explain to them while my co-worker was gone (Gone) Yeah. (Why would you... How did you arrive at that decision?) Umm... I guess I don't see why not. (OK) I think as a staff member it is also my role to help them and If I know the information, I think like my office sometimes like sometimes I'll be interpreting but if it is stuff that I already know about sometimes I will be the one to explain. (Uhhuh) Like they will just brief me beforehand and be like, we just want you to explain this in English now so like OK so rather than them explaining it and I interpret, I'm the one who explaining. (Right)	I-9
00:54:31.1	00:54:48.2	Emm And your supervisors would be happy for you to explain in this circumstance here? (Yeah) And you seem.... are you fully confident in this decision?	F
00:54:48.2	00:55:17.5	I mean I think it would depend on whether I actually knew I knew the information (Right *laughs*) I think I would maybe explain to them what I could but if I wasn't sure I would tell them when the staff comes back or when we finish like working on your divorce papers you can come again and at that time we will like confirm all of the correct information with a different staff, different staff member.	I-9
00:55:17.5	00:55:17.6	Ok let's move on to the third scenario so. You and your immediate co-workers have been heavily involved in the planning of an event to bring a delegation from overseas to your locality in order to sign a Memorandum of Understanding for a future Olympic Training Camp. You are interpreting between the mayor of your city and the equivalent lead of the delegation from abroad. They are having lunch before signing the Memorandum of Understanding. A member of the visiting delegation is, unbeknownst to themselves, saying things that you perceive to be rude and insulting whilst speaking to the Japanese staff. You	F

		are charged with interpreting this. How would you proceed?	
00:55:52.2	00:56:23.5	I think I would still interpret but try to word it in a probably not completely direct way of what they were saying but maybe try to word it in a way that sounds softer in Japanese.	I-9
00:56:23.5	00:56:32.7	And why do you think that is the best course of action to take in this situation?	F
00:56:32.7	00:58:39.4	Ummm.... I mean I think.... 1. It is unbeknownst to themselves so it is not their intention to say extremely rude things so I think I would try to interpret with that in mind or like what they are trying to convey but like knowing how that would sound to a Japanese person I might try to soften it a bit. (Mmmhmm. If you were aware that they were operating with ill-will and they were intending to be rude or disrespectful, how would you operate then?) I think personally I haven't experienced that yet so I am a little... it's a little hard to imagine but I think in that case I would maybe interpret it in a more clear way. (Uhhuh) Because I think I mean, I haven't had the experience of them being umm with ill-will but I have had experience of the person I am interpreting for being angry and really wanted something like done but I think I ... at that time I interpreted that time and at first the Japanese staff were going to brush it off and I was like, No like, I kind of pulled them aside and was like, No *laughs* they are really really angry (Oh OK) like. You probably want to listen to them right now (Oh OK) Otherwise they are not going to be happy with us, so yeah. So yeah, I think in that case I might interpret as is.	I-9
00:58:39.4	00:58:39.5	Umm It's a little hard to say for my supervisors because they don't have as much international experience but if I was personally to think of like our Mayor or the Governor of our prefecture, they both have like lived abroad and they have extensive experience abroad so I think personally like in the situation of my city and my prefecture, like because our Mayor and our Governor have had experience abroad I think like they have a bigger understanding. Like in the case of like maybe somebody said something like a bit	I-9

		offensive, I think like my mayor has lived years abroad so like I think they would understand even if I did interpret it as is that there might be a little cultural difference there.	
00:58:39.4	00:58:39.5	What do you think your supervisor would want you to do in this situation?	F
00:59:51.3	01:00:01.7	OK Do you think you would proceed differently if the Japanese staff were potentially insulting the non-Japanese staff? The non-Japanese delegation I should say (Mmm)	F
01:00:01.7	01:00:01.8	I think if it was unbeknownst, they didn't realise it then I think I would react the same way and try to like soften it in the target language.... I think.... And if they were purposefully being offensive and like insulting then it's kind of hard to say. Like it might depend on the situation (Uhhuh), But I also can see that turning into a big unhappy like fight (Uhhuh). And I feel like I would try to avoid that as well. (OK) Maybe	I-9
01:00:56.0	01:01:37.7	Ok so in... Going back to the specific context in front of you. Emm ... the unbeknownst... unbeknownst to themselves on the part of the non-Japanese delegation saying stuff that you perceive to be rude to the Japanese side, would you be confident in your decision of how to proceed? ... to soften the language...	F
01:01:37.7	01:01:43.6	Are you talking about interpreting for the foreign people or the Japanese people? Sorry	I-9
01:01:43.6	01:02:04.5	Yeah so, the situation as is. So, interpreting for the stuff that you perceive to be rude would be the non-Japanese side. (Mmmm) I think your original answer was ... (Ummhmm) Yeah	F
01:02:04.5	01:02:41.8	I don't know if I would be 100% confident because I think that also while you are interpreting you need to act fast. And there have been times when I have been interpreting where I will pause and the person, I am interpreting for will start nudging me. *laughs* <i>Yakushite, yakushite</i> [Translate it, translate it] when there has been something rude like that. So, I think I would like do my best to like make the best decision but I don't know if I would say that I would be like 100% confident.	I-9

01:02:41.8	01:02:55.3	OK. If there anything that you think could assist you in coming to a decision that you would be more confident with?	F
01:02:55.3	01:03:34.4	I think trying to mentally prepare myself would be good. I think that one thing is like that I have interpreted multiple times where everyone has been drinking so like I am interpreting for drunk people. (Uhhuh *laughs*) which is like hard to imagine what they are going to say or like how rude of a thing they are going to say. (Uhhuh) And I think... if it was like... if it was something like really bad, I think I would be like *nervous laugh* Oh OK. You drink more. *Laughs* Wow like, I think I would brush it off and not say it because like people can say pretty bad things when they are drunk. (OK)	I-9
01:03:34.4	01:03:48.3	OK so. Mental preparation. Ok so the last scenario then. You are your city's main contact point with your sister city abroad. You're supposed to translate each correspondence from your counterpart...eh counterpart abroad and hand the translation to your Section Chief. Your division is supposed to be holding a reception for a visiting delegation from the sister city in two months. In their last correspondence to you, you have been told that the plans may fall through, but you have been requested not to pass this decision on to your supervisors as no ultimate decision has been made. How would you proceed?	F
01:04:18.9	01:06:52.3	I think knowing Japanese people and how over the top they prepare things and that they might already be like be purchasing like gifts and things like that I think I would maybe not like translate that email and like hand it to them but I think I might like I think I would try to let my supervisors know that there is a possibility that it might fall through to maybe like hold them off on doing like insane preparations as well. (Uhhuh) And I think I would... Yeah I think I wouldn't like tell them... that they told me not to tell my supervisors (*laughs* OK) I think I would leave that part out. But I think that I would maybe word it in a way to my supervisors that Oh like they seemed really busy, and they seemed like a little bit unsure about everything going on. So, I think I would tell	I-9

		<p>my supervisors to like pause on the preparations (OK) and like if they were doing like more extra things like that. And I think I would try and like tell the like sister city... in the ... in as nice of a way possible to let us know as soon as is possible because it is a bit unprofessional on their side too. Although I think I would... I wouldn't say anything like that although I would definitely want to know ASAP from them. (Right) Yeah.</p>	
01:06:52.3	01:07:43.7	<p>And if the situation was reversed and you were drafting an email to your sister city (Ummhmm) and the Japanese side said let them know about X, Y, Z. You know they were dictating the translation word for word but at the end they said, By the way, the whole thing may fall through but don't tell them that, how would you feel? (Oh, do you mean that the, 'Everything might fall though' part isn't part of the translation but it's just kind of like a background thing?) Yeah so, they are like send that and by the way everything might fall through just as like a background thing.</p>	F
01:07:43.7	01:09:09.6	<p>Oh. Em I think it depends on the content of the like the email. But I think I would tell my supervisors because like my supervisors don't even have that much, don't really have like experience with like travelling abroad. So, they don't understand what it is like to book an airplane ticket abroad and how like expensive it might be just to cancel it. So I think I would like consult my supervisors and I think I would like let them know how much the sister city is preparing on their side and I think I would discuss with them and say that like, for example if you are like telling them the dates and you are telling them like in a way where they would like go and book their plane tickets or something like that. I think I would suggest to my supervisors to maybe not write it in such... in that kind of way if umm if they are not sure it's... if they think it is going to fall through. Because then it will be a lot of stress or maybe lost money for the other party. And if that happens, they won't want to work with us anyway I'd assume.</p>	I-9
01:09:09.6	01:09:16.4	<p>Would you be confident of what to do in the original circumstances?</p>	F

01:09:16.4	01:09:58.0	I think yes and I think in the end I wouldn't not... umm... withhold that information from my office and I would probably try to like maybe do it in a way that doesn't show like the rude think they... like I mean like the rude or not they said like..... Don't tell your supervisors (uhhhh) Even though the supervisors asked to see the e-mail. I mean I would maybe like *laughs* try not to show them that part but I wouldn't like definitely to withhold it from them either if they said like show us the email.	I-9
01:09:58.0	01:10:28.5	OK. OK. Umm That's grand ok so just two last questions, slightly unrelated. So, would you say that CIRs in their capacity as translators and interpreters, would you say that they could be described as professional translators and interpreters?	F
01:10:28.5	01:12:38.7	That's hard. I think it's hard for me to say because umm. CIRs have many many different backgrounds and some CIRs do actually have a professional background in translating. But I think that in general just if I was to like answer that I would say no because umm you I mean... There is a little bit of training for interpretation and translating on the job like the umm at orientation or MYC or the one week translating course but I... I don't know if I would say that that is equal to... like being qualified as a professional interpreter or translator. And personally, like I don't actually know umm much about... certifications for translating or interpreting or like most professional interpreters or translators have has background (Uhhuh). So, it is a little bit hard for me to say. Like I am not even 100% sure like what is.... In translating and interpreting fields... what a professional person like usually has like as a background or certifications but I wouldn't say that.... Because like a lot of people would have studied something like completely different in university and just come in and I think... Yeah but I think there are also professional interpreters and translators depending on the CIRs, although I think that that might be more rare.	I-9
01:13:14.7	01:13:14.8	OK so umm would you... do you think that there is a diplomatic role to what you do as a CIR?	F

		Diplomatic as like when we think of the idea of a diplomat, like working for the foreign service or something....	
01:14:22.1	01:14:22.2	I think I would say.... ummm... yes but not all of the time, maybe like sometimes or some parts of it. (OK) And I think that like some of it is more obvious than others. Like you might have people from the US Consulate come visit our office and we would like talk with them. OR like with the Olympic Host Town areas I think that like that's more diplomatic. And I think like hmm.. doing like PR for my city in English or to like tourists depending on the person they could say its diplomatic (Uhhuh) just in the sense of like introducing to different countries. But I do do a lot of work that is more on like the random side like I I also do like a lot of work that is just like Japanese staff are doing, like helping out at events. And things like that as well which I would say isn't necessarily diplomatic. *Laughs* (OK) Yeah. (Great, OK. Thank you) Thank you	

Appendix BB10 - Interview 10 Transcript

Start Time	End Time	Transcript	Speaker
00:00:00.0	00:00:13.3	Hi (Hi) Thanks for coming. (No problem) So let's start with some general questions about the role of the CIR. So just tell me a bit about the kind of work that you do to start off	F
00:00:13.3	00:01:17.7	Uhh ok. So, I'm currently employed at Iwate Prefectural Office at their Office of International Affairs. There are two divisions in there, there is the International Division and the International Relations Division and I'm in the latter. My work is probably 80% translations and then 10% interpreting and the remainder is miscellaneous work, like working at some event where they need like a foreign presence or em visiting schools talking about Ireland or recently, I was talking about Christmas. Yeah. That's the <i>koryu</i> [cultural relations] part of the job. If I am there, they can make me do anything, all in <i>koryu</i> [cultural relations]. (OK)	I-10
00:01:17.7	00:01:37.7	So, you said there is an International Division and International Affairs Division, how does that break down in terms of what they do?	F
00:01:37.7	00:02:39.9	So, I suppose the International Division works a lot with I suppose like <i>Kaigai Hakken</i> , like working outside of the country I think (Oh OK) They organise lots of trips to China and Brazil and places like this. (Ummhm) And then our side is doing a lot of, I think it is doing a lot of work like inside the countries. Like the disputed territories and emm... I guess work that I am doing is like *laughs* *unintelligible*. So... (OK, you don't do anything with disputed territories do you?) No, thank God. *laughs* Although I might have to in February. I saw it on my schedule, but I don't know what it is yet. (What was on your schedule?) It was emmm, it was about... eh. <i>Hopporyodo Zenkoku Taikai</i> ¹⁶ . (<i>Zenkokutaikai</i> ?) something something, I don't know. (What is this tournament to do with the disputed territories? OK)	I-10

¹⁶ The *Hopporyodo Zenkoku Taikai* mentioned here likely refers to the *Hopporyodo Henkan Yokyu Zenkoku Taikai* (the National Grand Assembly Demanding the Return of the Northern Territories), an assembly comprising politicians, civil groups and civil servants who listen to speeches demanding the return to Japan of what it calls its Northern Territories, a group of islands to the north of Japan also claimed by Russia under the name, the lower Kuril Islands.

		laughs (And it was nothing more specific than that.) No no just put it on the schedule, and they don't usually tell us until kind of maybe a month or a few weeks before.	
00:02:39.9	00:02:40.0	OK so before you came on the job, why did you decide to apply.	F
00:02:54.0	00:02:54.1	Emmm. Well, I completed a degree in Japanese ... well in translation studies with Japanese and French and I wanted to be back in Japan, but I also wanted experience translating and thought I might as well get that in a Japanese work environment. I thought it would be a nice day to keep up my language skills as well.	I-10
00:03:42.1	00:03:49.3	And how did you first hear about the programme?	F
00:03:49.3	00:04:09.9	When I did my study abroad in Kyoto, I had a past student of the college I was studying at and at that time I think he was in his second year as an ALT on the programme. I think that was the first I had heard of it.	I-10
00:04:09.9	00:04:24.0	Ok and when you had heard of the role of the CIR, (Ummhmm) what did you ... like what did you hear about what they did, what did you know about what they did before the came on the programme?	F
00:04:24.0	00:05:13.4	Emmm. I actually didn't know a whole lot. (OK) *Laughs* to be quite honest. Maybe I wasn't very good at googling or something like that but when I tried to look up more information about it online I got a lot of this ESID where you had a lot of this... people talking about how they always did translation work and they never left their office or just em tourism or they were a glorified teacher or all sorts of things. So, I couldn't really nail down a proper idea of what the job was but I knew that translation could be a part of it so I made sure to make that a large part of my reason of rate job when I wrote the application.	I-10
00:05:13.4	00:05:37.3	OK. So, it would be fair to say that before you came on the programme you thought that you might be doing translation? (I hoped that I would be doing translation) And so you said before that about 80% is taken up with translation, about 10% interpreting and then 10% other stuff. And what kind of stuff are you generally take with translating?	F

00:05:42.7	00:07:12.3	Umm it really varies. Umm things that we always have are, so this is Iwate and was hit by the 2011 tsunami so we have a lot of destruction, so monthly newsletters about that or a big event that they had this year was the 2019 Sanriku Risk Reduction and Risk Reduction Project where they had symposiums and lots of activities. So, lots of translation work for that. But other than that correspondence for Ambassadors and embassies. Emm ... and God a variety of lots of other little things. I was translating some... like the Prefectures vision for living... I dunno (A vision for living) Yeah I don't know how I got into *laughs* (Yeah OK. We can keep going) Like a policy thing that the Governor was putting out and umm...(OK) so Like policy related stuff and (Uhhuh). And we also get like policy related stuff like there is a gourmet food festival happening and I have to translate the (huh) details for this.	I-10
00:07:31.3	00:07:34.7	And are you the only.....? You said "us" so are there other CIRs in your office?	F
00:07:34.7	00:08:23.3	Yes. So, I have got one American coworker from Guam and then I have... And we work together a lot on other translations. Emm and there are also other CIRs but he is Chinese so he does a lot of his own thing and we don't really have any crossover. And there is another lady in the office who was a CIR, did her five years and then got hired on permanently. So, she has been there a total of 10 years now including the CIR work. So, she is on... the <i>kokusai tantou</i> [the head of international affairs]and we are on the <i>kokusai koryu tantou</i> [the head of international relations] but we have a lot of work together. (Oh OK) Lots of PR stuff.	I-10
00:08:23.3	00:08:35.1	OK and do you know if there are any CIRs on the city level rather than the prefectural level I mean in the city?	F
00:08:35.1	00:08:45.5	So, any other CIRs in [your] city besides myself? (Yeah) Ehhh no, just us working at the <i>kencho</i> [prefectural offices].	I-10
00:08:45.5	00:08:50.0	OK grand. And on the interpreting side of stuff, what stuff are you usually tasked with interpreting for?	F
00:08:50.0	00:09:32.7	Emm usually <i>Chiji Hyoukei</i> [courtesy visit with the Governor], emm you know the visits to the Governor, greetings to the Governor or other people	I-10

		visiting like department directors, <i>bucho</i> [department head] ... emm maybe at some events. Emm there was a ... <i>Zenkoku</i> [National] Craft Fair thing recently and I was the English-speaking interpreter at that. No English-speaking guests came but I was there the whole day *laughs*	
00:09:32.7	00:10:03.5	Emm, grand OK. So, before you came on the programme then umm you got a notification of your placement. Was it a letter or email? (Email) It was a letter when I came because I am old it was a letter when I was doing it. (*laughs* Well a letter came later *laughs*) OK *laughs* And I guess it would have said just the prefecture. (Yes, just the prefectures name) And em, when you found that out what was your initial reaction?	F
00:10:03.5	00:10:55.9	Well, you know how they make you pick three places that you want to go to? (Uhhuh) Umm so I had chosen what was it. I think my number 1 was Nagano, my second was Kanagawa, my third was Kyoto. So, they put me nowhere near any of that so I thought that maybe they would put me in this kind of circle of places, but they put me up the top. And everybody tells you that like they are going ignore what you put done anyway. Don't worry about it. Just be prepared to get what you get. So when I opened the email and I saw Iwate honestly my first reaction was Hah... *laughs* (OK) I had to Google what it was. *Laughs* (Oh so you didn't know where it was?) Well like I knew the name because of the tsunami but I didn't know anything about it other than that it had suffered the tsunami and the earthquake. (So you know it was generally up there somewhere?) Yeah, yeah. Well, I knew it was somewhere on the coast *laughs* I didn't even know where it was on the coast. Yeah, also. So, when I got the email notification I didn't mind that at all. But when you finally meet all of the other CIRs that are going out that year and I met all of the other CIRs that were coming out with me, one of the other CIRs was going to Nara. (Oh OK, close to Kyoto) and she had actually put on her list of eh places she wanted to go more up in the the Tohoku area. (OK) so that was a little bit <i>mukatsuku</i> [annoying] (OK) *laughs* (OK)	I-10
00:11:50.8	00:11:51.0	What year are you in?	F

00:11:51.0	00:11:54.4	Second year now. (Second year, OK)	I-10
00:11:54.4	00:12:09.9	Grand, OK em. So, moving on then, emm. Is there anything that you think your contracting organisation would like you to be doing more or less of?	F
00:12:09.9	00:12:40.9	Emmmm. More or less of...Emmm like workwise? (Yeah. Well, if there is anything else that you wanna bring up that is totally fine) *laughs* I... I don't think so. They seem pretty set in what we do and what they do... (OK) Yeah.	I-10
00:12:40.9	00:12:49.8	And do you have any sort of likeuhhh. reviews in between like first and second year? Do you have any sit down with your supervisors?	F
00:12:49.8	00:14:34.1	So apparently, they did not do that until this year. So, I have had a <i>mendan</i> [meeting] in Like ... uhh God when was it? June or something... I think it was June (OK) Emm... they told me ehhe it would be 20 minutes but my <i>Kacho</i> [Division Head] sat and spoke with me for an hour so that was good. *laughs* (OK. And he speak to you about anything that he would like you to be doing more or less of or...) So, she asked me (Oh). So, she asked me. Emm..... it wasn't more from them from their side it wasn't like we want you to do more of this or more of that it was more like what do you think about the work, like honest opinions. One thing they did ask me to do more of was to speak more Japanese in the office. But because I have my American co-worker (Uhhuh) right in front of me (Uhhuh) and we are always working on mostly like the large part of our work is Japanese to English translation and so like we usually switch to English just to like get it done. Especially because of the volume but that was the only thing. Apparently, some people thought it was hard to talk to us because we were always speaking English but I mean like if anyone spoke to us in Japanese we would always speak to them for as long as they wanted in Japanese so... (OK. That's interesting)	I-10
00:14:34.1	00:14:43.5	Emmm so emmm if you had to put yourself in the position of CLAIR, do you think that there is anything that CLAIR would like you to be doing more or less of?	F
00:14:43.5	00:16:45.3	Emm, I have no idea what CLAIR wants *laughs*. CLAIR like, emm they say one thing and they do the	I-10

		<p>other or rather they do nothing to be quite honest. Emmm I'm I'm not sure. They have their idea of what a CIR is or what a CIR should be, but I don't think everybody is quite on the same page, whatever page they are on. (What do you think is their idea of what a CIR should be then?) Emm..... I'm not... I don't really know like they say that you know you are protected by your contracts, and everything should be this way but then they say but well you know you are a Japanese employee and you have to follow these things. And it's.... They can't really decide whether we are... em... like a... a contracted worker or like a <i>seishokuin</i> [employee on the payroll] ... is the kind of feeling I am getting.... (OK, OK. Umm) ...Ummm... Yeah I dunno. Also being the prefectural CIR myself and my co-worker are the prefectural advisors as well so when it comes to that especially you know you ask CLAIR, and they say like oh well there is nothing that we can do. If we have a problem. (OK so if you have a problem with ...with) with our organisation or like another one even if it is contract related they will say like oh well that is between you and your contracting organisation. (Oh, OK so contracting issues) Yeah yeah.</p>	
00:16:45.3	00:17:00.8	<p>OK so moving on. Would you say you feel well integrated into your workplace professionally, so we are talking about in terms of work responsibilities and work roles, do you think you are integrated well into the office?</p>	F
00:17:00.8	00:17:08.0	<p>I guess so. I don't really understand how I could be not integrated. (OK)</p>	I-10
00:17:08.0	00:17:19.1	<p>And would you say you feel well integrated personally?</p>	F
00:17:19.1	00:19:38.8	<p>I give that a <i>ma ma</i> [so-so]. *Laughs* (OK. Do you think that... why would you say that, that you are somewhere in between on the issue?) Maybe.... I dunno. It's it's very weird in the office. If you don't speak to anybody they won't speak to you really. (Mmmhmmm) And if they do speak to you it's because they want something but then they will come to you and say, You don't talk enough in the office. And it is just very confusing.... I dunno (And do yes your workplace do like gatherings or social....) Yeah, yeah yeah. They have (parties) a few enkais... and for that I am actually very thankful to them</p>	I-10

		<p>because I actually am a coeliac, I can't have gluten. (Oh OK) or else it will cause a lot of problems for me. Emmm. But for these enkai they have put in a lot of work to find places that can also um.....(cater) cater to my needs. Yeah so, I am very thankful to them for that. That does make me feel included at like enkais ... kind of thing. But then I am also thinking like because I feel like you can't say no to one. (Pressure to go) Like not explicitly stated pressure to go (Sure sure) but you don't want to be the only one not going to the office party. (OK) Because generally they all go pretty much every time so... em...yeah. (OK)</p>	
00:19:38.8	00:20:18.3	<p>So, you said that for your degree you studied French as well. Have you ever been asked to translate into French or from French (Never) Never (Not once) OK. And would you be open to that? (Nope) OK. And... You said that it is mostly Japanese to English is there anything that goes the other way? (Yeah every once in a while, we have something that goes the other way but not too often, I guess) OK.</p>	F
00:20:18.3	00:20:33.0	<p>Grand so when you get a request for a translation in your office is there a request form? (Yes) OK. And emmm when you... who gets the request form? Is it you or?</p>	F
00:20:33.0	00:23:11.3	<p>Supervisors... If they mistakenly send it to us first, we have to send it to the supervisor. (So, you have been told that) Yes. There were problems where one or both of us did a translation before getting the form or without any form at all and they did not like that (OK grand. And is the request sent around the island?) Emmm as far as I know... the... well I don't see it. (OK so your supervisor gets the request and what happens, they come talk to you?) Yeah, they come talk to us and they ask us both who has the time to do it or the time that they want this done can you do it? (Uhhuh) And we have to have a little mini <i>uchiawase</i> [meeting] about that until eventually a yes or not is hammered out. (And then eventually whichever one of you completes the request and then is it checked? I mean sorry...) So, they ask us to try and check each other's work but sometimes ...so...it didn't happen before the <i>jinjidou</i> [transfer of personal between departments]so the Human Resources reshuffle (uhhuh) this April, emm</p>	I-10

		it didn't happen before that but my <i>kacho</i> [Division Head] now, she seems to have a handle on English so she has started reading our translations. And every now and then she will come up and say, this is better and why did you say that? But most of the time it is not like uhh, we will write a translation she writes something different and hands it off. Usually, she will come to us and usually it stays the same. (OK) Sometimes we will go with her change. But that has happened only twice.	
00:22:50.9	00:23:11.3	So there has never been a situation whereby someone in your office might have intervened in your work as regards translations... (Umm not really.) No OK. Or any case where you have seen something that is published differently to what you have submitted.	F
00:23:11.3	00:23:11.4	So, when we do Japanese to English it is usually left as it is, for the most part, I think. Emm...But for our English to Japanese translations, one or two of them will have a read of that and give there edits. And then usually they will explain them to us and then we will send it out. (Grand)	I-10
00:23:35.5	00:23:44.5	Would you say that you have the ability to enact change in your role as a CIR as regards your work responsibilities or something in your work environment that you would like to be changed?	F
00:23:44.5	00:27:46.1	To a very limited extent (OK). I guess main example being during the Christmas Period they have the male white CIR... that I had a look through the previous files they have always had a male white CIR for the past few year (OK) or since the programme started and they started taking people.(OK) They have us doing Santa stuff. (OK)So I would this yeah... I have already been to two different <i>hoikuen</i> [nursery school] and on Monday Tuesday and Wednesday, that's Christmas Eve and Christmas Day I have to go to another two, or three rather. Last year it was eight also Christmas Eve and Christmas Day. And it was very kind of jarring honestly last year when this was brought up to me because there was no mention of it until about a week, the last week of November and then they said so we have got all of these appointments made up for you and you are going to all of these <i>hoikuen</i> [nursery school] and last week I had just come off of a...an interpreting job for	I-10

		<p>the Ports and Harbours Division and it was just kind of very strange to go from doing like, you know, Governor correspondence and like these kind of important interpreting jobs to hoping all over to different <i>hoikuen</i> [nursery school] all over Morioka City. And then coming into the office and continuing at work and trying to meet deadlines as well as doing this.....job *Laughs* Emm and I don't mean to sounds em.... Above it all or something like that but it felt like it was getting in the way of the work I was supposed to be doing, fiddling with my deadlines and me trying to meet them. Because some of these places were very far away. It could take like 2, maybe 3 hours for me to get back to the office. I mean like to say like I wouldn't get back to the office for maybe like 4 hours. So, I had a <i>mendan</i> [meeting] this year and I brought this up. And my kacho agreed with me and said that she didn't really understand why it was a thing and why CIRs had to do it. Because we had both seen on Facebook Japanese people hiring anybody to be a Santa. So why does it have to be us (Uhhuh). She told me that it is a thing that the <i>kencho</i> [Division Head] has offered for years and years and years so I can't really write a report and nix it straight away but we will at least cut it in half, so you won't have to go to more than 2, maybe 3. I promise I will make an improvement; you know. But emm I think I might have done a too good a job last year, so we had triple the amount of calls asking for me. So instead of doing two or three of them they kept it at five and said I was too busy for the rest of them so...Em I am thankful for that at least.</p>	
00:27:46.1	00:28:15.1	Anything else that you would like changed (that I would like changed) or could be improved about the workplace conditions?	F
00:28:15.1	00:30:54.3	They used to let us... So, they can ask us to work outside of the regular hours right? (Uhhuh) And we used to get time off in lieu in place of pay (Uhhuh) and for the first few months there was kind of no kind of cap in who much they could make us work on weekends or in the evenings or no real kind of limit on how much time in lieu we received or how we could use it. But then uhhh the year I started was also the year a new JET coordinator started in Iwate as well. So, he as really looking at the fine print of all of the contracts and everything. So we were able to	I-10

		<p>uhh apparently the CIR sort of...since the thing began could say I am going to take off...I'm gonna.. I worked two hours this weekend and three hours earlier this morning so uhh I am going add them together I am going to do two hours from this one and two hours from this three-hour block and I'm going to take off the afternoon or something like that. And you could just write it down on the thing and it was fine. And it didn't seem to be a problem for anyone. And he had a read through the contracts. Actually, I don't know what he was reading, the rules for how the <i>seishokuin</i> [payroll employees] do it. And it didn't specifically say how we are supposed to do it so they started applying all of the <i>seishokuin</i> [payroll employees] rules to us and saying you can't use these together and saying things like, it's a seven hour workday but these two things add up to eight hours so if you want to take off this day you need to take off this four hour half and take the rest in annual leave. (OK) And we fought with them about that for like 3 months until eventually they said, No. This is just how it is. (OK. So) So that would be a thing that I would like to go back to how it was in the beginning because now it's very annoying. (OK but you did try to get that change but...) We were just given a hard no at the time. (OK, OK) Even though I don't think that there are rules that are explicitly stated we had to follow their rules.</p>	
00:30:54.3	00:31:31.3	<p>Yeah, OK so, just something that you had put down on the preliminary information form that I handed out before we started, you said that would like, that you would have liked that there had been a code in place explicitly dealing with translation and interpreting, like how to translate (Like a style guide) OK. So, you mean like a style guide? (But there is none) There is none. (No. They just said write it in American English.) So, it's American English that is preferred.</p>	F
00:31:31.3	00:31:31.4	<p>That's all of the information that we were given so sometimes em myself and my co-workers have, of course, myself coming from an Irish English background, we have differences in grammar and differences in punctuation. Emm so if it's like a large project and maybe we have divided it between us. When it comes time to put those halves together, there is a lot of editing that needs to be done by one</p>	I-10

		<p>or the other person (OK). And I have tried to "American-up" my English to lessen this but emm there are stills things that come away. And it just takes time, it's a waste of time. Emmm, so if they had like a trick style guide that like we could both follow, I think it would save us a lot of time. Emm, and there is also like I mentioned before there is these newsletters that we were translating for the reconstruction efforts. (Uhhuh) Emm the lady that is now ten years in the office, like the previous CIR, (Uhhuh) she runs the PIR, or not the PIR, the PR kind of things so we translate stuff and send it to her for her to post it wherever she puts it up and she comes back to us and saying like actually, Oh I want it in this font and I want it in this size and I want it like this way and this way and this way and that way. But it's all like her <i>Konomi</i> [preference], uhh like her preferences. So again, like if there was just one thing that we could all follow (Uhhuh)</p>	
00:33:20.8	00:33:40.2	<p>OK so like moving on then to thinking about like the future and future plans (Umhm) Do have any idea of what field you might like to go into in the future?</p>	F
00:33:40.2	00:34:28.6	<p>Umm I'm still trying to figure that out but ummm I have already handed in my umm non-reconstructing... resignation, I guess. (Yeah, your wish to not recontract) Yeah my wish to not reconstruct. Yeah, yeah yeah yeah. Because I know that I don't want to work in a Japanese office (OK). I feel like the atmosphere is too strict (OK). I... I dunno. I ... I feel I need a more international environment *laughs* maybe. It's not that... you know... it's not bad but it can just feel a bit tight... like the air can be a bit tight sometimes. I dunno if that's maybe just myself but. that and all the bureaucracy is kind of annoying. (Uhhuh) Things don't happen when you need them to, lets or report writing. You know you will write something up, stamp it and pass it around and then a week later it is given back to you, and you have to rewrite it and stamp it and send it around and it's just slow. But yeah, so I did work...or for whatever work I do after this I would like it to be either a foreign company in Japan or a foreign company in a foreign country. I dunno but emm some kind of multi-national anyway. But I think I would like to continue translating. It's the only part of the job that doesn't feel like work to</p>	I-10

		me. (OK) But things like interpreting, school visits, <i>bunka shokai</i> [cultural seminar], this kind of stuff like its fine. It's fine but that it. It's fine. I'd rather not do it.	
00:35:50.1	00:36:03.7	So, you would say that your experience as a CIR would have effected... your choice of what to do next?	F
00:36:03.7	00:36:15.7	Well, I had originally intended to only do two years from the get go. Sorry, what was the question again?	I-10
00:36:15.7	00:36:18.4	Would you say that your experience as a CIR has informed what you would like to do going forward?	F
00:36:18.4	00:36:53.8	Emm, a little bit. Emm..... Maybe not so much my experience as a CIR but just my experience living and working here in general. (And you said that the translation part of what you do doesn't feel like work and you said that the <i>bunka shokai</i> [cultural seminar] and school visits does.) And interpreting. (Yeah, and interpreting)	I-10
00:36:53.8	00:37:02.7	I wanted to ask you about what you see as the differences there and what you like about one and don't like about the other.	F
00:37:02.7	00:39:59.2	Emmm translation, you can take your time. You can look at the thing and really understand it and really do your level best to perfect it. But interpreting you know it's it's <i>tekito ni</i> [kind of sloppy]. You do it as best as you can in the moment and that it just a personal hate of mine, I don't like it. (OK) I prefer taking my time (Uhhuh). I.... I ... Its its I dunno its very very stressful (Yeah) I think that I am especially sort of.... Uhhh almost at a handicap for this sort of things. Because of uhh so I am a coeliac and this is probably the biggest thing for me wanting to not continue reconstructing or for me to not recontract. So, after I consume a bit of gluten (Uhhuh) I have an auto-immune reaction (Uhhuh). It stops me from absorbing nutrients that I need from everything that I consume. So, I might look fine but I am actually malnourished. (Uhhuh) So I can't concentrate as well, I can't remember things and I'm awfully awfully fatigued (OK) which heavily heavily impacts my work. And since I have come here the longest time that I have not... wait that I have been kind of free of gluten is three weeks, in one and a half years. So, when I have to do things like translation, that is a	I-10

		god send because you can take your time. I have somehow managed to make all of my deadlines but not for the want of passing out at my desk and I have had to explain it to my co-workers that I literally cannot help it. (OK) If I stop moving, I will pass out but I have managed to get work done. But when I have to do these interpreting [assignments] and you are in the middle of taking notes and suddenly my brain is shut off for the past five second and I have missed the whole point of the conversation it is very stressful and not ideal. And I would rather I didn't have to do it at all.	
00:39:59.2	00:40:51.2	OK grand. Now I am going to move on to all of these pieces of paper in front of you. So first I am going to present you with seven statements, and I just want to ask whether you would strongly disagree, somewhat disagree, somewhat agree or strongly agree with those statements. So, I will read the statements for the recording and then given the to you and you can place the piece of paper under one of the different options and then you can talk through why you picked what you picked. Ok? So CIRs when interpreting should always speak in the first person as if they are playing the part of both speakers in a conversation.	F
00:40:51.2	00:43:22.6	Is there a middle option? (No, there is no middle option) *laughs* I guess I will somewhat disagree. (OK why would you say that?) Because well I guess in my experience I usually find myself saying eh.... like Mr. Tanaka would like you to know that lalalalal or I will say like a "We" not, em, not I or this kind of thing. We say say dududududu. (OK) Maybe that's just a personal thing because I am not them so I shouldn't say I. (Oh OK) Is what I have been doing but em I have seen other people translating emm speak in the first person for both parties. Emm... So, I'm not sure which is right so I suppose I will just go more towards my own preference. (Uhhuh. Well, these questions are about your own preference. I mean that can be informed by your experience up until now... Umm have you done any.... Uhh, Have you done the T and I course, the CIR T and I course? The CLAIR ones) I did one that involved both CIRs and ALTs (Oh yeah sorry. Both can go) That was not last week but the week before. The one in Shiga ken. (OK) Yeah the people there.... uhh... I think the	I-10

		people in my group we didn't... I think people either chose a "we" or spoke without giving personal pronouns at all. (But basically any... With these options go with what you think is right personally.)	
00:43:22.6	00:43:49.4	So, let's move on to the next one. CIRs when translating should never alter or amend the source text in any way... in the translation I mean. So, alter the content of the source text in the translation. (Oh, alter the source text) Oh no, so what I am saying is alter the content of the source text in the translation. (Ohhh)	F
00:43:49.4	00:46:07.6	Oh, so like literal translation versus <i>iyaku</i> [translation of the meaning of a text as opposed to a literal translation]. (Umm yeah that could be part of it yeah) Ok so then I would strongly disagree. *Laughs* (Ok strongly disagree, tell me why) I think that first... at first it heavily depends on the text itself, especially when there are things like maybe objects of humour emm that just don't translate at all (Uhhuh) but if they are knocking on the desk and saying put it in there it's in the source text. But it makes no sense, and it will definitely take away from everything else (Uhhuh) I think it is just better to omit or umm put in something that gets the message across. (Ummhmm Have you had people tapping on your desk and saying put that in..... Because it is in the source text) Yeah, so the odd time I have had my supervisor that doesn't speak English emm or maybe he has his high school English going for him. But em...sometimes he would have a look through my translations in the early stages and uhh he'd say emm, this sentence or this word em I don't see it in the Japanese. (Uhhh) And I would have to have a conversation with him about why that shouldn't go in there. Which is totally fine but eh, sometimes emm like I don't..... I try my best to be very very very reasonable so sometimes he would have been just a little bit unreasonable. Emm and no matter how much I explained it he would still say, ah but it's in the source so I think it should go in and I would have to bring in my co-worker to agree with me and then we would move on. But on days when my co-worker wasn't there, he just wouldn't take my opinion on what it was.	I-10

00:46:07.6	00:46:49.2	OK. Emm so then you'd put it in? (No I'd make him wait until my co-worker came in *Laughs* OK grand. Let's move on to the next one. So CIRs translations should read like natural texts would in the target language. (Yes) So you went for strongly agree (Why is that?)	F
00:46:49.2	00:47:14.4	Well... ummm. It felt like the obvious choice to me. *laughs* I think that that is the goal for any translator. (Grand, let's move on)	I-10
00:47:14.4	00:47:38.2	Number four. CIRs are cultural ambassadors and may amend language to suit a cultural context. So, we are talking about the culture that would be reading the text that you would produce.	F
00:47:38.2	00:49:15.6	So if I were to translate (Do you ever think there has been a time in any of your translations where you have done something like this?) I think so. (OK) Like.....Sometimes for maybe event information the Japanese text has very Japanese expressions of like ... like kind of like come along or like come visit (Uhhuh) but in a much more Japanese way so like..... <i>Oide</i> [come here] or like <i>ikimassen ka?</i> [Do you want to go to....?] You know all of that kind of like... these kinds of <i>masen ka?</i> sentences. (Uhhuh) They don't always come across the same in the English so I suppose I would translate them Yeah (OK so strongly agree....) And the reason for that is... I think that ummm... I mean as far as... The way I understand this is if you have a target audience you should translate it in a way that the target audience will best understand it. (OK)	I-10
00:49:26.8	00:49:39.1	OK. Next one. Emm OK so the most important role for CIRs when interpreting is to ensure that the aim of the contracting organisation is achieved.	F
00:49:39.1	00:50:17.9	Ohh... the aim of the contracting organisation is..... (So that could mean anything... Oh OK so strongly disagree) *Laughs* I think the aim for the interpreter is to get exactly what the contracting organisation said across. Em I personally don't care about their aim. I care about what is being said so I will just do my best to interpret that because that is what I am there to do. And if they want to lay any blame on me well that is not my job, interpreting is my job. (OK)	I-10

00:50:17.9	00:50:28.6	Umm next one. CIRs should feel free to use their powers of interpreting to advocate for causes that they believe in.	F
00:50:28.6	00:51:39.3	Emm..... So... this is something that has confused me before. Because it came us once or twice in college, these ethical questions but then and now as well, maybe it is just the kind of work that I am in but I don't see any kind of opportunity for this sort of thing. I guess ideally you should be able to advocate for what you believe in (Uhhuh) or maybe I will say that I somewhat agree. (OK) No I strongly agree but I just don't see opportunity to do that. I don't really see how you can. (Grand, let's move on)	I-10
00:51:39.3	00:51:56.1	As a product of the contracting organisation supervisors or superiors should have the last word on translations.	F
00:51:56.1	00:52:39.3	I guess I somewhat agree (somewhat agree?) Yeah. It is in the end the contracting organisations product and they are in the end going to use it for their aims so I will do my best to translate the source text as is but if they are going to rewrite history then that is their prerogative. *laughs*	I-10
00:52:39.3	00:52:39.4	Ok so in the example that you gave previously of the guy, your supervisor I should say...the guy... *Laughs* Your supervisor telling you to insert a word that wasn't in the Japanese into the English.	F
00:52:49.2	00:53:37.6	Am I after contradicting myself? *laughs* I see.... I see.... Emm *laughs* Well... SO in... OK so what I am trying to say is.... I will do my best to translate it for what it means, for what I understand the text to mean. And unless they can convince me otherwise, that's that's what I will say, my translation. (Uhhuh)But at the end of the day if they still disagree and they change it to whatever they want.... That's what they did, if it's wrong it's their fault.	I-10
00:53:37.6	00:54:40.0	OK. Grand, OK. (Yeah) Ummm. So can we just go back to the last one actually that is about feeling empowered to use the practice of translation to advocate for causes that they believe in. So, you said that there is not a lot of opportunity or any opportunity, you don't see opportunity in your position to do this. (I... yeah...) but CIRs, that you would strongly agree with the statement. (I think if you had the opportunity to advocate for something	F

		that you believe in through the practice of interpreting, that by all means you should feel empowered to do so. I also just don't understand how through interpreting you can advocate for something because you are speaking someone else's words)	
00:54:40.0	00:55:01.6	OK so let's move on to the next, Let's move on to the next one. So, what we have are some scenarios they are kind of longer form. (OK) And emmm I 'll read through them here for the recording and I will give them to you, and you can read them to yourself. We will take them one by one (OK) They are just scenarios and then I will ask you how you would proceed. So, this is the first one. Ok so you are asked to translate an academic paper for circulation at an upcoming international academic conference to be held in your city and attended by scholars from all over Asia. The paper makes claims about Japanese historical events with which you personally disagree and believe to be factually dubious based on your understanding of history. How do you proceed?	F
00:55:16.8	00:56:04.4	Ehhh. Well, have a read through the text top to bottom, make a note of all of the discrepancies, has it out with my supervisor and see if they want me to go forward with these dubious facts in the translation or not. And I guess depending on how outrageous they are, I may or may not translate it.	I-10
00:56:04.4	00:56:17.5	And by how outrageous they are you may or may not translate it. What do you mean by may not translate it? Would you refuse the request, or would you do something else?	F
00:56:17.5	00:56:37.6	Emmm... Well if they are saying like the invasion of Korea never happened I am not going to translate that. *laughs* You know? (OK) So I would just refuse. (OK... What....OK)	I-10
00:56:37.6	00:56:52.4	Umm Would your superiors be happy with that decision?	F
00:56:52.4	00:57:11.8	I think probably not. But I think em... I think I value not spreading misinformation more than my job (OK).	I-10
00:57:11.8	00:57:11.9	And would you be confident of your decision?	F
00:57:11.8	00:57:36.9	Yeah. (You'd be confident with your decision?) Yeah (Grand) I mean if they try and fire me for spreading	I-10

		that then that's how it goes (That's how it goes, OK) *Laughs* What can you do?	
00:57:36.9	00:58:02.4	OK so you said that if it was making a historical claim that you would disagree with, you would value the spreading... not spreading misinformation more than you would value your job. (Yeah, I think so)	F
00:58:02.4	00:58:38.7	Ok let's move on to scenario two. Oh, so before I ask this actually. You are not really involved as a prefectural level CIR with <i>madoguchi tsuyaku</i> [interactions with citizens at public facing counters] right? So as regards like someone coming in from the locality and asking for information about foreign registration or whatever? (No, never) Never. I will ask you about it anyways and you can imagine you are in the situation (*laughs*) OK so you are tasked with interpreting the conversations between your colleagues and non-Japanese speaking residents who come to your office in order to get information about different prefectural services. A non-Japanese speaker is enquiring about the process of obtaining a divorce from their spouse. Your colleague leaves the conversation momentarily in order to obtain more information about the request of the local resident. While they are gone the non-Japanese speaker begins to ask you further questions about obtaining a My Number Card or renewing their visa for example, (OK) so this is information that you know, that you know. Let's say you have been through the process of obtaining a My Number Card or renewing your visa. (OK) So how would you proceed?	F
00:59:18.7	01:00:14.3	Emmm. Well I.... I guess if I am very confident that I know (Ummhmm) I suppose I would tell them how to get a My Number and how to renew their visa but I would also tell them that this information changes very frequently so they should probably go to this webpage and this thing to get the most up to date information (OK) because you have to cover your tracks. (OK, grand) And then when my supervisor came back, I would tell them what we were talking about. (Uhhuh) Yeah (Ok Grand let's move on to the next one)	I-10
01:00:14.3	01:00:14.4	OK grand, uhh this is for you *laughs* You and your immediate co-workers have been heavily involved in the planning of an event to bring a delegation from overseas to your locality in order to sign a	F

		Memorandum of Understanding for a future Olympic Training Camp. You are interpreting between the Governor of your Prefecture and the equivalent lead of the delegation from abroad. They are having lunch before signing the Memorandum of Understanding. A member of the visiting delegation is, unbeknownst to themselves, saying things that you perceive to be rude and insulting whilst speaking to the Japanese staff. You are charged with interpreting this. How would you proceed?	
01:00:49.9	01:01:30.8	You interpret it (OK. Why so?) Well..... Its umm I dunno... It's not my place to change what they say. Like the question before it's not my job to follow the Contracting Organisation's goal for the meeting, I am just there to interpret so whatever is said I am going to let it be known to the best of my ability.	I-10
01:01:30.8	01:01:42.1	OK. And you would do the same thing if the roles were reversed and someone from the Japanese side was saying something potentially insulting to the visiting delegation?	F
01:01:42.1	01:01:46.1	Yes.	I-10
01:01:46.1	01:01:46.5	And would your superiors be happy with that decision?	F
01:01:46.5	01:01:53.1	I guess it depends on whether the other side gets insulted or not. *laughs* Or if they wanted them to be insulted, I'm not sure.	I-10
01:01:53.1	01:02:09.4	Ok so sorry, we are talking about as the thing is written. So (Oh so they do not realise that they are being insulting....) Yeah, from the visiting delegation is saying something that you perceive to being rude to the Japanese delegation. Would you... of the Japanese delegation in this case it is the Governor... would your superiors be happy with that decision...	F
01:02:09.4	01:02:13.1	Well... Yeah... I'm...I'm here for <i>koryu</i> [exchange] so they gotta learn, either side has to to learn somehow what they are saying, how it might affect the other party. So, I would translate it as it is and that would be my reasoning when I speak to my superiors. Em.... (OK) This is what you said and they took umbridge but it is what you said so I translated it. (OK)	I-10
01:02:37.3	01:02:52.1	And you are happy with your decision? (Yes) Grand. Let's move on to the last one. Yeah OK. So, you are your city's main contact point with your sister state	F

		abroad. You're supposed to translate each correspondence from your counterpart...eh counterpart abroad and hand the translation to your Section Chief. Your division is supposed to be holding a reception for a visiting delegation from the sister prefecture or state in two months. In their last correspondence to you, you have been told that the plans may fall through but were requested not to pass this decision on to your supervisors as no ultimate decision has been made. How would you proceed?	
01:03:22.6	01:03:36.0	Why did they email me? (So, they emailed you....) *laughs* I mean I understand why they e-mailed me but if it is something that may or may not happen then why e-mail me about it at all? God that is a situation you don't want to be in... Ehhh... ultimately, I am employed by my employer (uhuh) so I would have to let them know the content of the e-mail.	I-10
01:03:36.0	01:03:47.1	And what do you think your supervisors would want you to do in that situation?	F
01:04:24.0	01:04:27.8	I think they would want to know everything, because as it stands, they want to know everything. (OK)	I-10
01:04:31.0	01:04:39.7	And are you happy with your decision?	F
01:04:39.7	01:04:39.8	I guess so, yeah.	I-10
01:04:39.7	01:04:52.8	Ok and just to finish up I just have one or two more questions. Would you say that CIRs are professional translators or interpreters?	F
01:04:52.8	01:05:18.7	I mean we are professional in that we get paid (Uhuh) I think they like to think we are, but it is really kind of <i>hito ni yotte</i> [depends on the person].	I-10
01:05:18.7	01:05:18.8	Would you consider yourself to be a professional translator or interpreter?	F
01:05:18.7	01:05:53.7	I would consider myself to be a professional translator, I would like to think so after being here to years *laughs*. In the beginning ehh absolutely not, still had the training wheels on, I think. But now I am quite comfortable so I think I could go into more translating work after this and be a bit a little more confident in my ability. But straight out of college you know nobody is a professional, I think.	I-10

01:05:53.7	01:06:12.2	OK. So, what differentiates a professional from a non-professional in terms of translating and interpreting.	F
01:06:12.2	01:06:12.8	Ehhh experience. (Experience) yeah, I think so.	I-10
01:06:12.8	01:06:32.6	So, you yourself did translation studies as part of your degree in college (Yes). Em do you think that is important in differentiating a professional from a non-professional?	F
01:06:32.6	01:06:54.1	Em I think whether or not it is someone's college degree, if they have a strong enough grasp of the language, and they've been doing it long enough then they are just as professional as somebody with a degree.	I-10
01:06:54.1	01:07:13.1	OK that's grand, so last question then. Do you think that there is a diplomatic role to what you do as a CIR? (Ehhh) Diplomatic as in terms of like foreign service diplomacy that sort of thing...	F
01:07:13.1	01:09:16.5	Like in the sense of me being like a cultural ambassador representative of Ireland sort of thing..... (Yeah) I guess so. Like in the sense of my being here in M. Not only am I the only Irish person here that I know of, but emm I am one of the very very very very few foreigners that live here so I don't wanna make a bad reputation for foreigners so I guess part of the job even in your off time is kind of..... I guess... being your best self I suppose. Yeah, I dunno. Part of the job as well.... Is ... you know it is not..... in the newspaper if something ever happened to..... That would be a mark on your reputation. It's not a mark on your reputation it's a mark on your employer. That seems to be the thing people do here I have been told that if something happens in the <i>kencho</i> [prefectural offices], whether it is us or another <i>seishokuin</i> [payroll employee] (uhhuh) it's not going to say emm like Mr. Takahashi or Mr. B. was drunk and disorderly last night and blah blah blah blah. It is going to say this employee of I. <i>Kencho</i> [prefectural offices] was blah blah blah blah blah. So... I guess as the Irish sense, this Irish person, this foreigner and also this worker at the <i>kencho</i> [prefectural offices] you kind of have to be careful about what you do. Is that the question?	D
01:09:16.5	01:09:16.6	Yeah, thank you!	