March 2002
Volume XXXI
Number 3

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The ATA Chronicle enthusiastically encourages members to submit articles of interest to the fields of translation and interpretation.

1. Articles (see length specifications below) are due the first of the month, two months prior to the month of publication (i.e., June 1 for August issue).
2. Articles should not exceed 3,500 words. Articles containing words or phrases in non-European writing systems (e.g., Japanese, Arabic) should be submitted by mail and fax.
3. Include your fax, phone, e-mail, and mailing address on the first page.
4. Include a brief abstract (two sentences maximum) emphasizing the most salient points of your article. The abstract will be included in the table of contents.
5. Include a brief biography (three sentences maximum) along with a picture (color or B/W). Please be sure to specify if you would like your photo returned. Do not send irreplaceable photos.
6. In addition to a hard copy version of the article, please submit an electronic version either on disk or via e-mail (Jeff@atanet.org).
7. Texts should be formatted for Word or Wordperfect 8.0.
8. All articles are subject to editing for grammar, style, punctuation, and space limitations.
9. A proof will be sent to you for review prior to publication.

Standard Length
Letters to the editor: 350 words; Opinion/Editorial: 300-600 words; Feature Articles: 750-3,500 words; Column: 400-1,000 words

An Easy Reference To ATA Member Benefits

Your ATA membership has never been more valuable. Take advantage of the discounted programs and services available to you as an ATA member. Be sure to tell these companies you are an ATA member and refer to any codes provided below.

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…And, of course, as an ATA member you receive discounts on the Annual Conference registration fees and ATA publications, and you are eligible to join ATA Divisions, participate in the online Translation Services Directory, and much more. For more information, contact ATA (703) 683-6100; fax (703) 683-6122; and e-mail: ata@atanet.org.
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The call is toll-free and user-friendly...simply follow the voice prompts and have the ATA documents you need faxed to you.

Here’s the current list of documents that are available and their document numbers:

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Courtney Searslis-Ridge is secretary of the ATA Board of Directors, and the chair of the Mentoring Task Force Committee. As a freelance translator in the early 1970s, she translated numerous books from German to English and specialized in pharmaceutical patent translation. She is currently the director of German Language Services Seattle (est. 1979) and an instructor and academic director of translation for the Translation and Interpretation Institute at Bellevue Community College. Contact: Courtney@germanlanguageservices.com.

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From the President  
Thomas L. West III
president@atanet.org

Committee Chairs

I am pleased to announce that the following people have agreed to serve as committee chairs during my term in office. ATA is fortunate to have these outstanding individuals with subject-matter expertise and commitment to ATA serve in these key leadership positions.

Accreditation Committee. Lilian Novas Van Vranken returns as chair of the Accreditation Committee. Lili, one of the most talented translators in the business, is committed to implementing the dramatic changes currently in the works for the accreditation program. She is ably assisted by Deputy Chair Celia Bohannon. Last year I had the chance to experience first-hand Celia’s leadership and creativity at a grader workshop she organized. Celia has an uncanny knack for coming up with exercises that work across language pairs and will strengthen uniformity in the grading of our exam.

Active Membership Review Committee. Lee Wright, who has been an ATA member for more than 25 years and has also served the association as a member of the ATA Board of Directors, is moving from the Accreditation Committee to become the chair of the Active Membership Review Committee. Lee will bring a wealth of experience and a solid commitment to our profession to his new committee assignment.

Chapters Committee. Newly-elected ATA Director Rob Croese steps in as chair of the Chapters Committee. Rob is active in the Carolina Association of Translators and Interpreters and helped organize the tennis tournament at our conference in Hilton Head. His enthusiasm will make a significant contribution to this important committee.

Dictionary Review Committee. Following on the heels of long-time Dictionary Review Committee Chair Al Bork, Boris Silversteyn is off and running, as you can see from the excellent dictionary reviews published in the past three issues of the Chronicle.

Divisions Committee. German Language Division Administrator Dorothee Racette now oversees the efforts of ATA’s 12 bustling divisions as chair of the Divisions Committee. Among other activities, she has already been busy working to enhance the communications among division administrators.

Education and Training Committee. Gertrud Champe, a former ATA director, has agreed to stay on as chair of the Education and Training Committee. Under Gertrud’s strong leadership, this committee will soon be publishing a book through ATA on

Announcing

ATA Medical Translation and Interpreting Seminar
Radisson Hotel and Suites Chicago
Chicago, Illinois • May 18, 2002

This seminar features an in-depth look at medical translation and interpreting. More information on the program will be e-mailed to all members and posted on the ATA website. All presentations will be in English.

Plus, an ATA accreditation exam sitting is scheduled for Sunday morning, May 19, in the hotel. (A separate registration is required for the exam. Please contact ATA Headquarters for more information.)

Fee: $145 ATA members; $230 nonmembers
After May 10: $225 members; $320 nonmembers

Space is limited. To register, contact ATA Headquarters at 703-683-6100 or visit the ATA website—www.atanet.org—On the home page, click on the Medical Seminar link under What’s New.

A few rooms have been reserved at $169 a night, plus tax. To reserve a hotel room, contact the Radisson at 312-787-2900. Be sure to mention that you are attending the ATA seminar.

An ATA Professional Development Seminar

Continued on p.45
n ATA's ongoing efforts to promote professional development opportunities, I am pleased to report that we will be offering the ATA Medical Translation and Interpreting Seminar, May 18 in Chicago, Illinois.

Past feedback has told us that ATA members want more professional development opportunities than just the Annual Conference. ATA divisions have stepped forward by offering their specialized conferences outside ATA's annual event, such as the Portuguese Language Division's Spring Meeting, which has been held for the last few years (see www.ata-divisions.org/PLD/index.htm for details on this year's meeting in Sante Fe, New Mexico, April 26-27), as well as the recently completed Spanish Language Division Conference and Cruise (which was the division's first meeting, but surely not its last based on the glowing evaluations).

To satisfy our members' needs for continuing education, ATA's Professional Development Committee, chaired by ATA Director Marian S. Greenfield, has worked with the ATA Board, staff, and several members to develop other seminars. These seminars will not be as extensive as the three-day ATA Financial Translation Conference held last May in New York. However, these one-day seminars will still feature subject-matter experts sure to be of interest to experienced translators and interpreters.

While details are still being worked out, the ATA Medical Translation and Interpreting Seminar will feature an in-depth look at some of the pressing issues in medical translation and interpreting, including a special session on just medical interpreting.

In doing the market research for this seminar, we surveyed the 2,000-plus translators and interpreters who indicated in their Translation Services Directory profiles that they work within a medical field. The message was loud and clear that an ATA-sponsored seminar would be welcomed because of the limited information offered outside the ATA Annual Conference. Survey respondents also overwhelmed us with ideas for seminars. For more information on the ATA Medical Translation and Interpreting Seminar, please see page 7. Seminar information and registration forms will also be posted on the ATA website and e-mailed to ATA members.

As for other seminars, we are currently planning one for court interpreting and another for business practices and marketing for independent contractors. We will keep you posted as the seminars take shape. In addition, as ATA President Thomas L. Walter, CAE

From the Executive Director Walter Bacak, CAE

ATA Professional Development Seminars

Mid-America Chapter of ATA Translators and Interpreters Conference
Columbia, Missouri • Dorsey Hall, Columbia College • April 5-7, 2002

Focus: Spanish court interpreting and legal translation, including Japanese, German, and Arabic sessions. Who should attend? Translators, interpreters, language professionals, students of foreign language and international trade, social services personnel, and law enforcement personnel.

Joint Session on Judicial Process: Judicial Process: Introduction to the U.S. Criminal Justice System
For Interpreters: Orientation to Court Interpreting; Ethics of Court Interpreting; Medical Examination and Glossary; Crime Scene Investigation & Forensic Analysis; Mock Trial; Terminology Building; Simultaneous Interpreting; Consecutive Interpreting
For Translators: Arabic Today; Introduction to Patents; Internet Links; Documents and Jurat; Globalization, International Trade & Incoterms; Mock Deposition

Co-sponsored by: Mid-America Chapter of ATA, National Association of Judiciary Interpreters and Translators, and International Trade Club of Greater Kansas City.

For more information call:
Meeri Yule (816) 741-9441
Frieda Ruppaner-Lind (913) 648-6054; E-mail: friedarl@earthlink.net
www.ata-micata.org/2002conf.htm

Continued on p.12
**Conferences and Events**

**Waltham, Massachusetts**
New England Translators Association 6th Annual Conference
Bentley College
April 27, 2002
This event will consist of sessions on a range of topics in translation and interpreting, including a half-day workshop on consecutive interpreting. Booksellers and other vendors will also be exhibiting. For more information, please contact NETA President Terence Coe (neta@coetrans.com); Tel: (781) 648-1731; www.netaweb.org/news/ltr12-01.htm.

**Santa Fe, New Mexico**
ATA’s Portuguese Language Division Spring Meeting
April 26-27, 2002
For more information, please visit www.atadivisions.org/PLD/index.htm. Hope to see you there!

**Nashville, Tennessee**
Society for Technical Communication 49th Annual Conference
May 5-8, 2002
For everyone whose job involves communicating technical information! Conference attendees come together each year to share information about every aspect of their work. Besides its many networking opportunities, the conference provides a program of approximately 200 technical sessions. These are 60- to 90-minute presentations, each conducted by one or more experts in some area of technical communication. For more information: www.stc.org/49thConf/index.html.

**Washington, DC**
Translators Discussion Group
Borders Books and Music 18th & L Streets, NW
Meets the second Wednesday of each month from 6:30-8:00 p.m. at Borders. For more information, please contact Lily Liu at LilyLiu99@aol.com.

**Toronto, Canada**
Canadian Association for Translation Studies 15th Annual Conference Translation and (Im)migration
May 25-27, 2002
Information: Dr. Anne Malena, Modern Language and Cultural Studies, 200 Arts Building, University of Alberta, Edmonton, Alberta T6G 2E6 Canada. Tel: (780) 492-1187; Fax: (780) 492-9106; E-mail: amalena@ualberta.ca; website: www.ualberta.ca/associations/act-cats/index.htm.

**Vancouver, British Columbia**
XVI World Congress of the International Federation of Translators
Translation: New Ideas for a New Century
August 6-10, 2002
Canada is proud to welcome the XVI FIT Congress to Vancouver, British Columbia. It kicks off August 6, 2002, with the welcome reception and on-site registration, and the Congress itself runs three and a half days, August 7-10. This is the first time in over two decades that the Congress has taken place in North America, so we’re happy to continue the tradition of welcoming hundreds of delegates from all corners of the world. Recent Congresses have been held in Mons, Belgium (1999), Melbourne, Australia (1996), Brighton, England (1993), Belgrade, Yugoslavia (1990), and Maastricht, the Netherlands (1987). For more information, please visit www.fit-ift.org.htm.

**Slavonice, Czech Republic**
Call for Papers
Slavonice International Translators Conference 2002
September 19-22, 2002
Topics: Any topic of interest to translators
Length: 5-10 double-spaced pages
(short is beautiful!)
Abstracts: Maximum of 100 words; enclose CV.
Delivery: E-mail in .doc format to zuzana007@hotmail.com.
Authors of accepted papers will be advised by June 30, 2002. All presenters must be registered for the conference.
For more information, please contact: Zuzana Kulhankova
Jana Zizky 2, 378 81 Slavonice
Zuzana007@hotmail.com
Tel: +420-332-652632
Fax: +420-332-493770
E-mail: zuzana007@hotmail.com
www.scholaludus.cz

**Cambridge, England**
18th Intensive Course in Simultaneous Conference Interpretation
August 18-31, 2002
The course is specifically designed for conference interpreters only. It covers ethics, education, experience, and earnings, and includes a half-day workshop on consecutive on-site translation, use and preparation of texts, booth and stress management, marketing and negotiation, interpreting approaches to Shakespeare and the Bible, etc., and briefings on the International Association of Conference Interpreters, the international institutions, and the profession. The course languages are English, French, German, Russian, and Spanish. The language of general instruction is English. Early enrollment is recommended. For more information, including a complete course brochure and application forms, please contact: Christopher Guichot de Fortis; Tel: (+32-2) 654-2080; Fax: (+32-2) 652-5826; E-mail: defortis@belgacom.net.
(Note: This course is specifically designed for conference interpreters only.)

**Paris, France**
VI International Forum on Legal Translation and Court Interpreting
June 12-14, 2002
Information: Elena de la Fuente, Organizing Committee Chairperson, FIT Committee on LTCI; e-mail: delftrad@club-internet.fr.

**Yokohama, Japan**
13th International Japanese/English Translation Conference
May 11-12, 2002
For more information, please visit www.iyet.org/ijet-13.

**Auckland, New Zealand**
New Zealand Society of Translators and Interpreters
Ethics, Education, Experience, and Earnings: Elements in the Multidimensional World of Translation and Interpreting
June 1-3, 2002
For more information, please contact the national secretary via e-mail at liu@ihug.co.nz.

**Call for Manuscripts**
Multilingual Matters Series
Professional Interpreting in the Real World
Suggested topics: Method (field-specific); Procedure (field-specific); Regulations (field-specific); Interpreting Equipment (conference and legal); Education (basics per field, advanced skills per field, advanced theory per field); Skills (memory retention exercises, note taking, troubleshooting per field, and specific language pair applications). The series editor will be pleased to discuss proposals with potential authors. Please send them to: c/o Multilingual Matters Ltd., Frankfurt Lodge, Clevedon Hall, Victoria Road, Clevedon, BS21 7HH, U.K.; or by e-mail to tommi@multilingual-matters.com. Guidelines for book proposals can be found on our website (www.multilingual-matters.com).
The arbitrary nature of this series brings us from Scandinavia, topic of the last issue, back to Canada, which we first visited in January. This time we will again take a closer look at one of the provinces, namely British Columbia, but we will also examine the umbrella organization for the associations of translators and interpreters in the Canadian provinces and territories. I am indebted for detailed information to Hana Kucerova and Fenella Sung, president and vice-president of the Society of Translators & Interpreters of British Columbia respectively, and to Bruce Knowlden, president of the Canadian Translators and Interpreters Council. I also made extensive use of the two organizations’ websites.

CTIC (pronounced “see tick”), which is an acronym for both the Canadian Translators and Interpreters Council and the Conseil des traducteurs et interprètes du Canada, was founded in 1970. It is the legal successor of the Society of Translators and Interpreters of Canada (STIC), which had been incorporated in 1956. It is a federation of 12 provincial and territorial bodies, two of which, the Association of Translators and Interpreters of Ontario (ATIO) and the Ordre des traducteurs, terminologues et interprètes du Québec (OTTTAQ, formerly the Société des Traducteurs du Québec), are its founding members. Since 1972 they have been joined by:

- the Corporation of Translators, Terminologists, and Interpreters of New Brunswick (CTINB);
- the Association of Translators and Interpreters of Alberta (ATIA);
- the Association of Translators and Interpreters of Manitoba (ATIM);
- the Association of Translators and Interpreters of Saskatchewan (ATIS);
- the Association of Translators and Interpreters of British Columbia (STIBC);
- the Interpreters/Translators Society of the Northwest Territories (ITSNWT);
- the Association of Translators and Interpreters of Nova Scotia (ATINS);
- the Society of Interpreters and Translators of Yukon (SITY);
- the Nunavut Interpreters/Translators Association (NITA); and
- the Newfoundland and Labrador Association of Translators and Interpreters (NLATI).

...Examinations seek not to identify mere aptitude or potential, but rather to attest to a candidate’s professional skills…

The objectives of the CTIC are to coordinate the activities of member bodies and encourage them to work together to ensure uniform standards for the practice of the profession, and to maintain ties with national and international associations in the language field. Its mission is to set, maintain, and promote national standards in translation, interpretation, and terminology in order to ensure quality communication across linguistic and cultural communities. Although regulation of the professions is within provincial and territorial jurisdiction in Canada, the CTIC recently adopted a policy whereby individual members of the provincial and territorial associations are also members by affiliation of the national body. They are now authorized to use the following titles: certified translator (Canada), certified interpreter (Canada). The CTIC represents almost 3,000 certified translation professionals.

The CTIC promotes the training of qualified language professionals through its member bodies, which work together with provincial and territorial educational institutions offering programs in translation, terminology, interpretation, and related areas. The Board of Certification, reporting to the CTIC Council, sets the standards for certification procedures and exercises overall control. All member bodies are represented on this board. The CTIC recently adopted new certification standards. Certification is based on an educational qualification (a bachelor’s degree in translation or the equivalent) and a mentorship program or two years of professional experience. Passing the standardized CTIC examination is equivalent to one year of experience. Professionals who can demonstrate five years of attested professional experience may also apply for certification. All forms of certification include an ethics component. The CTIC does not accept applications for certification. These are normally directed to the member body serving the applicant’s province or territory of residence. While all the member associations of the CTIC have agreed to the new standards in principle, they are going through a period of transition as the new standards are implemented.

Translation examinations have been held since 1975. They are intended for professionals who wish to have their competence recognized by their peers. They seek not to identify mere aptitude or potential, but rather to attest to a candidate’s professional skills. The examination is held annually on the same day in a
number of cities across Canada. Registration is usually in the early fall. National correction centers for official language examinations accelerate and ensure uniformity in the marking process.

The conference interpreters examination was developed some years ago in Quebec, and is now administered for the other provinces and territories as well. It is open to professional interpreters who have worked 200 days under conditions of regular practice or who have equivalent qualifications. The professional examination for certifying court interpreters was first developed by the STIBC in cooperation with the OTTIAQ. This examination was adopted by the CTIC in 1993. It involves several components: 1) language proficiency, legal terminology, and procedures; 2) an oral exam conducted in a language laboratory to test sight translation; and 3) simultaneous and consecutive interpreting.

The terminology examination had been in existence in Quebec for some years when, in 1991, the CTIC established the first standard terminology examination process. It is intended to certify on the basis of a sound theoretical and practical grounding in terminology. The candidate is required to prove his or her ability to undertake relatively difficult terminological tasks and conduct terminological research in a specialized field.

The titles of certified translator, certified interpreter, certified conference interpreter, certified court interpreter, and certified terminologist are now protected by law in New Brunswick, Ontario, and Quebec, where the ATIO, CTINB, and OTTIAQ have gained legal professional recognition by their provincial governments. This has brought to fruition years of work by the leaders of those bodies. Some form of de facto recognition is also accorded by the public authorities to the members of most other member bodies, which are seeking official recognition of their titles within their respective jurisdictions. Detailed information on the certification procedure can be found in the January issue of the *Chronicle* in the article on the OTTIAQ.

A member of the CTIC, the STIBC is currently exploring the possibility of reciprocal arrangements with the ATA in terms of the mutual recognition of credentials of its respective members. The exam reciprocity with the ATA was discussed by both the STIBC and CTIC at a meeting held in November 2001. In fact, such reciprocity already exists—in Ontario, New Brunswick, and Quebec, and soon in British Columbia, successfully passing an ATA exam is considered equivalent to the CTIC exam when processing “on dossier” certification requests (similar to the ATA’s Peer Review). However, due to the concept of Canadian translator organizations as “professional organizations” (in the provinces above, “certified translator” is a “reserved” or “protected” title), there are additional requirements (references, years in practice, etc.) the candidate for certification on dossier must prove. (These additional requirements also apply to certified members of other provincial associations wishing to be certified in Ontario, New Brunswick, and Quebec.) Ms. Kucerova’s proposal of full and direct reciprocity—a listing as CTIC-certified—for a translator who passes the ATA exam was not accepted at this time. Dissenting voices objected that the ATA would not list a CTIC-certified translator as ATA-accredited.

The goals of the STIBC are to promote the interests of translators and interpreters in British Columbia and to serve the public by providing both a code of ethics that members of the STIBC agree to observe and a system of certification for translators and interpreters. As of December 2001, the STIBC’s membership consists of approximately 300 founding and certified translators and interpreters (accredited in 61 language combinations) and approximately 240 associate members. To become an associate member, a translator must pass the admission exam or be a graduate from a university program in translation, language, or linguistics (e.g., “magister” from Charles University, philosophical faculty,
majoring in English or French). Associate members must pass the certification exam within five years of becoming members. To become certified members of the STIBC, translators and interpreters must demonstrate that they have met a level of competency in professional skills established by the CTIC. It is the STIBC’s current policy that they must pass a CTIC certification examination, unless they are already certified members of another CTIC member association. The certification includes an ethical component; while this was a part of the CTIC examination in the past, the provincial associations now assess their own candidates in relation to the provincial codes of ethics. The STIBC will have a written exam on ethics included in the admission exam beginning April 2002. To be eligible for certification examinations, the STIBC may also require training in translation/interpreting or a related field and experience in a related professional category according to the national eligibility standard. A national board of examiners, which includes representatives from all member associations of the CTIC, sets the norms and standards for these examinations. Only members of the STIBC or another provincial association may take a certification examination, and members may be certified in more than one professional category: translation, court interpretation, conference interpretation, and terminology, and/or in more than one language combination.

In the fall of 2001, the STIBC introduced a pilot project of “mandatory professional development credits.” All members are requested to fill out a questionnaire, with credits assigned to various activities (formal study, workshops, membership in other professional associations, subscriptions to professional magazines, etc.). Members will have to show 30 credits every two years to renew their membership in the STIBC. The system is honor-based and a small percentage of reports will be randomly audited beginning in 2003. The requirements will be fine-tuned after receiving this year’s replies.

The STIBC, in conjunction with the CTIC, is the host and organizer of the XVI FIT World Congress, which will take place in Vancouver in August 2002. The CTIC has been represented on the FIT Council for a number of years, and had the honor of hosting the VIII World Congress in Montreal in 1977. In 1990, FIT elected its first president from a non-European country, a past president of the CTIC. For more information on the STIBC, visit the Society’s website at www.stibc.org, or contact Hana Kucerova (hkucerova@telus.net) or Fenella Sung (fenella@telus.net). Information on the CTIC is available at www.synapse.net/~ctic/ or directly from CTIC President Bruce Knowlden (knowlden@mts.net).

In the next issue, we will take a look at the state-governed certification procedure for translators and interpreters in Austria. As the editor of this series, I encourage readers to submit any relevant information concerning non-U.S. certification or similar programs, as well as comments on the information published in this series, to my e-mail address at jiri@cetra.com.

From the Executive Director Continued from p.8

Announcing The Onionskin by Chris Durban

This issue includes the first installment of The Onionskin, a client education column launched by the ITI Bulletin (a publication of the Institute of Translation and Interpreting) in 1996. Please turn to page 46 to check out our newest feature!
The ATA Mentoring Program has taken an unexpected direction and is now proceeding on two fronts—the Formal Mentoring Program and the Enhanced Informal Mentoring Program. The Board is enthusiastic in its belief that both of these approaches will benefit ATA members.

The first two phases of the ATA Pilot Mentoring Program, which took place from October 2000 to November 2001, have been successfully completed. These beginning phases involved:

• recruiting a volunteer task force;
• marketing the pilot program to ATA members;
• developing application forms;
• defining guidelines for the program;
• recruiting and screening potential mentors and mentees;
• developing selection criteria;
• matching mentors and mentees based on application forms;
• training mentors and mentees for formal mentoring relationships (at the ATA Annual Conference in Los Angeles); and
• training newcomers to the profession in enhanced informal mentoring skills to enable them to find mentors and establish mentoring relationships on their own (also at the ATA Annual Conference in Los Angeles).

As a result of the fine training and advice provided by our consultants from The Mentoring Group, as well as the contribution of time and energy by the many volunteers involved in this new program, the ATA now has two mentoring programs in place—the Formal Mentoring Program (our original pilot program) and the Enhanced Informal Mentoring Program. This is, of course, in addition to the informal mentoring that has always taken place among our members.

**The Formal Mentoring Pilot Program**

During the course of 2001, the ATA Mentoring Task Force matched 25 pairs of mentors and mentees from a pool of more than 100 applicants. At the ATA Annual Conference in Los Angeles in November, Linda Phillips-Jones of The Mentoring Group, the ATA consultants for this new program, conducted two, three-and-a-half-hour sessions (one for mentors and one for mentees) for the

17 pre-matched pairs who were able to participate. This training helped prepare participants for a “mentee-driven” relationship and provided mentors and mentees with strategies for managing these long-distance relationships.

...Training helped prepare participants for a “mentee-driven” relationship and provided mentors and mentees with strategies for managing these long-distance relationships...

Three mentees who were not able to attend the ATA conference at the last minute (but whose mentors received training at the conference) were trained via telephone conferencing later in November.

The ATA Mentoring Program Task Force will monitor the formal mentoring relationships throughout 2002 in an effort to evaluate the program before the ATA Board meeting in July. The Mentoring Task Force will then report to the ATA Board and submit a proposal for the future of mentoring within the ATA. Two enthusiastic mentees have volunteered to help develop and distribute forms to the mentees for evaluation purposes. They intend to present the results of their surveys at the ATA conference in Atlanta in November 2002. In addition, volunteer mentees and mentors have also offered to set up Yahoo! discussion groups for mentees and mentors participating in the program. These should be in place by the time this article goes to press.

**The Enhanced Informal Mentoring Program**

The day after Linda Phillips-Jones conducted the training sessions for the formal matched pairs, Courtney Searls-Ridge offered a mini training session (based on The Mentoring Group concepts) to ATA members who were interested in becoming mentees, but who had not been matched in the Formal Mentoring Program. The intention of this training was to give newcomers to the ATA and to the translation and interpreting industry tips on how to find their own mentors and to provide them with guidelines for developing mentoring relationships on their own. The 35 members who attended this session received the publication,
What’s Happening with the ATA Pilot Mentoring Program? Continued

<table>
<thead>
<tr>
<th>What worked in Phases I and II of the Formal Mentoring Pilot Program</th>
<th>What didn’t work in Phases I and II of the Formal Mentoring Pilot Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>In some cases, it was easy to match people based on what mentees said they needed.</td>
<td>For the most part, matching pairs was complicated and labor-intensive. In many cases, there were no good matches.</td>
</tr>
<tr>
<td>One generous mentor volunteered to take on two mentees at the last minute! We were able to recruit another mentor at the conference.</td>
<td>Several volunteer mentors were not able to attend the training session at the last minute. This left us with disappointed “orphan” mentees who had come to the conference a day early to participate.</td>
</tr>
<tr>
<td>The training session received excellent evaluations from mentors and mentees.</td>
<td>Volunteers were required to take the training in order to participate in the program. This limited the number of participants.</td>
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</tbody>
</table>

Strategies for Getting the Mentoring You Need. Session participants were very positive about this session, and many longtime members of the ATA said that they were later approached at the conference by newcomers who had attended this session. Several newcomers to the ATA reported that they were able to establish an “enhanced informal” mentoring relationship as a result of this training.

In March, Courtney Searls-Ridge will be taking the Informal Mentoring Program training on the road. We are trying our best to reach all chapters and divisions as soon as possible, but please be aware that this is a phased program dependent upon volunteer labor, so training will be staggered over time as more trainers are trained. We plan to continue to offer training at all our annual conferences, and new trainers will be culled from volunteers from the mentor pool.

In the meantime, we will continue to monitor the Formal Mentoring Pilot Program and the Informal Enhanced Program in order to refine and adjust the programs as necessary.

Note

The ATA thanks the volunteer mentors in the ATA Pilot Mentoring Program.

Beatriz Bonnet
Robert Croese
Marianne Dellinger
Mindy Emmons
Jacolyn Harmer
Rudy Heller
Patricia Newman
Virginia Pérez-Santalla
Dorothée Racette
Manouche Ragsdale
Christian Schmitz
Courtney Searls-Ridge
Robert Sette
Ury Vainsencher
Anne Vincent
Ulrike Walter-Lipow

ATA Honors and Awards

For information and deadlines for ATA’s upcoming Gode Medal, Lewis Galantière Award, and Student Translation Award, and the American Foundation for Translation and Interpretation Scholarship, visit www.atanet.org/awards.htm.
The ATA Pilot Mentoring Program: A Mentee’s Perspective

By Marissa Wright

(Note: The following first appeared in the December 2001 issue of Interaktiv, the newsletter of the ATA’s German Language Division.)

As a new member of the ATA who is just about to complete the certificate program at the Translation and Interpretation Institute in Bellevue, Washington, I applied to the ATA’s Mentoring Program anticipating a traditional mentoring experience.

Before the conference, those of us who were matched as mentees in the program were sent a workbook published by the consultants’ working with the ATA to set up the pilot program. I found this booklet, Creating Your Personal Vision and Writing a Plan: Three Tools for Achieving Your Goals, useful, but I still had no idea how the relationship would actually play out.

I hoped that contact with an experienced translator in a structured mentoring program would help me grow and establish myself in my chosen career, and help me learn to balance my career with my family life. The application form had listed areas of interest and general goals to be selected by the applicant, offering a means of matching mentor and mentee. I assumed that the relationship would require frequent interaction and that the mentor would be in charge, managing the relationship and setting the goals.

One of the prerequisites for participating in the pilot program was attendance at the pre-conference mentoring seminar at the 2001 ATA Annual Conference in Los Angeles. Well, one of the first things I learned in this session was that I, the mentee, would be managing the relationship. In this modern mentoring concept, the mentee initiates the contact, sets the goals, and establishes the schedule.

...In this modern mentoring concept, the mentee initiates the contact, sets the goals, and establishes the schedule...

with some of the challenges that could arise in a mentoring relationship, from the personal aspect of communication difficulties and differing expectations, down to the practical issues of time and distance. These can be a problem because physical location was not a consideration in the matching process.

In the mentee training session, we explored the value of a mentoring experience for both the mentee and the mentor. While it is obvious that a mentee has much to gain from the mentoring relationship—skills, knowledge, risk management, the ability to learn about the industry faster, increased confidence, awareness of opportunities, and so on—the mentor benefits from the experience also. The mentor gains recognition from the association, the satisfaction of giving back, a sense of investing and improving the future of the profession, as well as the possibility of learning something from the mentee.

We then covered the four stages of a formal mentoring relationship, beginning with building the relationship. The mentor and mentee need to get acquainted, in person, by phone, or e-mail. Since the mentoring seminars were held on the day before the ATA conference, we were fortunate enough to be able to meet with our mentors at least once, and in my case several times, to get to know each other a little. These meetings were not at all awkward, and were really quite interesting and motivating.

We then scheduled future e-mail and phone meetings to discuss the goals that I, the mentee, had set for myself. During these meetings, which will take place soon, we will also negotiate other aspects of our mentoring relationship, such as the level of formality our relationship will have, boundaries, how we will give and receive feedback, and guidelines about confidentiality issues. The mentee, of course, must keep in mind that the mentor probably has a busy schedule, and it is up to the mentee to set the agenda for the telephone conferences.

Next will come the task of actually working to achieve the goals I have set for myself. I had stated in my application that, as the parent and primary caregiver of a young child, one of my goals would be to balance my freelance translation workload with my family obligations. The Mentoring Task Force, headed by Courtney Searls-Ridge, matched me with Christian Schmitz, an experienced translator with a similar family situation. We were paired because he indicated on his mentor application that he was managing a successful freelance...
Translating Terrorism

By Rina Ne’eman

A Reuters report filed on September 19 relates the following:

“Is this going to be, you know, like a 007 mission?”

A young Arab-American from Dearborn, Michigan asked that question when told that the FBI was seeking Arabic speakers like himself as contract “linguists.” FBI Director Robert Mueller and Attorney General John Ashcroft had announced the recruitment drive at a news conference in Washington a day earlier. Reuters also reported that the National Security Agency and other government agencies are “shopping around” for Americans who speak Arabic and Farsi.

“The war ain’t gonna be no quick, in and out in one-month thing. It’s going to be a long-term war,” stated the 23-year-old auto worker. “I need time to think,” he said, after sharing fleeting thoughts about becoming a James Bond-style secret agent.

While the fellow may be a master welder, is he really the most suitable candidate for the translation of highly specialized terminology in the fields of aviation or explosives? Will he fully comprehend and precisely convey the terms and nuance of crucial information related to biological or chemical warfare?

Is such a recruitment effort truly to constitute the conduit to American knowledge and understanding of terrorist planning and operations? Is it even remotely conceivable that this will be our channel of information to the likes of Osama bin Laden?

Let there be no mistake. If intelligence is the most critical link in the prevention of international terrorism, then uncompromisingly accurate translation is one of the most critical components of intelligence. Even in the aftermath of the horrors of September 11, it is evident that the U.S. government does not fully realize the vital urgency of a fundamental change in its policies regarding foreign language work.

Those of us in the business of translation stand aghast at the current efforts to recruit low-paid and volunteer (!) “U.S. citizens fluent in Arabic and Farsi.” Such attempts could best be considered tantamount to a call to Americans with a knowledge of high school math to perform the complex forensic accounting required in order to track the money trail in the war against terrorism. Simply worded, this approach to translation poses a threat to national security.

To put it politely, it is no secret in the translation industry that the finest translators and interpreters are not often to be found in government agencies such as the FBI, the National Security Agency, etc. The reason is simple: most highly qualified industry professionals in the U.S. cannot afford to work for the rock-bottom prices that the FBI is offering its contract linguists. Translators working in the highly specialized fields required for the war against terrorism, such as aviation, chemistry, finance, or the law, frequently hold advanced degrees in their areas of expertise, and often command at least several times the government rates in the private sector.

Moreover, the language proficiency tests for the government are ridiculously easy, and do not constitute any real indication of suitability for the mammoth job of information processing at hand. The translation of wiretaps, for example, requires a supremely discerning ear, broad knowledge, and many years of highly focused experience. In fact, such work is considered by many seasoned translators and interpreters to be among the most difficult of language assignments, in light of poor voice quality, background noise, etc. Vital information often has to be patiently teased and painstakingly pieced together from between the sounds of running water or a television broadcast of the Super Bowl.

Without engaging in further conjecture, it is quite conceivable that evidence of the attacks existed and was not processed properly, was misunderstood by incompetent translators, or simply sat in the backlog undetected. Henry Brandon, a former FBI chief of counter-terrorism, has cited the FBI’s dearth of Arabic linguists as a factor that could hamper its investigations of the terrorist attacks, calling the lack of language capability one of the key shortcomings of the U.S. intelligence community.

One might think that law enforcement officials would have learned their lesson from the first World Trade Center bombing. Prior to the 1993 attack, FBI agents received tapes of intercepted telephone calls by one of the terrorists, Palestinian Ahmad Ajaj, in which he discussed the acquisition and use of explosives. But in the absence of sufficient language resources, the tapes were unknowingly relegated to the backlog, not to be translated until Ajaj stood trial. Furthermore, the FBI was in possession of handwritten...
Getting the Word Out

By Almudena Grau

Freelance translation is an important part of my professional life. I have not worked as a freelance translator, but I have been a client of translation services for several years as a project manager at a localization company. The ideas in this article are based on my experience of identifying, hiring, and interacting with many translators over the years and, in the process, learning which of their marketing techniques were most effective.

When entering the world of freelance translation, one of the first things you’ll notice is the number of translators that are already there! With that level of competition, it is critical to make your offerings stand out for clients, and the most logical method to reach that goal is through effective marketing. The first step in marketing yourself is having a clear idea of what you are selling. For translators, this consists of translating into a particular language (or languages, if you are multilingual), the number of words you can realistically deliver per day, other value-added services you are able to contribute, and the rate at which you do the work. Once the basics are established, consider the qualities that set you apart from other translators. For example, your education, degrees, accreditations, work experience, client or project examples, subject matter specialties or concentrations, computer platforms, operating systems, software applications, Internet access speed, and whether you use translation memory software.

The decision to advertise your translation rates is a two-sided issue. Some translators, especially lately, prefer to include their rates in marketing materials so that this information is available up front. On the other hand, doing so may cut them off from some potential clients, in addition to providing the competition with extra insight into their business practices. If your rate is a key selling point, advertise it. If not, then don’t mention your rates until a potential client asks for a quote. Whatever you decide, be sure to research the average industry rates.

Once you have a clear understanding of your services and how they stand out from the competition, the next step is to convey that information to clients using a variety of marketing techniques were most effective.

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Once you have a clear understanding of your services and how they stand out from the competition, the next step is to convey that information to clients using a variety of marketing techniques were most effective. Another format you can advertise your services through is a brochure, although consider the added cost of designing, printing, and getting copies in the hands of potential clients. A popular approach that takes advantage of the latest technology is developing your own website. Aside from being a great marketing tool that shows off your tech savvy skills and dedication, you can also post client testimonials and your availability calendar. If you periodically find yourself running low on projects, send your existing clients a short e-mail announcing your availability. I have a number of translators that take initiative and write me when they are looking for work. If a project comes across my desk that matches their skill set, I am happy to send it to them as it saves me time in looking for a translator that is available. However, use this technique sparingly, as it is a bit overwhelming to receive weekly e-mails from translators inquiring about projects.

A fairly simple marketing option is to contact localization companies and offer your services as a freelance translator for applicable projects. For this, you should have an updated résumé ready to send at a moment’s notice. I’m always surprised when a potential translator doesn’t have a résumé to submit to my company. This makes me question their professionalism, and I’m less likely to hire them.

It is much easier to keep good clients than to find good clients. It is also more profitable to continue working with existing clients rather than to find new ones. All the marketing in the world is useless for a translator who misses deadlines and provides poor quality. The key, then, is to keep clients happy so they have a reason to contact you again for future projects. One of the easiest things you can do to ensure repeat business is to reply promptly to queries of availability. When clients contact translators for a project, they will often assign the work to the first one that

Continued on p.44
Continued Threats to Independent Contractor Status: A Call for Freelance Translators to Incorporate

By Richard S. Paegelow

State legislatures and labor departments view the independent contractor relationship with growing suspicion. In spite of many attempts to develop definitional “factors” for differentiating an independent contractor from an employee, there are gray areas that lead to confusion and potential abuses. Unfortunately, in some cases employers have “overenthusiastically” classified workers as independent contractors to minimize their social security, unemployment insurance, and worker compensation expenses. Hence, state politicians partial to labor groups and the courts have grown increasingly skeptical of companies which rely on “independent contractors” rather than employees to perform certain tasks.

The threat to independent contractor status becomes even more critical in “liberal” states such as California. The Democratic-dominated legislature in California routinely passes laws in many fields, ranging from the environment to employee benefits, which go far beyond federal requirements. For example, the California State Assembly came close to passing SB 1128 last year, which would have discarded the well-known common law factors, as well as over 25 specific industry rules developed by the EDD (equivalent to a state department of labor) to establish independent contractor status. In their place, the proposed legislation would have followed the principles “enshrined” in a California State Supreme Court case (S.G. Borello & Sons) involving cucumber pickers.

The Borello decision outlined three very broad criteria for determining whether a cucumber picker is an employee or independent contractor: 1) the bargaining power of the two parties (i.e., if unequal, then the weaker party is presumably an employee rather than an independent contractor); 2) the “protective nature” of the social legislation involved (in this case, California unemployment insurance legislation, which views its mission as maximizing coverage for all workers); and 3) the ability to pay (i.e., the deeper pocket becomes the employer, who must pay for unemployment coverage).

SB 1128 would have had devastating effects on the translation industry in California. As written, very few “independent contractor” relationships would survive. Although translation companies are generally quite small, their revenues are usually somewhat higher than the typical freelance translator. Hence, the relationship could easily be determined to be unequal, and, as the more “powerful” entity, the translation company would be classified as an “employer.”

Last spring the California Senate approved SB 1128 on a 21-to-16 vote, and the bill was on its way to the State Assembly. Fortunately, the Valley Industry & Commerce Association (VICA), a business advocacy group consisting of small, medium, and large businesses in Southern California’s San Fernando Valley, brought SB 1128 to my company’s attention before the Assembly considered it. At that point, we met with the legislation’s sponsor along with other members of the VICA. Following that meeting, and at our urging, the VICA went on record to oppose SB 1128 and asked the sponsor to amend the legislation. Fortunately, just before Christmas the legislation was withdrawn.

Although we can breathe a little easier now, there is nothing to prevent other equally harmful legislation, or even the reinterpretation of existing common law factors, which will place companies using unincorporated in-state freelancers in jeopardy. State audits, even if the company ultimately prevails, are very expensive. Audits which result in fines, penalties, and back taxes threaten the existence of even the healthiest of translation companies.

I encourage all California-based translators to incorporate, if they have not already done so. Transactions between incorporated entities are not generally questioned nor viewed with the same suspicion associated with companies and freelance contractors. (As a side benefit, reporting requirements are significantly reduced when two corporations transact business with each other. No IRS 1099s need be issued to incorporated contractors, nor do California EDD 528 reports have to be filed.) Should new legislation similar to SB 1128 pass in the future, translation companies operating within California who wish to survive will have strong incentives to work only with incorporated in-state freelance translators or to send work out of state. In such a scenario, we will almost certainly restrict our work to California-based translators who have incorporated and to out-of-state translators.

...State politicians have grown increasingly skeptical of companies which rely on “independent contractors” rather than employees to perform certain tasks...
Multilingual Desktop Publishing

By Nancy A. Locke

used to be that a college degree, a collection of dictionaries and references, a typewriter, and a supple intellect were all you needed to be a translator. Used to be that a grasp of design principles, creativity, visual acuity, and a well-developed sense of aesthetics were all you needed to be a desktop publisher (DTP).

New technology, perhaps starting with the first affordable personal computer (PC), have changed all that. The advent of the PC, computer-assisted translation (CAT) tools, as well as sophisticated document management and graphic tools, have irrevocably altered the translation profession and created a new specialty: multilingual DTP. With an increasingly vast array of computational tools, translators, multilingual desktop publishers, and software engineers are joining forces to form the backbone of new and complex processes: localization and internationalization. Because the processes are so new and complex, each group of professionals functions in relative ignorance of the others’ roles.

Less than two years ago, my colleagues and I in the DTP department of one of the largest and oldest translation/localization companies (where documents were DTP-ed in as many as 32 languages) were introduced to prospective clients as “the typists.” The same company issued a press release announcing the completion of a massive translation project. The release touted the astronomical number of words translated, but no mention was made of how those words were delivered. Trust me. They were not delivered in a basket, but as carefully and professionally crafted communications produced by the multilingual DTP specialists.

The engineers can speak for themselves. As a multilingual DTP specialist with six years of experience, I can demystify multilingual DTP in the hope that translators will better understand our role in what is increasingly a team endeavor.

Graphic Design

Powerful graphic design is as important to effective communications as clear, well-written text. It is a language unto itself and, like language, makes use of coherent visual syntax, repetition, and balance. In fact, graphic design is essential to the understanding of text. Reduce a book to undifferentiated text, with no cover, no titles or subtitles, and no page numbers and few would read it. Even something as small and insignificant as a matchbook is designed to draw attention to itself. It is designed to be read.

Graphic design is a visual echo of the writer’s voice. It speaks its own abstract language. Effective communications is a concert of the writer’s and the graphic artist’s distinctive voices, harmonizing to convey the same message. Beyond text, the graphic message is the client’s distinctive graphic signature.

Multilingual Desktop Publishing

Multilingual DTP is the art of decrypting the graphic intent of the source communication and then replicating it in the translated communication. That means analyzing the task, cleaning up the source, prep-ping files for translation, writing DTP-specific instructions for the linguistic professionals, fielding myriad questions and troubleshooting glitches, formatting text back from translation, inputting linguistic and format revisions, and finalizing files for delivery to the client. Like translators, multilingual DTP specialists confront two important challenges: text expansion and leverage.

Expansion

It will come as no surprise to translators that the translation of an English text will result in a longer text than the original. Rates vary from 10% and up. German is often cited as the most expandable language, but Greek might give German a run for the money. Interestingly, Japanese translations are typically less long than the source English text.

One might say that effective graphic design is the effective management of space, so text expansion as a result of translation has an enormous impact on the design of communications. Consider: a one line heading becomes two lines long and split on a page break. The same thing happens to paragraphs, pushing important headings down to the next page. Text boxes tailored for English crop the text in callouts. Narrow page columns designed to accommodate important sideheads (or kickouts) in English cannot contain the longer translated text. All the visual cues created by the careful management of space (using margins, tabs, text alignment, graphic boxes, and lines) are disrupted and need to be repaired.

Now consider that the document needs to be repaired, not for just one language but for 6 or 12, or even 24. The task is enormous. Each language, unique in its capacity to expand, requires...
requires a different “fix.” The “fix,” ensuring that the message is not muddled in translation and that the client’s graphic signature remains intact, is the job of the multilingual DTP specialist.

You might well ask why communications are not designed more cleverly to accommodate expansion. The second challenge cited above is the answer.

Leverage

Graphic designers, like many writers, may not take into consideration that their work might be translated. Even if they do consider the possibility, both graphic artists and writers are ill-equipped to anticipate the impact translation will have on their work. In addition, clients who have paid dearly for graphic design and professional writers and, as an afterthought, decide to have the communications translated, are loathe to rewrite the text (even if the communication is not suited for translation). Instead, they choose to recycle the text and artwork repeatedly, or leverage. The decision is based largely on cost considerations. Aesthetic integrity also plays a role in the decision.

The result is that translators must wrestle with an English text that defies translation. Or, if a previous translation of a text has been leveraged, the translator must conform to the “voice” of the first translation, even if the quality is substandard.

Leveraged graphic design demands that the multilingual DTP specialist battle design choices ill-suited to translation. Some challenges include finding fonts with extended characters that can substitute graphically for fonts chosen by the original artist that simply do not support languages other than English. Certain font style choices are also not suitable for all languages. An all caps (or upper case) style simply doesn’t translate that well in Greek, for instance, due to character mapping. In Asian languages, the whole notion of upper and lower case is moot. Italics and bold font effects, favored for emphasis in an English source text, are not suitable for Asian languages because these effects distort the characters. Underlining can “bump into” Asian characters and, again, distort the meaning.

From the smallest design element to the largest, leveraged documentation presents challenges for both the translator and multilingual DTP specialist. The largest challenge may well be explaining the pitfalls of leveraging to our clients and convincing them to revisit the cost considerations.

Working Together

In the six years that I have worked as a multilingual DTP specialist, translators have taught me an enormous amount about language and how it works. Every bit of information, large or small, has been valuable and enhanced my work. It is in this spirit that I share my professional knowledge with translators.

First, you don’t have to become a multilingual DTP specialist to survive as a translator. The key is to understand enough so that you can work in concert with the multilingual DTP specialist. To that end, I offer these tips:

Request specifications, read them, and then follow them to the letter. For instance, if the specs require you to use a specific font, don’t substitute another thinking it won’t matter. It will. If you don’t understand a spec or if an aspect of your task is not covered by the specs, ask for clarification.

If the translation/localization strategy for a text that is to remain in English is unclear, ask for clarification. Many products are shipped with translated user documentation. Many of these same products display text that is not translated, either on the product or in the form of electronic messages. For instance, if a printer’s LCD display messages are in English, how do you communicate that most effectively to the user? Do you retain the English and provide the translation in brackets following the English text? Do you translate the source text the first time it is encountered, but leave all subsequent occurrences untranslated? Or do you translate the information in brackets when it first appears, and insert a note with all subsequent occurrences instructing users to refer back to this first translation? The strategy depends on the communication; the effectiveness of the strategy depends on you. A clear communication strategy is essential for the translator. Ask questions.

Demand an infallible copy of the source document and keep it by your side as you work. Because the “look” of the source document relies on font availability and other variables, demand a .pdf or hard copy version of the source. Since graphic design is the effective management of space, your word choice may rely on the space available to you. Consult the source to ensure that the design can accommodate your word choice. Streamline your text or provide a suitable abbreviation if necessary.

If it is not in the scope of the project, don’t format! Translators do not always have all the DTP tools necessary to finalize a communication. Frequently, text is extracted from a communication for translation and then, after translation,
reinserted into the communication for DTP. This is particularly true when the source was created in Adobe Illustrator, QuarkXPress, or in cross-platformed documentation (MAC<>PC). In such cases, documents that return from translation formatted are problematic. Essentially, the formatting provided by the translator must be “deconstructed” before DTP can begin. One exception to this is if emphasis has been applied to the source text. In this case, indicate where the emphasis starts and ends in the translation so that we can get it right.

If formatting is part of the job, do learn the most efficient ways of managing text. Specifically:

- Don’t use the space bar to align text. Use carefully set tab, column, or table utilities.

- Don’t use forced returns to keep words together (e.g., an article with a noun or the name of a product). Instead, use nonbreaking spaces or nonbreaking hyphens.

- To keep paragraphs intact and headings with the text that follows, use “keep with next” functions combined with adequate widow protection. Only use forced page breaks as a last resort. Remember that the “top of the page” can turn up anywhere when text is added or deleted in the revision stage.

- Exploit the character, paragraph, and style sheets developed by the graphic artist. Apply styles consistently and avoid overrides to the extent possible.

- Exploit your language/dictionary settings, then let the software hyphenate for you. In the revision stage, typed hyphens can turn up just about anywhere.

Find out what the preferred language of communications is. Many translators assume that an editor or linguist will enter linguistic revisions. They submit their revisions annotated in their native language only to discover that the multilingual DTP specialist can’t read the annotations. Also, a multilingual DTP specialist may not know the gender of a noun, how to alter an adjective, or how to conjugate a verb to agree with the noun. Rule of thumb: Revise in segments not fragments.

Do learn how to communicate revisions using Adobe Acrobat Writer. Adobe Acrobat Writer is one of the most powerful tools at the translator’s disposal. Using it to deliver your notes will eliminate the need for decrypting and re-keying handwritten notes. Despite our best efforts, re-keying text dramatically increases the probability of error. Copying and pasting text (segments not fragments) reduces that probability dramatically.

Determine whether a change is truly global or not. In most software programs, the global search and replace feature is a very powerful tool. Make sure that the global change you request is truly global before suggesting it. Consider capitalization, gender, verb, and adjective agreement. For instance, you cannot ask that a masculine noun be replaced by a feminine noun globally and expect the adjectives to change automatically, too.

Brush up on delivery methods. E-mail is a preferred method of transferring files. Unfortunately, files can corrupt in transfer. This is particularly true of large files. Also, some e-mail preferences and/or security features (e.g., firewalls) may not permit you to receive files that exceed a certain size. Learning to compress files (e.g., using WinZip or StuffIt programs) is an asset. Getting comfortable with file transfer protocol (FTP) functionalities also helps.

If you are using s-tagged files or translating software strings, know the difference between code and translatable text. More and more translators are being asked to handle different media: software, HTML files, and files partially translated using translation memory tools. More and more, multilingual DTP specialists are being asked to step into the engineer’s shoes and prep files. The output can be confusing, chock full of code, and the translation process confined by string-length specifications. The only tip I can offer is to ask questions. I may not know the answers, but I may know the engineer.

The world of work is changing at lightning speed for both translators and multilingual DTP specialists. The more we know about each other’s work, the better we can work together. I rely on translators to fill me in on what makes their language a unique and powerfully beautiful communication tool. If you want to know more about my language, ask me!
Consecutive Interpreter Training Using Cooperative Learning Approaches

By Sheng-Jie Chen

The objective of this case study is to investigate the application of cooperative learning (CL) approaches in a required undergraduate course in consecutive interpretation (CI). Very little research has been available addressing this issue. This study attempts to answer two questions: 1) “How can a CI course be implemented using CL approaches?” and 2) “How can the results of the study be applied to facilitate similar training?”

This study, following the teacher research paradigm in which I investigated the classes I taught, uses multiple data collection methods in qualitative research approaches to collect and analyze the data and complete the report. The data consist of the oral and written productions provided by myself, the teacher researcher serving as a participant observer, and the students of the course. The classes were videotaped and audiotaped. The student participants consisted of 23 senior students (one male and 22 female; mean age = 24) within the department of applied foreign languages at a national university of science and technology in central Taiwan. (All students specialized in various academic fields at four-year colleges before being admitted to this department, a two-year B.A. program.) This article first identifies the research problems and then offers solutions by investigating the implementation of the course and discussing the needs, materials, pedagogy, testing, and specific applications of the CL approaches. Finally, based on the results of the study, it offers some suggestions to facilitate interpreter training.

Research Problems

No literature has been previously available involving interpreter training as a required course in the departments of applied foreign languages at universities of science and technology in Taiwan, except Chen (2001a), where the author investigated the implementation of an elective simultaneous interpretation course. When I first taught interpreting at a university in Taiwan in the fall of 2000, my students became extremely upset over the rigorous teaching methods I used. I required them to take turns preparing one speech after another, to deliver speeches for their classmates to interpret, and to practice training tasks. In short, I taught them to work hard, but also how to work independently. I observed that my students learned a lot, but that the rigorous curriculum placed too much pressure on them, causing anger and frustration at times. To solve the problem, I integrated CL concepts into my interpreter training, and, after my experiences with that course, implemented the present study.

Solutions to the Problems—The Implementation of a CI Course Using CL Approaches

Goals of the Course

The goal was not to turn students into professional conference interpreters, but to teach them basic interpretation theories. I wanted to provide them with many practice exercises in order for them to gain confidence to perform their interpretation independently, and to do so with an automatic and natural delivery. Through intensive preparation and practice, it was also my goal to enable my students to interpret consecutively on topics relating to their own fields of work.

Materials

Six types of materials were used. They consisted of my lectures on theories and practice in interpreting, my published papers on interpreter training, the speeches I had been invited to deliver at conferences, speeches or jokes improvised by the students, videotapes, and spoken feedback provided by the students.

Anxiety Reduction

Most of the students became very nervous and anxious when they first came to the interpretation class. Their anxiety levels fluctuated throughout the course, depending on the tasks they were required to perform. To lower their learning anxiety, I taught them four exercises:

Abdominal breathing: Inhaling and exhaling slowly and deeply, while at the same time counting “one, two, three” silently.

Self-relaxation: Telling each part of the body, in order from head to toe, to relax until the entire body is calm.

Conditioning: Before actually interpreting, visualizing oneself as a successful interpreter.

Tickling the chakra in the forehead: Visualizing the chakra located between the hairline and eyebrows in the forehead and mentally tickling it gently.

Students were required to do one or more of the above exercises before each session began and before each...
examination. After feeling relaxed, students worked in groups of four or five to perform research-based training tasks and to interpret my speeches consecutively from English into Chinese.

**CL Approaches Used in This Course**

According to Slavin (1990), the basic concept of CL is the application of teaching methods that require students to work in small groups, heterogeneous in terms of gender and abilities, in order to help one another learn academic tasks and to make sure that everyone in the group has mastered the tasks being taught. Because of its effectiveness, CL has become the major approach of organizing classroom instruction. Major research-based CL concepts that are applicable to interpreter training, proposed by such researchers as Johnson and Johnson (1994) and Slavin (1995), include: face-to-face interaction, collaborative skills, positive interdependence, individual accountability, group processing, student team learning, team rewards, group accountability, and equal opportunities for success (see Chen, 2001a, for a detailed discussion of their application in interpreter training). In addition to the application of these CL concepts, this study used approaches unique to CI training.

**Learning Activities**

In addition to practicing research-based interpreter training tasks, the following learning activities, cooperative in nature, were used in this course.

*Collecting jokes and telling them in class for the other students to interpret.* Each student was required to collect jokes so that they could prepare themselves to tell a joke at the spur of a moment. The usefulness of this exercise is based on the assumption that jokes are told in most speeches or talks, but that they are very difficult to interpret. One solution is replacing the joke in the source language with a similar joke in the target language. Therefore, memorizing many jokes might facilitate a smoother interpretation should a joke be encountered.

*Interpreting continuously.* This is based on the assumption that interpreting, particularly CI, is an innate ability. For example, many bilinguals I have observed in Texas have interpreted for friends, colleagues, or parents without acquiring any training in interpretation. In addition, according to Herbert (1952) and Chen (1999), interpretation abilities may be enhanced by interpreting continuously at every opportunity. Therefore, I required the students to interpret continuously throughout the course.

*Random designation.* During the course, I would talk for two or three minutes and then pause. I would then give the students, who listened and took notes as I spoke, a few seconds to discuss in their groups how to interpret what I had just said. After that, I would choose a group and designate one student from that group to interpret. As the course continued, I increased the amount of time I spoke and decreased the amount of time I allowed students to discuss a possible interpretation. By the end of the course, I was simultaneously designating a group and an individual from that group to interpret, allowing hardly any time for discussion.

*Decreasing group size.* At the beginning of the semester, there were four to five students in each group. As the semester continued, the number of students in each group was gradually reduced. Students were working in pairs by the end of the semester. The purpose of decreasing group size was to foster independence, since, depending on the circumstances, interpreters must not only learn to work independently, but in cooperation with other interpreters. I also had students interpret independently at two mock conferences.

*Increasing the speed of the source-language input and the difficulty of the input materials.* At the beginning of the semester, I talked slowly when giving a speech I wanted students to interpret. The subject matter was relatively uncomplicated, such as interpreter training. However, as the semester continued, I gradually sped up my delivery and spoke on more complex subject matter. As the topics grew more complex and my speaking rate grew faster, students were compelled to work closely with one another to ensure an accurate interpretation.

**Testing and Evaluation**

Students were given a mid-term and a final examination.

**Mid-Term Examination**

During the mid-term examination, students interpreted a live speech I delivered (related to language-learning anxiety and the techniques used to reduce it). The groups, which now consisted of two students each, were allowed a week to prepare for the interpretation of this speech. Before the speech on the day of the mid-term, one member from each group was selected (by tossing a coin) to take turns interpreting. I asked students to bring their friends and family members along. I also asked two colleagues, whose English classes met at the same time as
my interpreting class, to bring their students to learn what interpreting was all about. The examination was held in an auditorium with a capacity of 150 students. I delivered the speech from the podium at a normal rate, pausing after every three minutes or so. As I paused, one student standing beside me started interpreting by referring to his or her notes. Another student stood behind this interpreter. As soon as the first student finished and stepped down from the podium, the second student stepped forward to interpret. Another student would then walk up to the podium and stand behind the second interpreter. This went on until the completion of the speech.

Ten of the students who were not interpreting at the time were selected to evaluate using a 10-parameter interpretation quality checklist. Each student focused on evaluating only one parameter. The students chosen to be evaluators were not allowed to evaluate their own partner’s interpretation, so they each evaluated an interpreter from another group. A student who was more competent and daring than the others interpreted during the Q&A session.

**Final Examination**

In the final examination, students were scheduled to take turns interpreting a keynote speech that Professor Fritz Hensey was to deliver during a teacher-training workshop at the university. I received his speech outline two weeks prior to the workshop. I made copies of it for the students and taught them how to prepare for the interpretation. I went over the outline along with the original paper on which the speech was based (published by Hensey) with the students. Students then worked in pairs and rehearsed. I provided an extra session for them to ask questions about the speech. On the day of the workshop, one student from each pair was chosen to interpret for Professor Hensey.

The students had been scheduled to meet Professor Hensey the day before the workshop for a rehearsal. Unfortunately, his flight was delayed due to a severe snow storm in Austin, and he only arrived in Taiwan at midnight on the eve of the workshop, so he could only meet with the students briefly before the workshop began the following day. As they had done during the mid-term, students took turns interpreting the speech. However, they soon found this task too difficult and had to give up mid-way. This was due to at least three contributing factors: lack of rehearsal, nervousness (many of the audience members were translation and interpretation instructors from colleges and universities in southern Taiwan and the hosting university), and because there was hardly any need for interpretation.

I administered another final examination in the classroom. Just like the mid-term examination, one from each pair of students was selected at random to take turns interpreting a speech I had prepared on the use of improvised simultaneous interpreting equipment. In both examinations, students selected to interpret were accountable for his or her partner’s grade. In addition to the examination, the students were also graded on the basis of my classroom observation.

**Results and Discussion: Implication for Professional Practice**

Based on the student responses and my observation, I would like to offer the following suggestions to facilitate similar training.

A *training component on listening, vocabulary, and pronunciation should be offered*. Most students indicated that poor vocabulary was a factor affecting their learning of interpretation. A course could be offered to enhance vocabulary that encourages students to read articles in various fields. For example, listening comprehension might be enhanced by offering students a course in movie translation, which may also enhance the skills of consecutive interpreting, sight translation, general knowledge, and translation automaticity (see Chen, 2002).

*Students should be designated to interpret when they least expect it.* When a group or a student was designated to interpret too early, for instance before a short statement to be interpreted was even delivered, those who were not selected to interpret would give a sigh of relief and fail to prepare or learn. Consequently, students should not assume that they will not be asked to interpret simply because another member of their group or a member from another group has already been designated to do so. Instead, students should always be kept alert and prepared with the thought that they could be designated to interpret or be chosen at any time to continue on with their group member’s delivery.

*The interpretation of Q&A sessions should be assigned to more competent students.* During the Q&A session, the questions raised and the speaker’s answers to them are generally unpredictable. As such, these sessions should be assigned to students who are willing to take challenges, or to those who are more competent.

*Students should be provided with opportunities to observe at an actual international conference in the final phase of a training program.* Those
who are competent should be required to interpret at actual conferences (see Chen, 2001b, for this phase of training).

Collecting collocations and their equivalents in the target language. Many English collocations can easily be translated into Chinese to fit most contexts. However, trying to figure out the accurate translation of such collocations during interpreting is extremely difficult for novices.

The instructor should demonstrate correct interpretation, or related tasks, but should avoid spending too much time doing them in the classroom. Students said that they got tired or bored when my demonstration of the sight translation of a speech became too long. As soon as the point gets across to students, the instructor should stop to let students practice what they have learned.

Decrease the group size gradually to foster independence. Students should be asked to work in groups. The number of students in each group should be reduced as the training continues, so that students learn to interpret independently.

Authentic interpretation situations should be provided so students learn how interpreting in the classroom and interpreting in real-life situations differ. In this study, most of the students became excited and happy, but also nervous, when they were called upon to interpret in class and in the rehearsal sessions. They also treasured the interpreting opportunities in class and at the mock conferences.

Rehearsing systematically. Students should be asked to rehearse systematically when practicing alone or with a partner. They may observe the following steps when rehearsing alone (See Chen, 2001b):

- Sight translating the text aloud.
- Reading the text aloud and recording it on tape.
- Playing the tape, stopping the tape recorder momentarily, and then interpreting.
- Repeating the same process until completion.

When students rehearse with their partners, they may be required to observe the following steps:

- One student reads the text while the other interprets by referring to the text at the same time.
- One student reads the text and the other interprets without referring to the text.
- One student reads the text, occasionally digressing from the original text, while the other interprets without referring to the text.
- One student improvises a speech based on the text. The other student interprets without referring to the text.

Coping strategies. Students should be taught coping strategies (see Kohn & Kalina, 1996), so that at mock conferences they will be able to overcome any difficulties while interpreting.

In sum, I attribute the successful implementation of this course to assigning groups and students at random to interpret, and making it impossible for the students to anticipate the challenges involved. At first, the instructor should assign a group to interpret only after giving them time to prepare in advance. As the course progresses, the instructor should reduce the amount of time allowed for students to discuss a possible interpretation. Eventually, when you simultaneously choose a group and a student from that group to interpret, limit discussion time and force students to learn how to work more independently (while at the same time making them aware that the success of their partner is dependant upon their interpretation). Finally, instructors should avoid letting students believe that they will not be asked to interpret simply because someone else from their group has been assigned to do so. This is because students who have not been designated to interpret will not feel the pressure to prepare, and will fail to learn from the exercise.

Conclusion

The results indicate that CI training using the CL approaches outlined in this article accomplished a number of goals. First, it increased the students’ interest in learning CI, allowing them to see interpreter training as a welcome challenge instead of as a course that they should try to avoid taking for as long as possible. Second, this course has made it possible for students to interpret two live speeches and experience what interpreting in front of a big audience is all about. Third, it has shown that it is possible to motivate everyone to interpret in a class of 23 students. (In private universities in Taiwan, approximately 50 students constitute a typical class size.) Other researchers are encouraged to apply this training model in larger classes.

Notes

1. The author is indebted to Professor Fritz G. Hensey, of the University of Texas at Austin, for his scrupulous review of this article. However, the author is responsible for any errors that still exist.
2. The ideas for this research were conceptualized during a presentation given by the author at a general meeting of the Taiwan Association of Translation and Interpretation, held at the Graduate Institute of Translation and Interpretation, National Taiwan Normal University, in Taiwan, the Republic of China. The author wishes to thank the participants (prominent researchers, professors of interpretation, and professionals in T/I in Taiwan) for their brilliant suggestions and comments.

3. This study is part of a research project funded by the National Science Council of Taiwan, the Republic of China, under grant number 89-2411-H-011-011-

References


The ATA Pilot Mentoring Program: A Mentee’s Perspective Continued from p.15

The ATA Pilot Mentoring Program was structured in such a way that the formal mentoring relationships are to last for one year. The Mentoring Task Force will be monitoring our progress throughout the year. By November 2002, Christian and I will have evaluated our progress and discussed our future options—switching to an informal relationship, or else saying “thanks and goodbye.” The Mentoring Group does not recommend continuing formal mentoring relationships for longer than one year.

I am looking forward to working with an experienced ATA mentor, and I already anticipate a productive and positive year. I fully expect to be able to celebrate our success with that of many other pairs in the program at the 2002 ATA Annual Conference in Atlanta.

Note
1. The Mentoring Group at www.mentoringgroup.com

Mark your calendars!
ATA’s Portuguese Language Division
2002 Spring Meeting

April 26-27, 2002
in beautiful
Santa Fe, New Mexico

Details and information can be found in the PLDATA, the newsletter of the PLD, and on our website at: www.ata-divisions.org/PLD/index.htm.

Hope to see you there!
Latin American Studies Association—Resource for Translators

By Phil Berryman

As translators or interpreters, we employ more than our linguistic ability and subject expertise. When our computers start whirring in the morning, our caffeine-stimulated minds are also buzzing in the background with our knowledge of those fields we list on our résumés. This knowledge may also encompass a broader area, including time spent living in another country or books we have read that are now half forgotten. Because of the importance of this background knowledge, we translators are frequently exhorted to engage in a variety of professional development activities, such as reading widely in our languages, subscribing to professional journals or The Economist, and so forth. Personally, I find that membership in an organization, such as the Latin American Studies Association (LASA), is a useful and enjoyable way of maintaining and expanding my professional knowledge. In this article, I would like to provide some information on LASA and why I think it might be of use to translators and interpreters.

Founded in 1966, LASA brings together “Latin Americanists” from all disciplines and occupational endeavors. This is one of a number of “area studies” academic organizations: others include the Association for Asian Studies, the Middle Eastern Studies Association, the African Studies Association, and the American Association for the Advancement of Slavic Studies. Not surprisingly, most of these organizations arose in the 1950s and 1960s and, spurred by Cold War priorities, received federal funding for decades. Likewise, a good deal of translation work over the years has been driven by federal government priorities. In academia, “area studies” have often had to defend their legitimacy against those who believed that learning was best advanced within the parameters of recognized disciplines.

It may be helpful to compare LASA to the ATA. Membership numbers are similar (LASA 5,500; ATA over 8,000). LASA is primarily composed of academics, with a sprinkling of practitioners (policy advocates, journalists), whereas the ATA is made up primarily of practitioners with a portion of academics. About 25% of LASA’s membership is made up of Latin Americans. This is similar to the ATA, where an even larger number have a native language other than English.

Like the ATA, members of LASA also receive a journal, although not every month. The Latin American Research Review is an academic journal that is published three times a year. Of particular interest are several lengthy review-essays in each issue which discuss up to a dozen books around a particular theme. Faithful reading of these reviews will give one a sense of the status quaestionis on the major areas of discussion at LASA’s annual conference (another similarity with the ATA).

A Tale of Two Conferences

LASA holds its conferences every 18 months, most recently in Washington, DC, September 6-8, 2001. (None of those attending could have known that so much would change three short days after the conference.) There were many similarities between LASA’s conference and the ATA’s recent conference in Los Angeles. Both were held in large hotels (where I finally mastered the layout only on the third and last day), both held panel sessions in rooms that tended to get cramped, had hallways full of people greeting one another, and hosted exhibition areas where you had to show your badge to get in. The number of attendees at LASA’s conference (4,000) was about double the number of attendees at the ATA conference. I would guess that this is because freelance translators decide whether or not to attend ATA conferences based a cost-benefit analysis, weighing the conference against the cost of the plane fare, hotel, meals, and work foregone, whereas academics need only arrange to cover their classes, and may even receive partial funding from their department to attend.

The most obvious difference, to my mind, between the two conferences could be found in the panel sessions. The ATA conference hosted approximately 100 panels, whereas LASA had around 700. LASA represents an opportunity for academics to present the results of their current or recent research. According to LASA organizers, 3,800 people made presentations (i.e., almost everyone attending), some at more than one session. Approximately 30% of the presentations were in Spanish or Portuguese.

I opted to attend several panels at LASA’s conference discussing the new situation Mexico finds itself in after the loss by the Institutional Revolutionary Party (PRI), which had been in power since the 1920s, to Vicente Fox. Other panels discussed Venezuela under its populist-military leader, President Hugo Chavez.
Some panels considered peace processes in Central America, and several took up the deepening U.S. involvement in Colombia’s drug and guerrilla wars. At another panel I heard several presentations on Panama, a country where I lived for eight years. I also heard the results of research into situations in Latin American cities: how community organizations, church personnel, and the local druglord cooperated to organize a community celebration to raise morale in a Brazilian favela; how passengers react to thieves operating on buses in Rio de Janeiro (mainly by looking the other way if they’re not the victim); and residential and schooling patterns in Argentine cities. There were also dozens of panels on each of the following general subject areas: agrarian and rural issues; arts and media; cities and citizenship; culture and power; democratization; economics and development; environment and ecology; gender and sexuality; history; international relations; labor studies and class relations; law, jurisprudence, and crime; literature; migration and transnational issues; politics and public policy; race and ethnicity; religion; social justice and social movements; technology; and scholarly resources and pedagogy.

One item that intrigued me was a presentation by a regular LASA participant, Jorge Castañeda, now Mexico’s foreign minister, who, until recently, was an academic alternating between professorships in the U.S. and his own country. I remember presenting ideas from his then-new book, *Utopia Unarmed: Latin America After the Cold War*, at the 1994 LASA conference. In it, he argued that the hopes for a socialist revolution that had nourished a generation of Latin Americans (as well as many graying members of his audience) were finished, and that the only conceivable form of left-wing politics was a European-style social democrat position. In 2000, he cast his lot with Vicente Fox, and was made foreign minister (a post his father held years ago under the PRI) after the electoral victory. Would Castañeda address his erstwhile academic colleagues with the same familiarity as before? I needn’t have wondered. Very much the foreign minister, he read his speech, gave diplomatic answers to a few questions, and then had to rush from the room to the airport to rejoin the presidential delegation.¹

With 50 panels in session at any one time, from 8:00 a.m. into the evening, there were always topics relevant to my own interests. If you were unable to attend a panel but were interested in a particular topic, you could go to a vast hall adjacent to the book sales area and purchase written papers (assuming that the presenter had brought copies and delivered them.)

I found that the area of closest overlap between LASA’s conference and the ATA’s was perhaps in the area of literature and literary translation. At the LASA conference, there were 90 panels (i.e., over 350 papers) in Latin American literature. Few dealt directly with translation, but they were certainly of interest to translators, for whom it is important to follow literary criticism and movements. Many university presses as well as some trade publishers were present in the exhibit area (which, in general appearance, was quite similar to the one at the ATA conference, but somewhat larger and without the booths for new translation-related software). Naturally, professors see LASA’s conference as an opportunity to sound out editors on the books they are currently writing.

**The Translator as “Latin Americanist”**

I started attending LASA’s conferences about 20 years ago, while researching and writing about Central America. In that sense, I was a “Latin Americanist” before becoming a translator. When I was teaching university courses throughout most of the 1990s, it was natural enough to attend. Even today, because I translate one or two books a year, some of them academic, and sometimes translate documents on international development and economic policy, remaining a member of LASA, reading their publications, and attending the conference is relevant to my work as a translator.

How relevant would it be to my colleagues who work in Spanish and Portuguese? If they work full-time translating computer manuals, pharmaceutical materials, or any other highly specialized technical material, LASA would not seem relevant to their professional lives as translators. If, however, any portion of their work is of a more general nature, LASA membership might be worth considering.

I like to think that my “Latin Americanist” and translator identities are not watertight. After all, when we translate, we are not simply turning words into other words; we are mediating meaning from one context to another. Insofar as we continue to update our understanding of developments, not only linguistically in the languages we translate, but economically, politically, and culturally in the societies to, or for, which we translate, we are enhancing the background we draw upon when doing...
Teaching Information Technology in Translator-Training Programs in Hong Kong

By Defeng Li

Wilson J. Leffa (1994) conducted a study on the comprehensibility of machine-translated passages in which secondary school students were requested to read two different versions of the same passage, one a machine translation and the other a human translation, from the English original into Portuguese. From this, he concluded:

The results of the study…showed that readers, in general terms, can read and understand machine-translated passages with the same level of proficiency as they read passages translated by professionals. The grammatical errors found in machine translations did not significantly affect the subjects’ comprehension scores. This suggests that MT, although unable to produce error-free translations, can be used for comprehension purposes (p. 399).

Inspired by Leffa’s findings, I decided to study the comprehensibility of texts generated by some well-known English-Chinese translation software programs. My purpose was to determine whether these programs can truly fulfill the purpose, as many of them claim, of providing people with a general level of reading comprehension. For instance, a report on TransEasy stated that, “in the open test of Chinese-English machine translation systems held by the Steering Committee of the Chinese Hi-Tech R&D Plan in March 1998, this system got a good result—about 70% of the translation is understandable” (Liu & Yu, 1998, p. 516). Aware of the unsatisfactory performance of Chinese-English translation software, I decided to limit the study to English-Chinese translation software.

Similar in design to Leffa’s study, I used a journalistic text of about 300 words, which I took from the American Broadcasting Corporation’s homepage. I ran it through several well-known English-Chinese translation software programs, namely, Dr. Eye, Oriental Express, and Huajian. Unfortunately, the results were truly discouraging. In addition to such funny mistakes as translating former U.S. President Bill Clinton’s name into “,” and phrases such as “where he once again pressed the flesh” into “,” the entire output of machine-generated passages was absolutely incomprehensible, except for a few sentences which could be partially understood. By way of example, let’s take a look at the seven pairs of sentences given in Table 1 on the following page.

In these seven sentences, generated by Oriental Express, only the underlined parts are somewhat intelligible. It is not possible to construct the general meaning of the text from simply reading the machine-translated text alone. Discouraging as the results of this trial run of machine translation software might be, I do not believe that the effort to develop English-Chinese translation software should be abandoned. On the contrary, more work should be done to strengthen such programs. There are two reasons for continuing such efforts.

First, the enormous increase in the amount of translation that is required due to the development and subsequent globalization of economic and information technology (IT). Such a trend makes it imperative that technology be used to facilitate translation. On the global level, the worldwide market for translation and software or website localization services is large and continues to grow. According to Allied Business Intelligence, this market was valued at $11 billion in 1999, and this number is expected to grow to $20 billion by 2004 (Sprung, 2000). A study by the European Commission even valued it at over $30 billion annually, with a growth rate of 15–18% per year (Anobile, 2000).

For English-Chinese translators and translation trainers, China’s entry into the World Trade Organization (WTO) is particularly meaningful, as we can easily foresee a tremendous increase in the demand for English-Chinese translation.

In order to meet the growing needs of this market, more quality translators will need to be trained. However, training alone won’t solve the problem entirely. Considering the indomitable amount of translation work and the increasing pressure for shorter turnaround time, technology-assisted translation needs to be improved and fully utilized to enhance efficiency. Especially with China’s entry into the WTO, improving existing English-Chinese translation software programs while developing new ones seems crucial.

A quick review of the history of machine translation and computer-assisted translation also reminds us that persistence and painstaking concerted efforts have brought about enormous progress over the past 50 years. During this time, machine
translation has grown from a tantalizing dream to a respectable and stable scientific linguistic enterprise with users, commercial systems, university researchers, and government participation (Neubert, 1991; Farwell, Gerber & Hovy, 1998). So far, the European Commission is probably the largest and most successful user of machine translation services. Today, the professional translator’s use of translation software to assist with translation is already a fact, which I have observed repeatedly when reading the e-mailed messages exchanged over the Internet between professional translators subscribing to several online translation discussion groups (e.g., Translat, Fanyi-L). Fan (2000) reported his success in publishing three translated books using a computer-aided translation software program, Yaxin CAT. All this shows that as long as we do not give up trying, we can only get better with our efforts to develop such programs to assist us with our work.

Of course, as our efforts continue, the approach we adopt in studying machine translation will also be vital in bringing us closer towards our goal. In a recent article published in The Linguist, Wood criticized the practice of excluding professional translators and translation scholars from the research and development phase of computer translation. He contended that this was the major reason for the generally disconcerting situation of computer translation.

...Computational linguists, artificial intelligence researchers, language engineers, and (in their latest incarnation) cognitive neuroscientists have never really bothered to ask translators what it is they do [in the process of translation]. ...Most language engineers are monolingual, trapped in their own native tongue with a smattering of schoolboy Spanish or French... (2000, p. 133).


As we all know, the various machine systems for translating between Chinese and English, many of which are still far from satisfactory, have been mainly designed by those in the fields of computer science and linguistics, and rarely by scholars who have a good mastery of concepts in translation studies, in particular translation methodology for the rendition

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Table 1

<table>
<thead>
<tr>
<th>Source Text</th>
<th>Target Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “Almost 200 years ago at the beginning of relations between the United</td>
<td>“幾乎 200 年以前開始時關係位於美國和越南，我們的兩國製作許多企業公開商業的條約” 他說。</td>
</tr>
<tr>
<td>States and Vietnam, our two nations made many attempts to negotiate a</td>
<td></td>
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<tr>
<td>treaty of commerce,” he said.</td>
<td></td>
</tr>
<tr>
<td>2. Let us continue to help each other heal the wounds of war, not by</td>
<td>謈讓我們繼續幫助互相醫治戰爭的傷口，不由忘記勇敢顯示和悲劇遭受由所有邊，但是由包括 reconciliation</td>
</tr>
<tr>
<td>forgetting the bravery shown and the tragedy suffered by all sides, but by</td>
<td>的精神和勇氣到建築好明天為我們的孩子。</td>
</tr>
<tr>
<td>embracing the spirit of reconciliation and the courage to build a better</td>
<td></td>
</tr>
<tr>
<td>tomorrow.</td>
<td></td>
</tr>
<tr>
<td>3. Let me say emphatically, we do not seek to impose these ideals.</td>
<td></td>
</tr>
<tr>
<td>4. Only you can decide if you will continue to open your markets, open</td>
<td></td>
</tr>
<tr>
<td>your society, and strengthen the rule of law.</td>
<td></td>
</tr>
<tr>
<td>5. Mr. Clinton said his visit was a gesture of American goodwill towards</td>
<td>Mr. 克林頓說他的訪問是美國善意的姿勢向越南，那美國已放棄仇恨從戰爭和現在照看未來。</td>
</tr>
<tr>
<td>Vietnam, that the U.S. had abandoned the animosity from the war and was</td>
<td></td>
</tr>
<tr>
<td>now looking to the future.</td>
<td></td>
</tr>
<tr>
<td>6. As he left the university auditorium he broke protocol by walking past</td>
<td>當他離開大學禮堂他打碎協議用步行過去安全警衛鼓勵擠滿，在這裡他再一次按肉。</td>
</tr>
<tr>
<td>security guards to a cheering crowd, where he once again pressed the</td>
<td></td>
</tr>
<tr>
<td>flesh.</td>
<td></td>
</tr>
<tr>
<td>7. The man grasped the President’s hand and, with tears in his eyes, said:</td>
<td>那個人抓住主席的手和，含淚在他的眼睛，說：“我能永不想像天喜歡這。”</td>
</tr>
<tr>
<td>“I could never imagine a day like this.”</td>
<td></td>
</tr>
</tbody>
</table>
of modern scientific and procedural texts which are barely intelligible to the general reader. Secondly, machine translation works at the syntactical level, and this means that the methods frequently used by professional translators in translating sentences to produce effective sentences have not been put to good use in machine translation (abstract).

Despite Chan’s insightful proposal to include translators in the software development process, it would be unwise to get overly optimistic about the ability of machine translation. A good example of the dangers of being overzealous is former U.S. President Bill Clinton. Impressed with the marvels that technology produced, he stated in his 2000 State of the Union Address that “some researchers will bring about devices that can translate foreign languages as fast as we talk.” It sparked anger among American translators, and was immediately challenged by translators in the U.S. and other parts of the world. Here is an excerpt from what former ATA President Ann Macfarlane wrote to Mr. Clinton on behalf of the association:

...While technology has produced many marvels, machines that ‘translate as fast as we can talk’ are still a long way off. As you know from your work with interpreters in high-level meetings and negotiations, it take experience, knowledge, native ability, and training to interpret foreign languages correctly. Despite the increasing compactness and cleverness of all the computing devices now on the market, human speech remains something that can be interpreted correctly only by human beings (ATA Chronicle, March 2000, p. 9).

As a result of the strong protest from professional translators and translation scholars, Mr. Clinton had to acknowledge in his reply:

As we prepare for the opportunities and challenges of an increasingly globalized world, the need for dedicated competent translators will be even more important (ATA Chronicle, September 2000, p. 25).

In addition to continuing our efforts to improve English-Chinese translation software, the technological factor must be incorporated in translator-training curricula. If the use of technology does not in itself make a person a better translator, at the very least, it helps translators to research, process, and organize their work faster and more efficiently, and in formats that are in increasingly greater demand on the market. The uptake of information and communication technologies, and the integration of language engineering and technology within these environments, has transformed document management processing in commercial and public organizations. Industrial companies are using sophisticated software tools in all areas of document creation, terminology management, and translation. The Internet, in the span of just a few years, has revolutionized our attitudes with regard to information retrieval. The Internet provides access to a vast amount of information that was previously difficult or expensive to get.

It is obvious that innovation in language technology will play a crucial role in the future of all professional translators. However, changes in these commercial environments have not yet been fully reflected in the training of translators, who need to develop appropriate skills and knowledge in information and communication technology to satisfy the requirements of their prospective employers. The European Commission (EC) is among the first to see the importance and the necessity of a move in this direction. It recently supported a translator-training curriculum innovation project, Language Engineering for Translation Curricula (Maia, 1998). The project is designed to survey the curricula of translator-training programs in several EC countries (including Germany, Spain, Portugal, Greece, Denmark, Belgium, and Luxembourg) and the needs formulated by translation professionals, associations, and clients. The EC will use its findings to establish a common basis for the elaboration and inclusion of language engineering components in BSc and MSc translator curricula in EC countries.

In comparison, translation programs in Hong Kong seem to have lagged behind. A quick survey of the curricula of all translation programs showed that the Chinese University of Hong Kong and the City University of Hong Kong were the only two institutions where a technology component has been incorporated. For instance, the Department of Translation at the Chinese University of Hong Kong offers courses such as machine translation and computers and translation at both the postgraduate and undergraduate levels. To better prepare our students for the new century, IT must be incorporated in the translator-training curriculum. In fact, people looking for translation jobs today ignore IT at their own peril. Translators stand to gain more than most other professionals from close contact with the various tools and aids that technology has to offer. As pointed out by
Peck and Dorricott (1994), students must feel comfortable with the tools of the Information Age. In addition, “individuals need to learn at higher rates of effectiveness and efficiency than ever before because of rapidly growing bodies of relevant information and the escalation of knowledge and skill requirements for most jobs” (Alavi, 1994).

How should IT be taught in an undergraduate translator-training program in Hong Kong? Considering the local context of training, what should be the priorities of such programs?

Although many academics are enthusiastic about technology and understand how it can be used creatively in the humanities, others often feel threatened by the changes in information transfer methods implicit in its use. As with any new technology, people will react against it, often in the interests of unconscious or perceived self-preservation. Students who enroll in these translator-training programs often do so because they, too, are not attracted to technology.

So, the first problem that has to be overcome in teaching IT in translation programs is to teach the teachers how to work with the new technology in order to help them see the advantages of incorporating IT into their curricula. Teaching students how to incorporate technology into their work does not seem like such a difficult task. However, it is important to keep in mind that most students will need guidance on how to make the best use of these new tools, and we should not presume that it will be as easy as some people make out.

What should be taught? First of all, since machine translation, especially English-Chinese machine translation, still has much to improve upon, undergraduate translation programs may be better off focusing on the utilization of available technologies instead of teaching students rule writing. The ability to use and interact with the Internet is particularly important for the translator, because this profession will increasingly rely on information technology not only for the process of producing translation, but for finding and exchanging information, acquiring work, and self-promotion. Students should also be introduced to Internet resources, such as listserves, where one can request or discuss special terminology as well as ethical and professional issues. Students also need to become proficient users of the World Wide Web, with its vast resources for interpreters and translators, so that they can gather needed information as well as publish their own research.

In addition, there are translation aids, such as electronic text corpora, translation memories, translators’ workbenches, terminology databases, spell checkers, and grammar checkers. Properly understood and utilized, these tools can be of considerable help to a translator. Although many in the translation community will cheerfully insist that they can “pick it up as they go along,” it is probably true that most people, learners and practitioners alike, would appreciate more formal training in the use of these new forms of technology.

As for rule writing for translation software, we should probably reserve this for postgraduate students, who are supposed to be much more knowledgeable about translation, linguistics, and computer science.

One thing I’d like to point out is that making room in a translator-training curriculum for more instruction in IT will obviously alter the program. However, this does not mean that such instruction should replace other equally important subjects. It is just that a case also needs to be made for the need to introduce technology instruction.

To sum up, a meaningful and implicative test of the comprehensibility of machine-translated texts from English-Chinese is not currently viable, despite the reported success of machine translation software between other language pairs. Bear in mind that English-Chinese translation software still has much catching up to do, compared with translation software between, say, European languages. We should not get carried away by the progress that has been achieved in machine translation as a whole, but need to seriously consider including the technological component in translator-training curricula to effectively prepare our students for today’s translation market. Helping teachers and students take the first step and selecting appropriate contents for instruction seem crucial in accomplishing this goal.

To prepare translators and interpreters for the 21st century and to increase their competitive edge, a translating and interpreting curriculum needs to include models and principles of the basic concepts of translation and interpretation (Gile, 1995; Larson, 1987, 1991), ethics and professionalism (Hammond, 1992; Samuelsson-Brown, 1993; Gonzalez, Roseann, et al, 1992; Mikkelson, 1996), translation and interpretation techniques and strategies (Baker, 1992; Dollerup and Lindegaard, 1994; Picken, 1989), and last but not the least, technological skills needed for the final product (O’Hagan, 1996).

With all this said, I hope and I’m confident that a comprehension test of machine-translated texts from
English to Chinese, which cannot be conducted with meaningful findings today, will be possible in the not too distant future.

References


Family Secrets

By Camilla Bozzi

Secrecy kill, my counselor used to say in her attempt to persuade me to confide in my mother and tell her something I had kept to myself for way too long. The expression “secrets kill” puzzled me. How could secrets kill? And yet, they do. They kill trust, harmony, and family happiness. There are some secrets in my own family, and I bet that you can also find some lurking among the branches of your own family tree.

This subject continued to interest me, so I started looking for “family secrets” in literature. It is the task of literature to write about the unspeakable, as writers know how to break the code of silence by means of the imagination. The writer searches the soul—and causes the reader to search not only his own soul, but also the collective soul of his family. I did not have to search long. Tennessee Williams’ novels are crawling with secrets: alcoholism and homosexuality, just to name a few. Even darker secretsloom in the distance in Faulkner’s novels, often from the very first page. With great skill these authors created an atmosphere most congenial to hosting secrets: a decaying old house with vestiges of former splendor, a questionable connection in New Orleans, the memories of an old spinster aunt who has seen much more than her Victorian morality could acknowledge…. You will find incest and rape everywhere you turn around. Yet, even with all this, I was not satisfied.

I was not after “unspeakable” secrets. I just wanted some “normal secrets,” like the ones I found within my family. For instance, the elopement of my (now deceased) aunt, not to join a lover (which would have been adventurous and romantic), but to become a nun. These actions were very much against the wishes of my grandmother, who never forgave her, not even on her deathbed. (In reality, it was the nun who had the last laugh, as, thanks to a few carelessly misplaced letters, it was later discovered that she had become the mistress of the cardinal of Bologna, even if my sister still passionately denies it.) I wanted to hear of secrets like fathers and sons or brothers and sisters not talking to each other over something as ridiculous as a misunderstanding, a mean word, an inheritance, or sibling rivalry (the object of an endless series of fairy and folktales, among them the story of the evil twin).

I found what I was looking for in the novels staged (but not written) in the second half of the 19th century, namely in Thomas Mann’s Buddenbrooks, and Marguerite Yourcenar’s Souvenirs Pieux. All three novels were written in the 20th century: one (Buddenbrooks) at the beginning, and the other two in the middle and the second half of the 1900s. In any case, they were clearly written after Freud, a specialist in “secrets” if ever there was one.

Here, I will analyze three excerpts from the above-mentioned novels. All three describe a scene taken from a family dinner. The social setting is the nobility and the upper middle-class. The conversation (if it takes place at all) seems irrelevant, but the atmosphere is dense with hidden meaning and dark premonitions. The furniture is rich, solid, revealing the heavy flow of well-established wealth. And yet decadence is only a few steps, or short years, away. The children, unable to keep up with the vitality of their fathers, have lost faith and are poised for downfall.

Buddenbrooks

We are in Lübeck in 1835. The scene is a special housewarming dinner celebrating the family’s move into new quarters. But far from being new, the house is quite old. It was built in 1682 and became available when the old owners had to move out because of a financial catastrophe that left them penniless. This circumstance, of which we become aware deeper into the story, is a sign of impending doom. This sign is interpreted not by the grandfather, who sports the optimism of the Enlightenment, of which he is a product, but by the younger son, the new generation, already bitten by the Romantic bug.

This dinner is also a business dinner, as it is meant to show the prestige of the family and the firm, which share the same name. Behind all this, one can feel the solidity of wealth secured by generations. The interior of the house and its furnishings are described with such love and attention to detail that it is reminiscent of a Vermeer painting.

“...Man bewunderte am Sekretär ein prachtvolles Tintenfass aus Sèvres-Porzellan in Gestalt eines schwarzgekleckten Jagdhundes... Man betrachtete die Kuchen, Korinthenbrote und verschiedenartigen gefüllten Salzfässchen, die auf dem Tische zur Schau gestellt waren. Es was das ‘Salz, und Brot,’ das der Familie von Verwandten und Freunden zum Wohnungwechsel übersandt worden war. Da man aber...
sehen sollte, dass die Gabe nicht aus geringen Häusern komme, bestand das Brot in süssem, gewürztem und schwerem Gebäck und war das Salz von massivem Golde umschlossen.”

However, in the middle of this dinner, which is supposed to be such a happy occasion, there is a painful note. Trouble in paradise...a letter has arrived from an older, estranged brother from a previous marriage, who disgraced himself in the eyes of the family by marrying beneath his social status. He is now asking for his share of the inheritance. He is also “secret”.

The picture of this family dinner is so complete that there is even the presence of the poor relation, a little girl who takes advantage of the situation by eating everything in sight. This is duly noticed and commented upon by the other diners. She will become the figure of the old maid, raised in the house, but never completely accepted and sometimes mercilessly teased by the members of the family.

The conversation covers politics (Napoleon and Philippe Egalité), the purchase of the house, the conditions of the garden, which, according to the grandfather, should be manicured and shaped by topiary art in the 18th-century style. The son, on the other hand, who is a romantic soul, likes it a little wild and unkept so he can sit there in the high grass and feel a part of nature.

The evening ends with a saucy joke, a sign that the façade of bourgeois respectability, after a glass or two of wine, is falling apart at the seams. The guests’ departure in the evening rain gives the author the opportunity of showing the old house with its sign, “Dominus PROVIDEBIT,” on the main door. (This reminded me of the sign on the door of my old family home: “Pax et Bonum.”)

Now the time has come for father and son to discuss the letter. They decide not to give in. The family’s (and firm’s) capital should not be divided to meet the demands of the prodigal son. However, a heavy feeling of guilt and regret still hangs in the air.

“‘Vater–diese Verhältniss mit Gottlob bedrückt mich!’ sagte der Konsul leise.
‘Unsinn, Jean, keine Sentimentalität! Was bedrückt dich?’
‘Vater...wir haben hier heute so heiter bieeinander gesessen, wir haben einen schönen Tag gefeiert, wir waren stolz und glücklich in dem Bewusstsein etwas geleistet zu haben, etwas erreicht zu haben... unsere Firma, unsere Familie auf eine Höhe gebracht zu haben, wo ihr Anerkennung und Ansehen im reichsten Masse zuteil wird... Aber Vater, deine böse Feindschaft mit meinem Bruder, deinem ältesten Sohne... Es sollte kein heimlicher Riss durch das Gebäude laufen, das wir mit Gottes gnädigster Hilfe errichtet haben... eine Familie muss einig sein, muss zusammenhalten, Vater, sonst klopft das Übel an die Tür...’”

It is this feeling of impending doom, already present at the beginning of the story, which colors the whole novel. Thus, the novel’s subtitle, The Decadence of a Family, is justified (standing not only for the family’s decline, but eventually for the end of an era). Times are a-changing.

Il Gattopardo

The second excerpt comes from a scene in Il Gattopardo and takes place in Sicily. We are in Palermo in 1860, at the time when Garibaldi invaded Sicily.

“Quando il Principe entrò in sala da pranzo tutti erano già riuniti, la Principessa soltanto seduta. Gli altri in piedi dietro alle loro sedie. E davanti al suo posto, fiancheggiati da una colonna di piatti, si slargavano i fianchi argentei dell’enorme zuppiera col coperchio sormontato dal Gatto-pardo danzante. Il principe scodella la minestra, fatica grata, simbolo delle mansioni altrici del pater familias. Quella sera, però, come non era avvenuto da tempo, si udi minaccioso il tintinnire del mestolo contro la parete della zuppiera; segno di collera grande ancor contenuta, uno dei rumori più...”
spaventevoli che esistessero, come diceva ancora quattordici anni dopo un figlio sopravvissuto: il Principe si era accorto che il sedicenne Francesco Paolo non era al suo posto. Il ragazzo entrò subito (‘scusatemi, papa’) e sedette. Non subì rimprovero, ma padre Pirrone che aveva più o meno le funzioni di cane da mandria, chino il capo e si raccomandò a Dio. La bomba non era esplosa. Ma il vento del suo passaggio aveva raggelato la tavola e la Cena era rovinata lo stesso. Mentre si mangiava in silenzio, gli occhi azzurri del Principe un po’ ristretti fra le palpebre semichiuse, fissavano i figli uno per uno e li ammutolivano di paura.

Invece! ‘Bella famiglia,’ pensava. Le femmine grassoccio, fiorenti di salute, con le loro fossette maliziose e, fra la fronte e il naso, quel tale cipiglio, quel marco atavico dei Salina. I maschi sottili ma forti, con sul viso la malinconia di moda, maneggiavano le posate con sorvegliata violenza. Uno di essi mancava da due anni, quel Giovanni, il secondogenito, il più amato, il più scontroso. Un bel giorno erano scomparso da casa e da lui non si erano avute notizie per due mesi. Finché non giunse una lettera da Londra, nella quale si chiedeva il ritorno; un violento grido: ‘Fabrizio, Fabrizio mio!’ mentre apriva la bocca per dire di rientrare in scuderia, un violento grido: ‘Fabrizio, Fabrizio mio!’

Andare a Palermo la sera, ed in quei tempi di disordini, appariva manifestamente senza scopo, se si eccettuasse quello di un’avventura galante di basso rango…. Quando giunse dinanzi al coupé il Principe si trovò di nuovo sul punto di disdire la gita. In quel momento, mentre apriva la bocca per dire di rientrare in scuderia, un violento grido: ‘Fabrizio, Fabrizio mio!’ giunse dalla finestra di sopra seguito da strida acutissime. La Principessa aveva una delle sue crisi isteriche.”

There are many secrets here. They include: the son who leaves his father’s home, apparently for no reason, never to return; the father’s love affair, which everybody knows about but will not speak of in order to keep up appearances; and the mother’s nervous disorder, which Freud would have been able to explain in no time. (But Freud only came along 50 years afterwards. Yet, the author could not help pointing out things that, although they existed in the time the story was set, were only identified and called by name 50 years later.) Money matters do not trouble the aristocratic head of the family, who, in this respect, shows the greatest indifference. But financial ruin already threatens the family, and will be the reason for the nephew’s marriage to the beautiful (and unscrupulous) daughter of a nouveau riche.

**Souvenirs Pieux**

The third passage comes from *Souvenirs Pieux* by Marguerite Yourcenar. Once again, it is dinner-time and a family of the Belgian small nobility is sitting at the table. The year is 1870.

“Monsieur de C. de M. préside presque toujours au dîner. Pour autant qu’on y parle, on y parle donc français. Mais un silence de chartreux règne d’ordinaire: on prend silencieusement sa part d’une série copieuse de mets, purs, raffinés, simples; seules, comme on le sait, les primeurs sont absentes et les fruits chichement présentés. Les enfants n’ont le droit d’ouvrir la bouche que si Papa leur a d’abord posé une question, ce qu’il se donne rarement la peine de faire. Tout au plus, inopinément, il s’informe çà et là des études des garçons et des leçons de grandes demoiselles et ceux-là et celles-ci, interloqués, n’ont pas toujours la présence d’esprit de répondre. Mais ces repas muets étaient, semble-t-il, de tradition à Suarlée….

Après dîner, Papa s’installe, et à l’heure du coucher, comme hiver au coin de la cheminée du salon. Il fait sauter la bande de son journal venu de
Yet, there have been worse dinners…like when (it was Christmas and the stuffed turkey was still on the table, soon to be replaced by a plum pudding especially imported from England) a cousin came to borrow money he urgently needed to repay a debt of honor. The loan was refused (“I have no money to waste on that kind of people,” was the excuse) and, a few days later, the news arrives that this cousin has committed suicide. In my own family I can recall rumors that my grandfather, ruined by a dishonest partner, contemplated suicide so his family could collect his life insurance. He did not go through with it, however, despite being an atheist and therefore having no fear of divine punishment. This was because my grandmother, a fervent Catholic and a believer, forbade it. Nevertheless, shortly afterwards he died of a heart attack.

Money matters in bourgeois families in northern Europe. Less so in Sicily. To balance the indifference of Fabrizio Salina, we see the greed of the new bourgeoisie. In the U.S. at this time, money’s heavy presence is felt in a very tangible way. It is the presence of evil. Just think of the new house in Faulkner’s Absalom! Absalom!, with all its trimmings, furniture, and chandeliers imported from Europe and brought on mules’ backs to the Louisiana swamp. It will not bring good luck to the new family moving there.

Secrets are fashionable and profitable. Isabella Allende’s book, Portrait in Sepia, sold like hot cakes this Christmas season. Secrets can also be funny. My aunt (the above-mentioned nun) once accidentally killed the house cat while he was stealing a piece of ham from the pantry and decided to serve him for dinner. It was only much later that the horrified family knew of the true nature of the roast that was served that day. Secrets can be terrible. However, what used to be a terrible family secret only 50 years ago no longer raises eyebrows today. Times are a-changing…for the better. An unwanted pregnancy (that girls in Victorian times tried to hide any way they could, including tightening their corsets), the birth of a child out of wedlock (which was usually abandoned on the doorsteps of the parish church), and the anguish of the mother whose social and professional life was ruined forever, are a thing of the past. Nervous breakdowns, abortions, divorces, once kept carefully under wraps, are out in the open. One no longer has to worry about marrying beneath one’s social status. As a matter of fact, one does not need to marry at all. Yet, of all the secrets, money is the heaviest and the least noble. Nothing, not even homosexuality or alcoholism (the devil’s own brew!), weighs as much as money. In some European countries, to have money problems was so shameful that a man who had declared bankruptcy was stripped from his right to vote. Even now, it is more discreet to ask someone about his sexual preference than his yearly income. Money is the most common of all family secrets. It is indeed a curse that pits father against son, brother against brother.

As we have seen…it happens even in the best families.
Translation: The Idea of Accuracy and the Challenge of Literacy

By Roger Greenwald

(\textit{Note: The following article was adapted from a presentation the author gave at the Brownbag Research Seminars, sponsored by the Department of Science and Technology Studies, York University, Toronto, Canada, November 5, 1996})

When the word “science” and the word “translation” occur near each other, people usually expect to encounter either linguistics or computer programming. But although this article is based on a talk I gave at a seminar sponsored by the Department of Science and Technology Studies at York University and is about translation, I am neither a linguist nor an expert on machine translation (a term I regard as an oxymoron). I’m a writer and a literary translator who has also done some technical translation. So my argument, aside from its practical relevance for researchers who must rely on translations, will relate to science only indirectly, perhaps by analogy to methodological problems I am scarcely aware of.

I want to look first at the widespread assumption that some texts are “non-literary” and therefore require only “accuracy” from the translator. A little reflection will show that there is a broad spectrum of texts between the imaginary extremes of the purely literary and the entirely non-literary. Let’s take two examples that lie near those extremes: lyric poetry and a weather report.

The effect, the power, of the lyric poem does not depend only—or indeed, in most cases primarily—on its paraphrasable content, its message or statement, if you will. Rather, such a poem uses connotation, symbol, form, sound, and a created voice that embodies emotional import. If everything clicks, the poem will marry such features to its matter in a way that will seem peculiarly right, even inevitable, and will give the reader a sense of revelation, of near magic, and of aesthetic pleasure. A weather report’s main objective, on the other hand, is to convey certain information unambiguously. It uses a limited, standardized vocabulary. Unlike the poem, it tries to avoid multiple meanings and interpretations. Each word is to have a single denotative meaning and as little connotation as possible. The language is not to be symbolic, and its sound is irrelevant to its meaning.

...Translating from one language to another almost always requires translating from one culture to another...

Anyone can see that it will be much harder to translate a lyric poem adequately from one language to another than to translate a weather report. The musical qualities of the poem will be especially hard to transfer into or recreate in a different language, all the more so when the source and target languages have very different sound structures (phonologies), rhythms, and intonations. It will be much harder to translate Italian into Dutch or Hungarian than to translate Italian into Rumanian, and English into Chinese will be much harder than English into German (for lyric poetry). But we imagine that any language combination should be fairly easy when it comes to translating a weather report. And indeed, the translation of weather reports in Canada by a computerized system called Meteo is cited in many articles about machine translation as one of the few, if limited, successes of this technology. I don’t know enough about the system to tell you if the translation goes from one official language to another, or if the computer is programmed to convert a set of numbers from instruments into reports in both English and French. I do know, however, that even the translations produced for this circumscribed purpose need to be reviewed and adjusted by humans.

I can explain why this should be so without going into the details of how machine translation works or is supposed to work—a lucky thing, since I know almost nothing about that. A column by John Browning in \textit{Scientific American}, entitled “The Rosetta Hack,” puts the large issues clearly. He writes:

The problem, as [a longtime machine-translation researcher, Martin] Kay sees it, is that dreams of universal translation depend crucially on two related hypotheses. The first and most important is that some kind of metalanguage could represent all ideas expressible in any human tongue. The second is that translation depends more on the technicalities of language than on real understanding of the underlying ideas in a text. Frustratingly, neither is turning out to be true.

That last sentence, by the way, means that what any writer or translator could have told you all along—and what many have told us—is now slowly being admitted by people who have spent millions of dollars trying to do the linguistic equivalent of extracting sunlight from cucumbers.

To get back to the weather reports and the two flawed hypotheses: it is conceivable that in the case of
weather data, a metalanguage does exist—the numbers from the instruments—and that this is why the Meteo system has had some limited success. But even so, it is bound to run afoul of the second flawed hypothesis. Only a human can check to see that the machine translation does in fact make sense with respect to the world that humans know about. An important implication emerges from this as soon as we realize that much of the world we know about is local and embedded in particular cultures; namely, that the “real understanding” of “underlying ideas” will vary from place to place. This in turn means that translating from one language to another almost always requires translating from one culture to another, even when the text has no artistic qualities.

Suppose, for example, that I want to translate a Norwegian weather forecast into English for the benefit of English mariners on the North Sea. One of the words I am likely to encounter in the forecast (if I’m lucky) is “oppholdsvar.” “Vær” means weather. “Opphold” is made from the words for “up” and “hold,” and, logically enough, it means a holdup in the sense of a pause or a stop. “Oppholdsvar” means a weather pattern in which there will be a lot of cloud but the rain can be counted on to pause, to hold off. As far as I know, English has no word to convey an equivalent concept. One could say, “The probability of precipitation is zero,” but that probably wouldn’t be true. One could say “The probability of precipitation is small” (or “5%”), but that sounds more like a statement of a small risk that rain or snow will fall than like a promise that it won’t. And neither translation carries with it the assumption of the Norwegian word—and the coastal culture it comes from—that rain is the constant, from which one gets a break now and then.

If a weather report can contain cultural elements that are difficult to translate and words without equivalents in other languages, then it should come as no surprise that texts that lie between this extreme of the spectrum and the opposite extreme of lyric poetry will present a range of challenges to the translator, and that some of these challenges will be about more than the “accurate” transmission of denotative meanings, otherwise known as “hard fact.” In order to gain insights that I hope will help us to think about the demands posed by the translation of so-called “non-literary” texts, I’ll start by moving back to the literary end of the spectrum and examining a famous question. Is literary prose easier to translate, or more readily susceptible of adequate translation, than poetry?

Here I’ll enlist the aid of the critic and novelist David Lodge, who has carried out an illuminating comparison of a single sentence by Proust and its English translation by Scott Moncrieff. In his comparison, Lodge has purposely put aside the problem of whether there can be exact equivalence of words across languages, as well as considerations of the expressive use of sound. He concentrates on what he says “can be studied objectively in language: word order, tense, clause structure, and the more obviously mimetic use of sound.” And he shows that these features alone are sufficient to demonstrate that literary prose can sometimes be as difficult to translate as poetry. (He feels that because of its commitment to sound, poetry will usually be harder to translate than prose. I happen to feel that prose is often more difficult, but that is a side issue.)

Proust and Scott Moncrieff compared
(adapted from David Lodge)2

Proust:

Mais ce bonsoir durait si peu de temps, elle redescendait si vite, que le moment où je l’entendais monter, puis où passait dans le couloir à double porte le bruit léger de sa robe de jardin en mousseline bleue, était pour moi un moment douloureux.

Scott Moncrieff:

But this goodnight lasted for so short a time: she went down again so soon that the moment in which I heard her climb the stairs, and then caught the sound of her garden dress of blue muslin, from which hung little tassels of plaited straw, rustling along the double-doored corridor, was for me a moment of the keenest sorrow.

Features of the translation:

• Delay of predicate of clause 3 preserved.
• Inversion in clause 6 preserved, but not the one in clause 5.
• In clause 5, verb transferred ➡
from sound of mother’s dress to narrator; “rustling” specified rather than merely suggested by sibilants; “double-doored corridor” moved to end of clause, replacing the straw tassels.

- Lodge notes obtrusive treble rhyme (for the British ear) in “straw/double-doored corridor.”

This gives us some idea of what may be lost even in a good translation of a demanding prose text; it also shows us what a good translation looks like and a little bit about how it works. So, before we examine some translations of texts that are at least in part scientific, I thought it might be a good idea to look at an example of how bad a translation can be. The passage we’ll look at now was written as a parody, so that the features typical of badness are exaggerated, but that serves my purpose quite well here.

From Glenn C. Ellenbogen, “Oral Sadism and the Vegetarian Personality”

The connection between vegetarianism and sadism was first highlighted in von Krankmann’s (1939) seminal paper, “A treatise on the psychodynamics of the meatless choice.” Von Krankmann theorized that the sole consumption of vegetables, to the exclusion of sinew flesh, represented a “fixation” at an “oral-sadistic stage” of development.*

The fixation is by the rigid cathexis of energy to but one category of object represented.** While the vegetarian not so very often to other equally erogeneous zones these organic substances placed observed have been, so can we say that the use of these vegetables truly, no, almost exclusively, to the oral zone placed are! Also, have we a sadistic impulse with the vegetarian character. The man who kills animals for meat gives the pursued animal a chance to escape. How more and more sadistically cruel is the non-meat eating man. The keen theoretician must himself this question deeply ask—What is the likelihood that the tranquil carrot from its vicious predator successfully outrun can?

* I would like to thank Angelo Augratini, A.A., adjunct assistant instructor of European languages, Hempstead Community College, for his translation of this passage from von Krankmann’s original text.

** Translator’s Note: I kind of had some trouble translating a pretty short sentence that came after this one so I just left it out.

It is possible (hypothetically) that Professor Augratini actually understood the imaginary German text. If that were the case, this passage would show quite clearly, I think, that even the translator of the most technical text must have a standard of fluency—and a sufficient command of the target language to achieve it. From my work as a technical translator, I can attest that word order and punctuation alone are enough to make a huge difference in the comprehensibility of a passage about, say, copyright law. I am not going to quote two contrasting translations of such a passage, because you would need a good deal of context and an explanation of underlying concepts before you could understand either one! You’ll have to take my word for it.

Now let’s look at three instances of translation. First up is a single sentence by Darwin from The Origin of Species. What I’ve done is to get hold of a Norwegian translation of Darwin and translate a sentence from it back into English. This is always an interesting procedure, somewhat akin to the old game called “Telephone.” I’ve done this to give you some idea of what the Norwegian version is like, so that you can compare it to Darwin’s text without having to take the trouble to learn Norwegian (since that would probably take more than the time allotted today). I realize, of course, that you may object that it will be impossible for you to know whether the qualities of the English sentence I present derive from the Norwegian translation or from my English translation of it. I have a fast and dirty answer to this objection, however: Just make believe that they derive from the Norwegian, for the sake of the argument.

From Darwin, The Origin of Species, Chapter IV

Translated back from the Norwegian translation by Ingebret Suleng (ca. 1909)*:

Just as we see that the variations that, in breeding, appear at a certain age tend to manifest themselves again in the offspring at the same age—for example, in the shape, size, and flavor of the seeds of several varieties of our kitchen- and field-plants, in the caterpillar and cocoon forms of silkworm varieties, in poultry eggs and in the color of the down among their chickens, in the horns of our half-grown sheep and cows—so in a state of nature will natural selection be capable of affecting and changing organic beings at any stage of life through accumulation of changes that are advantageous at that age, and through their inheritance at the same stage of life.
The ATA Chronicle | March 2002

Original text (1859):

As we see that those variations which, under domestication, appear at any particular period of life, tend to reappear in the offspring at the same period—for instance, in the shape, size, and flavour of the seeds of the many varieties of our culinary and agricultural plants; in the caterpillar and cocoon stages of the varieties of the silkworm; in the eggs of poultry, and in the colour of the down of their chickens; in the horns of our sheep and cattle when nearly adult —, so in a state of nature natural selection will be enabled to act on and modify organic beings at any age, by the accumulation of variations profitable at that age, and by their inheritance at a corresponding age.

Now, this translation is so close to the original that I was tempted to pull a Borges and just present the original text as my re-translation of the Norwegian. You’ll notice that the translation retains the structure of Darwin’s sentence, with its long list inserted between dashes. I have my doubts about whether a Norwegian translator working on a new translation of Darwin would do that today. There would be a strong temptation to break such a sentence up into two simpler ones, because Norwegian has evolved toward a sort of demotic that is much simpler and much more limited in range than the language was even 50 years ago, much less 180 years ago. In fact, what would strike a Norwegian most about the Norwegian translation of Darwin I’ve used here is that it is written in a style, and with a vocabulary, that seem much more archaic than Darwin’s English does to a modern-day English-speaker. In short, Norwegian has changed a great deal more since 1909 than English has since 1859, so that in a sense, the Norwegian translation is no longer as close to Darwin as it was in 1909, as odd as that may sound. For example, the Norwegian words that Suleng used for “variation” and “variant” are not even in a large dictionary of modern Norwegian, much less common in everyday speech. I managed to find them in a dictionary of Dano-Norwegian published in 1923; Norwegian has long since imported “variasjon” and “variant” from English. Be that as it may, I think it’s fair to say that in 1909, the Norwegian translation captured Darwin’s style quite well, along with the paraphrasable content of his sentence. (Question: Would a modern Norwegian translation that broke long sentences up into two or three shorter ones be an effective way of conveying Darwin to a target language and culture accustomed to shorter sentences, or a betrayal of Darwin’s writing style and his style of thought?)

If we proceed now to the great Norwegian polar explorer, Roald Amundsen, we will find a very different situation. Here I will present you with two English translations of a passage from Amundsen’s account of his voyage to the South Pole. As you may recall, he beat the Englishman Robert Scott to the Pole; Scott and his party perished on the return journey.

From Roald Amundsen, *Sydpolen* (1912)

Translated by R.G.:

How well I still recall how one evening we stood regarding the magnificent scene that nature presented, and thought the air offered clear visibility, so that everything within our range of vision must reveal itself now; and I also recall how surprised we were on the return trip to find the whole landscape completely altered. If it had not been for Mt. Helmer Hanssen, it would have been quite difficult for us to recognize where we were.

The air in these regions can play the nastiest tricks on one. As absolutely clear as it appeared to us that evening, it nonetheless proved later to have offered very little visibility. One must therefore be very cautious about judging on the basis of what one sees or does not see. In most cases it has turned out that travelers in polar regions have sooner seen too much than too little. If we, on the other hand, had charted this stretch as we saw it now, great expanses of mountain would have been omitted.

Translated by A. G. Chater (1912):

How well I remember that evening, when we stood contemplating the glorious sight that Nature offered, and believing the air to be so clear that anything within range of vision must have shown itself; and how well, too, I remember our astonishment on the return journey on finding the whole landscape completely transformed! If it had not been for Mount Helmer Hanssen, it would have been difficult for us to know where we were. The atmosphere in these regions may play the most awkward tricks. Absolutely clear as it seemed to us that evening, it nevertheless turned out later that it had been anything but clear. One has, therefore, to be very careful about what one sees or does not see. In most cases it has
proved that travellers in the Polar regions have been more apt to see too much than too little; if, however, we had charted this tract as we saw it the first time, a great part of the mountain ranges would have been omitted.\footnote{4}

I should tell you that the English version published in the same year as Amundsen’s Norwegian account changes both the organization of chapters and Amundsen’s paragraphing. In addition, you will see a fairly marked difference in style here (again, you will have to trust for the sake of this demonstration that my version is fairly close to the style of the original).

Some interest attaches to the question of style in this case, because it has been claimed by some that one reason Scott, whose mission was in many ways amateurish, achieved a much greater reputation than Amundsen, who was well prepared, is that Scott was a better writer. I suspect the people who rendered that judgment could not read Norwegian. I have not read the two books, but I’ve compared a few passages, and I don’t think they support the claim. To explore the other reasons that might account for the difference in the two men’s reputations would be to digress from my topic; suffice it to say that I think those other reasons are much stronger than writing style. The point relevant to translation, though, is that if it is the English translator who makes Amundsen sound like a Victorian concerned with noble ideals, while Scott, who really was that, comes off as more modern because of his elliptical, notation-like style of writing, then the comparison will in fact be based on a misleading translation.

My final comparison will examine a passage from Thomas Kuhn’s *The Structure of Scientific Revolutions* and the corresponding passage in a French translation. Kuhn is not especially easy to follow. There are several reasons for this, as we will see.

**From Kuhn, *The Structure of Scientific Revolutions*, 2nd ed. (1970)**

Because in this essay the concept of a paradigm will often substitute for a variety of familiar notions, more will need to be said about the reasons for its introduction. Why is the concrete scientific achievement, as locus of professional commitment, prior to the various concepts, laws, theories, and points of view that may be abstracted from it? In what sense is the shared paradigm a fundamental unit for the student of scientific development, a unit that cannot be fully reduced to logically atomic components which might function in its stead? When we encounter them in Section V, answers to these questions and to others like them will prove basic to an understanding both of normal science and of the associated concept of paradigms. That more abstract discussion will depend, however, upon a previous exposure to examples of normal science or of paradigms in operation. In particular, both these related concepts will be clarified by noting that there can be a sort of scientific research without paradigms, or at least without any so unequivocal and so binding as the ones named above. Acquisition of a paradigm and of the more esoteric type of research it permits is a sign of maturity in the development of any given scientific field.\footnote{5}

Uncredited translation of Kuhn, copyright 1972 by Flammarion:

Comme dans cet essai le concept de paradigme se substituera souvent à diverses notions familières, il est nécessaire d’en expliquer mieux la raison. Pourquoi la découverte scientifique concrète, dans la mesure où elle implique une option sur le plan professionnel, est-elle antérieure aux divers concepts, lois, théories et points de vue que l’on peut en faire dériver? Dans quel sens ce paradigme commun est-il une unité fondamentale pour celui qui étudie le développement scientifique, une unité qui ne se réduit pas complètement aux éléments qui la composent logiquement et qui pourraient en tenir lieu? Lorsque nous les rencontrerons au chapitre V, les réponses à ces questions et à quelques autres se révéleront fondamentales pour comprendre à la fois la science normale et le concept connexe de paradigme. Cette discussion plus abstraite dépendra cependant de l’exposé préalable d’exemples de science normale et de paradigmes mis en œuvre. Ces deux concepts dépendants s’éclairent notamment si l’on remarque qu’il peut exister une certaine sorte de recherche scientifique sans paradigme ou tout au moins sans rien d’autre défini et d’aussi impératif que ceux évoqués ci-dessus. L’acquisition d’un paradigme et des types plus ésotériques de recherche qu’il permet est un signe de maturité dans le développement de n’importe quel domaine scientifique donné.\footnote{6}

A few reasons Kuhn is difficult to follow:

1) Inherent difficulty of the matter; he is trying to get us to move away from our everyday premises, to reconceive the implications of our
terms, and to reflect on our episteme.

2) High frequency of abstract concepts and, correspondingly, of abstract words.

3) A preference for the fancy word in all cases, even where a plain one would do.

4) Certain stylistic preferences in the construction of sentences, most notably reliance on nouns rather than verbs, and avoidance of active verbs in favor of passive ones, some of which are accompanied by dangling verbals.

The French translation shortens the first sentence without losing anything by doing so, uses a more direct style that employs active verbs and verbals whenever possible, and in general makes it easier to follow who or what does what. Thus, the French version is in fact easier to read, though it does not compromise the inherent complexity and difficulty of the subject matter. The publisher might well have had grounds to adorn the title page with a quaint phrase formerly used in many English translations: “Translated and Improved by...”—that is, if the publisher had seen fit to credit the translator at all.

As in the case of the English translation of Amundsen, the French translation of Kuhn may have had an effect on the reception of the book. I doubt that the qualities of the translation would have decided to what extent Kuhn’s ideas gained acceptance and exerted influence, but it seems to me entirely possible that the translation determined in large part how many Francophones read Kuhn’s book rather than popular accounts of it. We would need sociological research to answer this question—and to tell us how many people who bought Kuhn’s book in English managed to finish reading it. I believe there are other cases, however, in which it has been the consensus that the work of an important thinker has been ignored in a particular culture because of the inadequacies of the first translation. In literature, there have also been opposite cases, in which the translations have been far superior to the originals. The most famous of these is commonly called “French Poe.” Almost any Anglophone reader of poetry whose taste is developed will tell you that Edgar Allen Poe is a third-rate poet, whereas almost any Francophone reader of poetry will tell you that Poe is one of the greatest of all the poets who have written in English. The reason for this is that Poe was translated into French by Baudelaire.

To sum up, my modest aim in this article has been to sensitize you to certain issues regarding translation, and in particular the translation of supposedly “non-literary” texts. I have had two main points to make. First, that most, if not all, texts embody important cultural and stylistic features, often including rhetorical ones. Second, as a consequence of the first, that translators must do far more than achieve “accuracy” with respect to paraphrasable content if they are to do justice to the originals and convey them from one culture to another. In fact, such “accuracy” in a usable form probably does not exist as a separate quality of translation; it must be embodied in a target-language text that has several other qualities before it can be searched for, recognized, or evaluated.

If I’ve been persuasive, you may still wonder what the practical consequences are for those of you who are researchers and teachers. It may be that all you can do is maintain a slightly more wary and skeptical eye as you read translations. But this may lead you to consult an original text if you can, or ask for advice about it when you encounter an important passage that you don’t quite trust. Or you may find it useful to discuss the work with someone who has read it in the original. If there is more than one translation of the same text available, you may find it interesting to compare them, or to have your students do so on at least one occasion as an exercise. Certainly students working on the history of science may have reason to consider the effects of different translations of the same text into English at different times.

Endnotes


Translation: The Idea of Accuracy and the Challenge of Literacy Continued


Translating Terrorism Continued from p.16

Arabic documents that it had collected three years earlier, in the murder case of Rabbi Meir Kahane, which included photos and schematic drawings outlining plans to bomb the World Trade Center. The material had never been translated or analyzed.

The good news is that the linguistic resources to aid in the prevention of terrorism do exist. Carefully selected professional translators and translation companies can wield their top-notch expertise and open a vital window to the crushing flow of data, rendering it comprehensible and accessible to law enforcement officials on a timely basis. But instead of a mass and indiscriminate effort to seek out bilingual individuals with little or no professional language expertise, the U.S. government must be willing to retain the services of the finest and most experienced professionals in the field of translation.

All of the wiretaps and intelligence in the world will be useless if not fully and accurately understood. We in the translation industry are in a unique position to help in the fight against international terrorism. Call upon us.

Getting the Word Out Continued from p.17

accepts. With this in mind, consider investing in a phone line designated for business calls, as well as a fast and reliable computer and Internet connection. More importantly, you can quickly become a client’s favorite translator by always meeting or exceeding deadlines, maintaining consistent quality, being proactive, reading over all reference materials provided, researching your terminology, and following all instructions.

The freelance translation business can be very lucrative, but it requires persistence to obtain clients, followed by hard work to deliver for those clients. As the field of translation continues to grow, it will be even more important to market yourself and your abilities in an effective manner. You must be willing to put forth a consistent effort in order to ensure a steady flow of work in the coming months and years. Be patient. The marketing you do today will bring benefits tomorrow.

Latin American Studies Association—Resource for Translators Continued from p.28

Although not institutionally tied to LASA, the LANIC website (http://lanic.utexas.edu/), maintained by the Latin American Studies Center at the University of Texas, is a very useful portal to countless sites of Latin American interest, primarily in Latin American countries. Information on LASA itself can be found on its website at http://lasa.international.pitt.edu/.

Notes

1. As a side note, the rhetoric during the meeting of Presidents Bush and Fox in early September suggested that Mexico was the U.S.’s most important partner. Since September 11, Mexico and Latin America have almost dropped out of sight—except for the financial and political debacle in Argentina, which has the potential to disrupt the global financial system.
At the American Translators Association's 43rd Annual Conference in Atlanta, Georgia, November 6–9, 2002, exhibiting offers the best opportunity to market your products and services face-to-face to more than 1,500 translators in one location. Translators are consumers of computer hardware and software, technical publications and reference books, office products, and much more. Face-to-face selling, as you know, is the most effective and successful method of marketing. The ATA Annual Conference is the perfect venue, and you are assured of excellent visibility. Exhibit space is limited, so please reserve your space today. For additional information, please contact Brian Wallace, McNeill Group Inc.; brian@mcneill-group.com; (215) 321-9662, ext. 38; Fax: (215) 321-9636.

Plan now to exhibit at the American Translators Association’s 43rd Annual Conference in Atlanta, Georgia, November 6–9, 2002.
The Onionskin By Chris Durban

This marks the first installment of The Onionskin, a client education column launched by the ITI Bulletin (a publication of the Institute of Translation and Interpreting) in 1996. Comments and leads for future columns are very welcome; please include full contact details. Contact: chrisdurban@compuserve.com or fax +33 1 43 87 70 45.

Promoting Good Translation Practices

Relief for Refugees?

I’d accepted the job because I’d been told I wouldn’t need to know anything complex or political,” said 22-year-old Alex Reynolds in a special report on refugees in Britain in The Observer (April 29, 2001). An anthropology student at Newcastle University who claims to speak “fairly fluent village Nepalese,” Reynolds was recruited by Sakura Communications to interpret for Home Office (Interior Ministry) asylum interviews. However, after listening to a 17-year-old refugee explain for the third time how Nepalese police had tortured him, Mr. Reynolds bailed out. “This man was telling me his life depended on him being able to stay in Britain for reasons I couldn’t understand,” he said.

A Home Office official advised the young interpreter to paraphrase and simplify if necessary, noting that interviewees could always appeal a judgment if they disagreed with a transcription of the interview. However, the statistics are not encouraging: more than 70% of asylum-seekers to the U.K. are refused entry, and while most appeal, the initial decisions are upheld 80% of the time.

The same report cites another student interpreter, recruited like Mr. Reynolds through a campus newspaper. Having spent all of one year in Nepal, Veronica Oakeshott was assigned to translate legally binding Home Office statements into Nepalese. Having spent all of one year in Nepal, Veronica Oakeshott was assigned to translate legally binding Home Office statements into Nepalese. However, since candidates are dispersed throughout the country, they are not certain to find qualified translators in their language combination locally, nor can they claim legal aid to help finance language assistance. Lobbying by IAS and other bodies has led the Home Office to issue instruction booklets in a selection of languages, which is surely a step in the right direction. Yet the IAS still receives “masses of complaints,” says Mr. Best.

Sakura Communications declined to comment.

French Bank Victim of Old School Try

“The bank is also a major stone of a holding which activities are,” with its promise of a linguistic wasteland ahead, seems unlikely to draw in many English-speaking readers, casual or otherwise.

The phrase appears in a report summarizing financing options for urban renewal projects at France’s Caisse des Dépôts et Consignations (CDC). The document was produced in October 2000 for distribution to a working group of European experts.

When The Onionskin called, CDC’s Sylvie Harburger traced the flawed text to a student intern. Her team realized shortly before the conference that it lacked an English-language document. When a fellow banker flagged an under-utilized English-speaking intern in another department, they jumped at the chance. The deal was done, and the young man set to work. The result is distinctly odd, despite his best efforts.

Ms. Harburger, who is CDC’s liaison officer for European Union urban renewal projects, blames poor planning, not miserliness. (Budgets for the program total €7.5 billion, or approximately $6.5 million.) And she assures us that CDC has mended its ways: her team now commissions translations directly from a professional.

Pitching with Polish—Where Does the Buck Stop?

Quality is the translation industry’s Holy Grail, and a topic regularly addressed in electronic
forums, conference presentations, and specialist publications. Not surprisingly, everyone is for it. And most claim to provide it—The Onionskin has yet to run across a translation vendor pitching its own work as fair-to-middling.

Yet quality in translation is also maddeningly difficult to pin down.

In some countries, committees spend hours hammering out bullet-proof lists of conditions that, if respected, would guarantee monolingual buyers the text they need. In theory. Other players insist that it is a judgment call—citing, if cornered, a U.S. Supreme Court justice’s definition of pornography (“I know it when I see it.”). All of which begs the question of how a monolingual client can judge what he or she is getting when ordering work into a foreign language.

The Onionskin likes the “suitability for purpose” approach: a translation makes the quality grade when it achieves what it was commissioned to do. Even then, it is important that each party be perfectly transparent about where its responsibilities start and end. A recent advertisement in two major English-language newspapers highlights some of the difficulties involved.

The Austrian Business Agency (ABA) is in charge of attracting foreign direct investment to Austria (businesses that will set up operations locally, generating jobs and tax revenues). With Vienna advertising agency Schierholz Saxer, it produced a German-language text extolling the little-known charms and strengths of the Austrian business scene, and then commissioned an English translation from a local translation agency.

The brief was clear: an advertising text for publication in major English-language newspapers. Schierholz Saxer (SSX) confirmed to The Onionskin that it ran the translation it purchased past a native English-speaker before going to press (an excellent reflex, especially since the individual, Clifford Stevens of Hauska & Partners, is himself a public relations professional). Yet with deadlines looming, SSX integrated only minor adjustments. The agency failed to take on board Mr. Stevens’ suggestion that the text be shortened and reworked.

By all accounts, they should have. For the ad, which ran in both the Financial Times and The Wall Street Journal on November 21, left the English businesspeople we talked to bemused. “It’s not dreadful, but it is light-years from genuine advertising copy,” said one. “It’s awkward. The German content is there, but it doesn’t read well,” complained another.

Flowing it ain’t. (“There’s not a single Austrian brand of which it might be said that every child’s familiar with it.” “Just to mention on the side; is it really possible to earn that much money by ‘Schuhplatteln?’”). Nor have local references been tweaked for an international audience (All-Wheel? Sisi?…Schuhplatteln?). Clearly, this is not international-caliber advertising copy. But who is at fault?

At Creative Translation, the Vienna translation agency that provided the English text, Diane Feiner stands by the job as delivered, insisting that there is absolutely nothing (make that absolutely NOTHING) wrong with the sentences quoted above. Advertising materials are one of her company’s specialties, says Feiner, and the translator who produced the text is a well-educated native speaker of British English.

But she also insists that her company’s brief is to please its clients, which, for The Onionskin, is where the problem lies. Purchasers of translations, especially into English, often believe that their school or working knowledge of the language is sufficient for them to judge the quality of a text. In reality, few are able to assess written style and its impact on target readers. The translation industry’s persistent failure to educate consumers of its services means that many such buyers will be “satisfied” with very little indeed.

Stylistic deficiencies are bad enough, notes one observer. But shouldn’t a creative translation specialist also advise clients on the viability of transplanting their content willy-nilly into the target language?

Mismatches like ABA’s are all the more regrettable given the cost of advertising space. The agency’s quarter-page ad cost $36,600 in the Financial Times and over $32,000 in The Wall Street Journal.

**Youth Fights Pot Plot in Albania**

In Albania, a 14-year-old was pressed into interpreting service in July in a case that saw four farmers thrown into jail for growing hemp with seeds provided by the U.K. charity Partnership for Growth.

Police claimed the plants were cannabis. The organization insisted they were industrial hemp, and had planned to help local farmers use their harvest to produce rugs and carpets.

When the police raided fields containing 400,000 plants in the town of Shkoder, charity representatives headed to Tirana to clear up what spokesman Mike Tyler described to BBC reporters as a “tragic misunderstanding.”

Continued on p.53
Dictionary Reviews  Compiled by Boris Silversteyn

Silversteyn is chair of the ATA Dictionary Review Committee.

Catálogo de Expresiones Para la Traducción Inversa Español-Inglés

Authors: José Merino and Susan Taylor
Publisher: Anglo-Didáctica Publishing: Madrid
Publication date: 2001, revised (seventh) edition.
Paperback, 254 pages
Price: $28 (clearance price from i.b.d., Ltd.)

Reviewed by: Sharlee Merner Bradley

Format
The dictionary contains more than 7,000 common, mostly general, expressions. It provides one Spanish phrase per line, each starting, unnecessarily, with a capital letter. This is followed by a tilde and the English translation(s) in italics, also starting with a capital letter (often run on to the next line and ending with an unnecessary period). Entries are listed strictly alphabetically by the first word of the expression, so there are many entries starting with a, al, de, en, ir, no, por, etc.

Examples

ir para viejo: to be getting old
estar en sus cabales: to be in one’s right mind
mojado hasta los huesos: to be soaked to the skin
reanudar las clases: to go back to school
si se da el caso: if that happens/if that should happen/should it happen/in that case
someterlo a votación: to take a vote on it/to vote on it
tomar partido por: to side with
contar con los dedos: to count on one’s fingers
te guste o no: whether you like it or not

Caveats
Not a one, except perhaps availability (it no longer appears on the online listings from i.b.d., Ltd.)

Kudos
Good for prepositions that, for a given expression, may be the same or different in the two languages:

Same en peligro in danger
Different en paz at peace
None en otra parte somewhere else

I did not detect any typos. The dictionary uses large, easy-to-read print and a single-column page layout. Overall, an excellent buy!

Elsevier’s Dictionary of Export Financing and Credit Insurance English, German, French

Author: Dr. Peter Dorscheid
Publisher: Elsevier: Amsterdam
Second, enlarged edition
14,000 terms, 300 pages
Publication date: 2001
ISBN: 04-44505-33-4
Prices:
Amazon.com prices:
CD-ROM ($200.50)
Hardcover ($175.50 or $148)
Paperback ($250)

Reviewed by: Sharlee Merner Bradley

For ATA members who translate European contracts into or from English, German, or French, this new Elsevier dictionary can be useful. After publishing a first edition in 1989, the author, with 20 years of experience in the field, attributes the larger edition to the expansion of export financing and credit insurance (once practiced almost exclusively by the state, but now also by the great private credit insurance companies).

In addition to standard English, French, and German terms, there are many Swiss terms in both German and French (Schuldbetreibung; agent de transport), the occasional U.S. term (Agency for International Development, AID), British term (Inland Revenue), and Belgian term (faillite, for winding-up). I found no Canadian terms, though there must be, as the abbreviation is given. There were also no typographical errors noticed in this nicely bound hardcover dictionary.

Format
The usual Elsevier system for multilingual dictionaries is followed. The first part, the basic table, lists, in alphabetical order, the English entries with their equivalents in the other languages. The entries are numbered consecutively. The second part consists of German and French indices. Each term refers to the relevant entry in the basic table. In this way, each language can be used as a source as well as target language.

Acronyms and Abbreviations
Quite a few acronyms and abbreviations are included in the alphabetical index. For example, the French COFACE is shown as standing for Compagnie Française d’Assurance Silversteyn is chair of the ATA Dictionary Review Committee.
pour le Commerce Extérieur in all three languages. Others differ in each language: EMU (Economic and Monetary Union) in English, WWU Wirtschafts- und Währungsunion in German, and UEM (Union Economique et Monétaire) in French. Acronyms and abbreviations are given as a cross-reference to the full term.

**Number of Terms**

Although the dictionary claims to have 14,000 terms, if we divide the number of languages by three, we come up with under 5,000 terms (concepts). A rough calculation (22 terms per page x 200 pages) of the main section (English) gives 4,400 terms, which demonstrates that the larger number includes translations. The next step is to look at the terms. How specialized are they? How many can be found in a “regular” dictionary? I would estimate about 20% are filler words, such as the following: participation (share), packing (emballage), accessory, access (to the market), list of equipment, liquidity, spare parts, negotiate, and profitable.

**Specialized Terms in English**

*(given with French here)*

principal customer account policy: police d’abonnement
unsecured claim: créance non-garantie +
usual course of business: gestion régulière
delivery (legal): remise; délivrance
business interruption insurance: assurance contre les pertes d’exploitation
negative pledge: clause pari-passu

**Context/Differentiation**

Sometimes there is context given when needed, sometimes not. For example, closing expenses (for closing what?) frais de souscription.

Distinction may be made by having two separate entries. For example, merchant as a commerçant or négociant and as an enterprise: entreprise commerciale, maison de commerce.

The different entries for earnings are good examples of how terms are distinguished:

earnings (receipts): revenu
earnings (profit): benefice, gain, profit
earnings before interest and taxes (EBIT): résultat avant intérêts et taxes (EBIT)
earnings before interest, taxes, deprecations, and amortizations (EBITDA)—I have seen depreciation and amortization only in the singular: résultat avant intérêts et taxes (EBITDA)
earnings from financial assets: produits financiers
earnings in foreign currency: recettes en devises
earnings per share: bénéfice par action
earnings position: position de rendement

**Caveats**

If the desired direction is into English, having to look a word up in the German or French index, then in the English side of the dictionary, and, if it is an acronym, under another English number as well, is somewhat burdensome. Although not mentioned in the publisher’s advance information, Amazon.com is offering a CD-ROM that could be advantageous and a lot cheaper than the paperback edition. Then there is the cost, which may be prohibitive for an individual translator unless specialized in this field. This is a typical drawback for most of Elsevier’s dictionaries.

**Recommendation**

If a dictionary has even one term that is not easily available elsewhere, the cost may be worthwhile. This dictionary seems to fit such a scenario. Furthermore, the source of the terms is a translator of specialized experience, thus inspiring confidence in the user.

**English>Spanish, Waste Management and Environmental Glossary**

Author: M. Eta Trabing
Publisher: Unknown
Publication date: 1996
ISBN: 0-88431-477-4
Price: $40.00
Available From: i.b.d., Ltd. (www.ibdltd.com)
Number of Pages: 210
Reviewed by: M. Gabriela Nanni
Let’s take a moment to think about the title of this glossary:

Waste management: the act or art of managing waste.
Waste: unwanted by-product of a manufacturing process, chemical laboratory, or nuclear reactor (toxic waste, hazardous waste, or nuclear waste).
Solid waste: any solid, semi-solid, liquid, or contained gaseous materials discarded from industrial, commercial, mining, or agricultural operations, and from community activities. Solid waste includes garbage, construction debris, commercial refuse, sludge from a water supply or waste treatment plant, or air pollution control facilities, and other discarded materials.

Taking into consideration that it is such a broad subject, this glossary, containing approximately 8,000 words, falls short of covering all areas of it.

While including over 500 filler words as simple as “bath,” “cash,” “fish,” “holiday,” “option,” and “table,” terms like lixiviation, destratification, large quantity generator, nonfriable asbestos-containing materials, packed bed scrubber, public comment period, radon daughters/radon progeny, soil adsorption field, and sparge were searched for and not found.

The entries are easy to follow (the source word in boldface type next to the target word or definition). The organization of the glossary is inconsistent. Some entries have the target word (in Spanish) plus an additional full definition of the word, while others have just the target word. The same applies to the acronyms, some of which are indicated twice, as the acronym itself and as an entry of the first word of the acronym, and some are cited just once. While most of the acronyms commonly used by the Environmental Protection Agency are included, there are no clear criteria in the use of capital letters versus lower case in the definition of each acronym.

Addressing such a fascinating topic, this glossary deserved more attention at the time it was being edited and proofread. I found typos such as: “decretro” instead of “decreto,” “eliminr” instead of “eliminar,” “derivaties” instead of “derivatives,” “ordnance” instead of “ordinance,” “bacteriano” instead of “bacteriano,” “ordinate” instead of “ordinance,” “derivatives” instead of “derivatives,” “elminn” instead of “elminar,” “filosfa” instead of “filosofía,” and “decretro” instead of “decreto.” There were also spelling mistakes which, in my criteria, are a MUST NOT BE when it comes to publishing (and selling) a dictionary or a glossary that will be a tool for a translator or a writer:

Autotrophy: autotrofía (not autotrofía)
Biosphere: biosfera (not biósfera)
Dose: dosis (not dósis)
Einsteinium: einsteinio (not einsteinio)
Hydrosphere: hidrosfera (not hidrósfera)
Hydroxyl: hidroxilo (not hidróxil)
Ionomer: ionómero (not ionómero)
Malodorous: hediondo (not ediondo)
Mesosphere: mesosfera (not mesoesfera)
Odor: hedor (not edor)
Nematocide: nematicida (not nematocida), que destruye nematodos (not nemátodos)

I also found a few inaccuracies like:

Gradation curve: curva de gradación, not graduometría.
Phenil group: grupo fenilo (not fenilico)
Reportable quantity RQ: should not be translated as “canti-
tidad reportable,” but as “cantidad que debe declararse o informarse”
Reagent blank: blanco de reactivo (not blanco para reagents)
Silicone resin: silicona (the use of silicón is an anglicism)

In summary, this glossary could serve as a source of general informa-

Continued on p.52
Clearly, in 2102 there will be a different format altogether, perhaps using media now undreamed of, for this column. But who can doubt that the raw material for its content will continue to be churned out? The Translation Inquirer is a native speaker of English, and yet sometimes even he sees stuff in print in English that makes him queasy, so how could it be otherwise for nonnative speakers? Take, for instance, this title of a recent medical article: *Unpacking the black box of nursing and therapy practice for post-stroke shoulder pain: a precursor to evaluation*. If someone speaks to me about *unpacking a black box*, I imagine that a shipment of flight data recorders has come from the manufacturer, and I can see eager airline employees removing the crates, cardboard, and other packing materials from these *black boxes*.

Of course, the nature of the article about to be introduced makes me realize that I must not think so literally, and that some metaphorical transfer of meaning to another field is meant. But what then? Is it the revealing of something difficult from the outset in the medical field? Or is it a purely procedural problem that the authors will be discussing, with the basic issues solved? Or is it a simple matter, but one that not many in the field are aware of yet? Or, if I were a translator going out of English, would my best bet be simply to lop off *Unpacking the black box of...* and begin translating where the title commences being serious?

[Abbreviations used with this column: E-English; F-French; G-German; I-Italian; R-Russian; Sp-Spanish; Sw-Swedish.]

**New Queries**

(E-I 3-02/a) The sticky part of this section of a distributorship agreement is to *end indemnity for goodwill or similar compensation*. It comes from a clause that reads like this: “The Distributor shall not be entitled to *end indemnity for goodwill or similar compensation* (indemnity) in case of termination of the contract.” How to turn it into good Italian?

(E-Sp 3-02/a) Where, oh where would we be in the English-speaking world without that lovely word *footage*? But its Spanish equivalent, in a text from a marketing document, poses problems: *...several hours of leading commercial footage and a host of improvements...*. Is “secuencias filmadas” good enough?

(F-E 3-02/1) A Lantra-L correspondent suspected that academic shorthand was the culprit in not being able to understand “niveau AI” in a Belgian advertisement for a job as a laboratory technician.

(F-E 3-02/2) Two short phrases, “*rapports de production*” and “*à penser de lien,*” gave this ProZ member problems in a section of an essay on education: “L’éducation n’est pas préparation pour le marché du travail tel qu’il est, même si elle peut être aussi processus de qualification professionnelle—*à penser en lien* avec les luttes pour transformer les *rapports de production* et les *rapports sociaux.*”

(G-E 3-02/3) Mark Rader is puzzled by the obvious neologism “Zeitschiene” in the expression “Jedoch ist auch hier eine bestimmte *Zeitschiene* in der Zeitspanne aus dem Handwerkzeuggerät eingreifende Arretierungsmittel freigibt.” Mark Rader is puzzled by the obvious neologism “Zeitschiene” in the expression “Jedoch ist auch hier eine bestimmte *Zeitschiene* in der Zeitspanne aus dem Handwerkzeuggerät eingreifende Arretierungsmittel freigibt.”

(G-E 3-02/4) Clearly, “Lieferumfang” is the problem word in the phrase a ProZ inquirer posed: “Die Verfügbarkeit Ihres Lieferumfanges liegt bei 98%, bezogen auf die Betriebszeit der Anlage.” Suggested answers included *scope of delivery, system supplied, equipment,* and *range of products,* but the instability in the answers pretty much all centered on “Lieferumfang.” How best to render it in English?

(G-E 3-02/5) Generally the meaning of “Rechtsanwaltsfachangestellte,” as posed by an associate from Lantra-L, is clear, but how to render it into English? Is it anything as straightforward as a *paralegal*?

(G-E 3-02/6) The term “Entarretierhebel” caused problems for a ProZ user in a patent relating to a work tool: “Andersseits wies im wesentlichen die als eine, mit dem anreibenden Handwerkzeuggerät kombinierte, Einheit ausgeführte Staubsaugung mit einem drehfest mit einer Welle des Handwerkzeuggerätes verbindbaren Sau- grades einen drehbar gelagerten *Entarretierhebel* auf, welcher entgegen der Werkzeugrichtung betätigt in das Handwerkzeuggerät eingreifende Arretierungsmittel freigibt.”

(R-E 3-02/7) An aphorism attributed to Harold Nixon may indeed have begun its life in English, but now appears to be in need of a snappy back translation: “Если под угрозой уничтожения находится общество, в него вмешается случайность, а случайности не воспринимать как несчастья.”

(Sp-E 3-02/8) Is “termino de giro” best rendered in English by *grace period*? The document in question was Chilean, the context was a contract dissolving a company, and the context phrase reads like this: “*termino de giro* ante el servicio de impuestos internos.”

(Sw-E 3-02/9) Something is not quite right about the dictionary
explanations a Lantra-L correspondent got regarding “lyft av byggkreditiv.” Not one, but two context phrases were provided: “omfattning av arbetsinsatser inför lyft av byggkreditiv,” and “…som visar att fakturor inför lyft av byggkreditiv är betalda.” The definition from Ingvar Gullberg’s Specialized Dictionary of Technical Terms Used in Business, Industry, Administration, Education, and Research is simply too wordy: to have a short-term building credit transferred to an institute granting long-term credits.

(Sw-G 3-02/10) The first word of this context quote, coming from a text having to do with law and patents, caused problems for a ProZ user: “Billeskans tillerkänns av allmänna medel 1728 kr.”

Replies to Old Queries
(E-G 9-01/3) (celebrity chef): Anette Gralia sees “Starkoch” simply as one who has become a star by virtue of his or her excellent cooking. An example is Paul Bocuse. Anette sees the original term as relating more to someone who is best described, as Volkmar Hiranter previously suggested, as “Prominentenkoch” or “Promikoch.”

(F-E 1-02/4) (“l'image de sa clientèle”): Mary Briaud believes this means reflecting the tastes (or profile, scope, etc., depending on the context) of its customers. In the example cited, one might want to bring the word international to the beginning of the sentence to read: Reflecting the international dimension of its customers, Group XXX, etc. This gives the idea that the group is as international as its customers.

(G-E 6-01/4) (“präsidial-magistral”): Selma Benjamin notes that “magistral” is simply an adjective derived from the Latin “magister,” meaning master or teacher. It applies to municipal and other authorities. In the sentence quoted (from page 55 of the June 2001 Chronicle), the translated clause might read: If we now, on the threshold of the new century, are invited by the presidential or other authority to…” The medical meaning of “magistral” does not apply here.

Anette Gralia begs to disagree with the solution offered on page 57 of the November-December Chronicle. She claims the adjective has been derived from “Magistrat,” meaning municipal authorities or a town council. This still leaves open what might be the best translation of “präsidial-magistral,” but she believes that providing the correct noun from which a part has been derived will avoid misunderstanding.

(G-I 11-03/4) (“Aufrechnungs- und Zurückbehaltungsrechte…”): Chester Claff brought this contorted text (see page 56 of the November-December Chronicle for an unabridged version of the original) at least part way to a solution with XXX is entitled to offset or withhold payment only if its counterclaims are legally established, uncontested, or acknowledged by YYY.

(Sp-E 11-01/8) (“asociación en participación”): Filemón Sosa affirms that this is a joint venture, and quotes the sixth edition of Black’s Law Dictionary: “Any association of persons to carry out a single business enterprise for profit, for which purpose they combine their property, money, effects, skills, and knowledge.” Community of interest and joint enterprise are related terms, and although he does not say so, the Translation Inquirer must conclude that under certain circumstances the latter two phrases could be legitimate translations.

I could use more on both the Queries and Replies sides of this column. It’s yours to contribute to, so gimme some!
Humor and Translation  By Mark Herman

Herman is a librettist and translator. Submit items for future columns via e-mail to hermanapter@earthlink.net or via snail mail to Mark Herman, 5748 W Brooks Rd., Shepherd, MI 48883-9202. Discussions of the translation of humor and examples thereof are preferred, but humorous anecdotes about translators, translations, and mistranslations are also welcome. Include copyright information and permission if relevant.

And What Have You Translated of Significance Lately?

In the November 2001 issue of the newsletter of the Jewish United Fund of Chicago, sent to me by Boris Silversteyn, is an article about Judah ibn Tibbon and his descendants who, by translating many classical works both from the original Greek and from Arabic translations into Hebrew, and by making their own contributions to philosophy, medicine, astronomy, and mathematics, helped change the medieval Western world into the modern one. The article prompted me to look up the family on the Internet, from whence comes the information below.

Judah ben Saul ibn Tibbon (1120–1190) was born in Granada, Spain, but was forced to move to France because of anti-Semitic persecution. He translated largely Jewish works from the Muslim world into Hebrew from Arabic, making them available to French and German Jews and the Western world at large.

Judah’s son, Samuel ben Judah ibn Tibbon, expanded on his father’s work by translating more general works, such as Maimonides’ Guide for the Perplexed and Arabic medical works into Hebrew.

Samuel’s son, Moses ben Samuel ibn Tibbon, further expanded the work by translating into Hebrew from both Arabic and Greek, and by including such authors as Aristotle, Euclid, and Averroes.

The work culminated in the translations of Moses’ nephew and Samuel’s grandson, Jacob ben Machir ibn Tibbon, who was born in Marseilles (then in Spain) in 1236 and died in Montpellier, France, in 1312. He was also known by the Latin name Prophatius. Jacob was a member of the medical faculty of the University of Montpellier, and was a mathematician and astronomer as well as translator. He translated Ptolemy’s Almagest into Hebrew in addition to making further translations of Euclid’s Elements. He also wrote several original works, including a book of tables of astronomical data later used by Copernicus.

Who says translators don’t make a difference?

For Long-Term Planners

Future Annual Conference Sites and Dates

<table>
<thead>
<tr>
<th>Location</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>Atlanta, Georgia</td>
<td>November 6-9, 2002</td>
</tr>
<tr>
<td>Phoenix, Arizona</td>
<td>November 5-8, 2003</td>
</tr>
<tr>
<td>Toronto, Canada</td>
<td>October 13-16, 2004</td>
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The Onionskin Continued from p.47

Short on cash and time, they recruited local talent for their negotiations with police and authorities—14-year-old Bruno, whom Tyler notes is “a very bright lad who learned German and English entirely from watching television.”

Young Bruno had an added incentive: his father was one of the imprisoned farmers. Yet negotiations foundered and the plants were ultimately destroyed by the police.

Tyler admitted in a telephone interview that a qualified adult interpreter would have lent his group’s mission greater credibility and may well have speeded a settlement. Cost was the critical factor, he told us: the charity’s annual budget is only £500,000, or about $715,000. (Cost of seeds, administration, and imprisoned farmers’ time? mused The Onionskin.)

Happily, all charges were dropped on August 13. Partnership for Growth is actively engaged in a range of development projects in Eastern Europe, and would be delighted to hear from professional interpreters prepared to volunteer their services (info@pfg-charity.org).

With thanks to Bob Blake, Dylan Gee, Bill Maslen, Eugene Seidel, Nick Somers, and Rupert Swyer.
ATA Chapters, Affiliated Groups, and Other Groups

ATA Chapters
Atlanta Association of Interpreters and Translators (AAIT)
P. O. Box 12172
Atlanta, GA 30355
Tel: (770) 587-4884
aaitinfo@aait.org • www.aait.org

Carolina Association of Translators and Interpreters (CATI)
604 W Academy Street
Fuquay-Varina, NC 27526
Tel: (919) 577-0840 • Fax: (775) 244-2746
CATI@pobox.com • www.catiweb.org
• Local group meetings held in Asheville, Charlotte, and Research Triangle Park, NC; Columbia and Greenville/Spartanburg, SC.
• Membership directory, $12; CATI Quarterly subscription, $12.

Florida Chapter of ATA (FLATA)
P. O. Box 14-1057
Coral Gables, FL 33114-1057
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Fax: (305) 387-6712
info@atafl.com • www.atafl.com

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6600 NW Sweetbriar Lane
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translate@kc.rr.com • www.ata-micata.org

National Capital Area Chapter of ATA (NCATA)
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Washington, DC 20035-5200
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johnvazquez@msn.com • www.ncata.org
• The Professional Services Directory of the National Capital Area Chapter of the American Translators Association (NCATA) has gone online. It lists NCATA members and the services they offer, together with additional information that enables translation and interpretation users to find just the right language specialist for their projects. Bookmark www.ncata.org and check out the NCATA directory. If you maintain language-related webpages, you may want to include a link to the directory. NCATA is always interested in comments and suggestions.

New York Circle of Translators (NYCT)
P. O. Box 4051, Grand Central Station
New York, NY 10163-4051
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RX73@aol.com • www.nyctranslators.org

Northern California Translators Association (NCTA)
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Tel: (510) 845-8712 • Fax: (510) 883-1355
ncta@ncta.org • www.ncta.org
• Telephone/online referral service. See searchable translator database on website.
• NCTA Directory of Translators and Interpreters available on CD-ROM or diskette for $15. Accept MasterCard/Visa.

Northwest Translators and Interpreters Society (NOTIS)
P. O. Box 25301
Seattle, WA 98125-2201
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info@notisnet.org • www.notisnet.org

Southern California Area Translators and Interpreters Association (SCATIA)
P. O. Box 34310
Los Angeles, CA 90034
Tel: (818) 725-3899 • Fax: (818) 340-9177
info@scatia.org • www.scatia.org

Affiliated Groups
Michigan Translators/Interpreters Network (MITIN)
P. O. Box 852
Novi, MI 48376
Tel: (248) 344-0909 • Fax: (248) 344-0092
izumi.suzuki@suzukimyres.com
www.mitlinweb.org

Upper Midwest Translators and Interpreters Association (UMTIA)
Coordinator,
Minnesota Translation Laboratory
218 Nolte Center
315 Pillsbury Drive SE
Minneapolis, MN 55455
Tel: (612) 625-3096 • Fax: (612) 624-4579
Laurence.h.bogoslaw-1@tc.umn.edu

Utah Translators and Interpreters Association (UTIA)
3617 S 1400 West
Salt Lake City, UT 84119
Tel: (801) 973-0912 • Fax: (208) 441-5390
ellingge@qwest.net • www.utia.org

Other Groups
This list gives contact information for translation and interpretation groups as a service to ATA members. Inclusion does not imply affiliation with or endorsement by ATA.

American Literary Translators Association (ALTA)
The University of Texas at Dallas
MC35, P. O. Box 830688
Richardson, TX 75083-0688
Tel: (972) 883-2093 • Fax: (972) 883-6303
er@utdallas.edu
www.literarytranslators.org

American Literary Translators Association (ALTA)
The University of Texas at Dallas
MC35, P. O. Box 830688
Richardson, TX 75083-0688
Tel: (972) 883-2093 • Fax: (972) 883-6303
er@utdallas.edu
www.literarytranslators.org

Austin Area Translators and Interpreters Association (AATIA)
P. O. Box 13331
Austin, TX 78711-3331
Tel: (512) 707-3900
president@aatia.org • www.aatia.org

The California Court Interpreters Association (CCIA)
345 S Hwy 101, Suite D
Encinitas, CA 92024
Tel: (760) 635-0273 • Fax: (760) 635-0276
ccia345@earthlink.net • www.ccia.org

Chicago Area Translators and Interpreters Association (CHICATA)
P. O. Box 804595
Chicago, IL 60680-4107
Tel: (312) 836-3010
webmaster@chicata.org • www.chicata.org
Colorado Translators Association (CTA)  
3054 S Xanthia Street  
Denver, CO 80025  
Tel: (303) 743-7719  
presidentcta@cs.com

- For more information about the online directory, newsletter, accreditation exams, and professional seminars, please visit www.cta-web.org.

Delaware Valley Translators Association (DVTA)  
606 John Anthony Drive  
West Chester, PA 19382-7191  
Tel: (215) 222-0955  
cytran@compuserve.com

El Paso Interpreters and Translators Association (EPITA)  
1003 Alethea Place  
El Paso, TX 79902  
Tel: (915) 532-8566 • Fax: (915) 544-8354  
grdelgado@aol.com

Houston Interpreters and Translators Association (HITA)  
P.O. Box 61285  
Houston, TX 77208-1285  
Tel: (713) 935-2123

Metroplex Interpreters and Translators Association (MITA)  
712 Cornfield Drive  
Arlington, TX 76017  
Tel: (817) 417-4747  
www.dfw-mita.com

National Association of Judiciary Interpreters and Translators (NAJIT)  
551 Fifth Avenue, Suite 3025  
New York, NY 10110  
Tel: (212) 682-9581 • Fax: (212) 687-4016  
headquarters@najit.org • www.najit.org

New England Translators Association (NETA)  
27 Wachusett Avenue  
Arlington, MA 02476  
Tel: (781) 648-1731 • Fax: (617) 232-6865  
neta@coetrans.com • www.netaweb.org

New Mexico Translators and Interpreters Association (NMTIA)  
P.O. Box 36263  
Albuquerque, NM 87176  
Tel: (505) 352-9258 • Fax: (505) 352-9372  
uweschroeter@prodigy.net  
www.cybermesa.com/~nmtia

- Membership Directory available for $5. Please make check payable to NMTIA and mail your request to the address listed here, or contact us by e-mail.

The Translators and Interpreters Guild (TTIG)  
962 Wayne Avenue, #500  
Silver Spring, MD 20910-4432  
Tel: (301) 563-6450 • (866) 563-6456  
Fax: (301) 563-6020  
info@ttig.org • www.ttig.org

Washington State Court Interpreters and Translators Society (WITS)  
P.O. Box 1012  
Seattle, WA 98111-1012  
Tel: (206) 382-5690  
www.witsnet.org

International Groups

FIT  
Fédération Internationale des Traducteurs/International Federation of Translators (FIT)  
2021 Avenue Union, Bureau 1108  
Montreal, Quebec, Canada H3A 2S9  
Tel: (514) 845-0413 • Fax: (514) 845-9903  
secretariat@fit-ift.org  
www.fit-ift.org

AUSTRALIA

Australian Institute of Interpreters and Translators, Inc. (AUSIT)  
P.O. Box A202  
Sydney South, NSW 1235 Australia  
Tel/Fax: +61 (02) 9626 7046  
national@ausit.org • www.ausit.org

Note: All announcements must be received by the first of the month prior to the month of publication (For example, September 1 for October issue). For more information on chapters or to start a chapter, please contact ATA Headquarters. Send updates to Mary David, ATA Chronicle, 225 Reinekers Lane, Suite 590, Alexandria, VA 22314; Tel: (703) 683-6100; Fax: (703) 683-6122; Mary@atanet.org.
Fédération internationale des traducteurs (FIT) Archives

FIT is seeking academic institutions, libraries, or foundations interested in serving as a repository for FIT archival materials. Letters of interest should address the nature of ownership of archival materials, physical and staff resources allocated to collections, access to collections for research purposes, copyright, financial arrangements, and the level of organizational support.

Letters should be sent to:
FIT Secretary General
Fédération internationale des traducteurs
2021, Avenue Union, Bureau 1108
Montreal, Quebec, Canada
H3A 2S9

Display Advertising Index

58  Alchemy Software Development
www.alchemysoftware.ie

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admit@miis.edu

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www.trados.com

Call for Proposals for ATA Conference Presentations
Atlanta • 2002

Share your knowledge with colleagues by making a presentation at ATA's 43rd Annual Conference in Atlanta, Georgia, November 6-9, 2002. Please complete the Proposal for Conference Presentation form and return it to ATA Headquarters. Forms are available at www.atanet.org/conf2002/abstract.htm, ATA’s Documents On Request line (1.888.990.3282, document #80), or through ATA Headquarters at 703.683.6100.

Renew Your Membership

Renew online in the Members Only section at www.atanet.org/membersonly or by contacting Maggie Rowe at ata@atanet.org or 703.683.6100.
# ATA Accreditation Exam Information

## Upcoming Exams

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<thead>
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<th>State</th>
<th>Date</th>
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<td>Colorado</td>
<td>September 14, 2002</td>
<td>Boulder</td>
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<td>Florida</td>
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<td>Illinois</td>
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<td>Waltham</td>
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<td>Puerto Rico</td>
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<td>San Juan</td>
<td>March 22, 2002</td>
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Please direct all inquiries regarding general accreditation information to ATA Headquarters at (703) 683-6100. Registration for all accreditation exams should be made through ATA Headquarters. All sittings have a maximum capacity and admission is based on the order in which registrations are received. Forms are available from the ATA website or from Headquarters.

## Congratulations

Congratulations to the following people who have successfully completed accreditation exams:

**Dutch into English**
- Nina Woodson, Eindhoven, Netherlands
- Howard D. Clark, Tivoli, NY

**German into English**
- Antje Katcher, East Hampton, NY
- Julianne S. Surchat, Johnson City, TN

**Italian into English**
- Jim V. Jones, Fishers, IN

**Russian into English**
- Lucy Gunderson, Woodside, NY

**Spanish into English**
- Ana Maria Paredes, Sugar Land, FL
- Joseph X. Du, Mississauga, Canada
- Ran Zhao, Pittsburgh, PA

**English into Chinese**
- Fabienne Sophie, Chauderiot, San Luis Obispo, CA

**English into French**
- Musha Salinas Eisner, Bethesda, MD

**English into Hungarian**
- Maria Doldeaki, Montreal, Canada

**English into Japanese**
- Maria Shibuya, Newton, MA

**English into Spanish**
- Sandra Bravo, LaGrange, GA
41st Annual ATA Conference Selected Spanish-Related Presentation Publication Available for Purchase

If you were unable to attend the ATA Conference in Orlando, or you attended, but couldn’t fit everything into your schedule, you still have the opportunity to enjoy selected sessions related to Spanish that were presented during the conference. The SPD has compiled and published some of the sessions related to Spanish as originally presented by their authors.

Order your 211-page copy of Selected Spanish-Related Presentations from the ATA 41st Annual Conference in Orlando now. SPD members can enjoy this fabulous publication for $15! It is also offered at a reasonable $20 for non-SPD members. Contact ATA Headquarters today for ordering information!

Looking for a freelance job or a full-time position? Need help finding a translator or interpreter for a freelance job or a full-time position?

Check out ATA’s online Job Bank in the Members Only section of the ATA website at www.atanet.org/membersonly

ATA’s Fax on Demand

Need a membership form for a colleague? Want the latest list of exam sites? Call ATA’s Document on Request line, available 24-hours a day:

1-888-990-3282

The call is toll-free and user-friendly…simply follow the voice prompts and have the ATA documents you need faxed to you.

Here’s the current list of documents that are available and their document numbers:

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<th>Document Number</th>
<th>Description</th>
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<td>Menu</td>
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<td>21</td>
<td>Membership Application</td>
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<td>Alternative Routes to Active or Corresponding Membership</td>
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<td>30</td>
<td>A Guide to ATA Accreditation</td>
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<td>70</td>
<td>Proposal for Conference Presentation</td>
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<tr>
<td>90</td>
<td>Model Contract for Translators</td>
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</table>
Michael Borek, translator/conference interpreter, technical/business background, US State Department contractor. Voice: (202) 338-7483; Fax: (202) 338-7901; E-mail: michborek@aol.com

Interpreters Wanted
L-Interpret seeks freelance interpreters based in CALIFORNIA for ALL languages. Requires experience or interpretation degree. Fax resume to (650) 614-4710 or email to info@linterpret.com

Japanese Translator
Japanese Translator - FT pos. at HQ International Women's Service Org. for professional to translate documents/correspondence from English into Japanese and Japanese into English. Other duties include facilitating comm. among Japanese leadership and other leaders; maintaining electronic and paper inventories of translated documents (for other languages), sustaining relationships with contract interpreters and translators for all languages, negotiating contracts and arrangements, and maintaining interpretation equipment owned by HQ. Some travel required. Req. include: Bachelors degree, Japanese as primary language. Accreditation from ATA preferred. 3 yrs. exp. with familiarity in UN/NGO vocabulary. Strong written/oral comm. skills in English and Japanese. Excellent working environment, benefits and center city location. respond with resume, cover letter and salary requirements to: SIA, Suite 1000, Two Penn Center, Philadelphia, PA 19102. Fax (215)568-5200. www.soroptimist.org

Korean<>English
Experienced translator. Technical, software and computer, business, and medical documents. Ph.D. in engineering. Voice: (909) 860-9155; Fax: (909)860-5643; E-mail: 102335.720@compuserve.com.
**ATA Chapter Seed Money Fund**

Is your ATA chapter planning an event? Does that event have need for a distinguished, dynamic, industry-relevant speaker? If so, the ATA’s Professional Development Committee wants to help! The ATA’s Professional Development Committee offers a seed money fund for speakers. Be sure to call the ATA today for application guidelines and a list of fabulous speakers who could be a guest at your next meeting, workshop, or seminar.

The ATA’s chapters play a key role in the continuing education of their members. Since the chapters vary greatly in number and composition of members, it can be hard for some chapters to offer educational opportunities to everyone. As a service to all ATA members and as a benefit of chapterhood, the ATA would like to support these educational efforts by subsidizing presentations that might otherwise prove to be a financial burden for individual chapters.

The fund was designed for ATA chapters, so don’t let the opportunity pass you by. Contact Mary@atanet.org at ATA Headquarters soon for all the details!

**Beacons 8: Call for Manuscripts**

*Beacons* is a magazine of literary translation published annually by the ATA’s Literary Division. We are currently seeking submissions of literary translations of poetry, fiction, short drama, journalistic writing, or essays for the 2002 publication. Translations from any language into English are acceptable. Submissions should be limited to a maximum length of 15 pages and must be accompanied by a copy of the original text and a letter of permission for serial publication from the holder of the foreign rights. All submissions must be sent as hard copy by mail, with a SASE enclosed. The deadline is April 15, 2002.

Send all correspondence to:

Alexis Levitin  
Editor  
*Beacons*  
Department of English  
SUNY-Plattsburgh  
Plattsburgh, NY 12901
Plan now to attend ATA’s Annual Conference. Join your colleagues for a rewarding experience in Atlanta, Georgia.

ATA’s 43rd Annual Conference will feature:

• Over 150 educational sessions offering something for everyone;
• The Job Exchange where individuals promote their services and companies meet translators and interpreters;
• Over 50 exhibits featuring the latest publications, software, and services available;
• Opportunities to network with over 1,600 translators and interpreters from throughout the U.S. and around the world; and
• Much more!

The Registration Form and Preliminary Program will be mailed in July to all ATA members. The conference rates are listed below. As always, ATA members receive significant discounts.

<table>
<thead>
<tr>
<th>Conference Registration Fees</th>
<th>ATA member</th>
<th>Nonmember</th>
<th>Student Member</th>
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<tr>
<td>Early-Bird (by October 1)</td>
<td>$245</td>
<td>$335</td>
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<td>One-day</td>
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<td>One-day</td>
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<td>On-site (after October 26)</td>
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<tr>
<td>One-day</td>
<td>$195</td>
<td>$270</td>
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</table>

Note: Students and one-day participants do not receive a copy of the Proceedings.
All speakers must register for the conference.

Hotel Accommodations

The Hyatt Regency Hotel, the host hotel, is conveniently located in downtown Atlanta at 265 Peachtree Street, NE. The hotel is 20 minutes from Atlanta’s Hartsfield International Airport.

Conference attendees can register at the discounted rate of $160 single, $165 double, $175 triple, and $185 quadruple plus tax per night. (Regency Club accommodations are offered at an additional charge of $35 per room based on availability.) This rate is good until October 15, 2002. The availability of guest rooms or the group rate cannot be guaranteed after that date.

To make your hotel reservations, contact the Hyatt Regency at 1-866-333-8880 or 404-577-1234. Be sure to specify that you are attending the ATA Annual Conference.

Travel Arrangements

ATA once again offers the services of Stellar Access to help you with your travel arrangements. Through Stellar Access conference attendees are eligible for discounted air travel and rental cars.

Call Stellar Access at 1-800-929-4242, and ask for ATA Group #505. Outside the U.S. and Canada, call 858-805-6109; fax: 858-547-1711. A $15 transaction fee will be applied to all tickets purchased by phone. Reservation hours: Monday-Friday 6:30am-5:00pm Pacific Time.

BOOK ONLINE and pay NO TRANSACTION FEE! Go to www.stellaraccess.com and book your reservations from the convenience of your home or office anytime! First-time users must register and refer to Group #505.

Mark Your Calendar Today!
November 6–9, 2002
American Translators Association
Anounces New Publications

Translating and Interpreting in the Federal Government, compiled by Ted Crump, is a comprehensive survey that provides the language needs, career ladders, and contact information for over 80 federal agencies and offices. 174 pages; $30 (ATA members), $50 (nonmembers).

Getting Started: A Newcomer’s Guide to Translation and Interpretation, compiled by Sandra Burns Thomson, is a compilation of articles from ATA publications and serves as a straightforward guide for newcomers to the professions. 72 pages; $15 (ATA members), $25 (nonmembers).

Order Today!
American Translators Association • 225 Reinekers Lane, Suite 590 Alexandria, VA 22314 • Phone: 703.683.6100 • Fax: 703.683.6122
E-mail: ata@atanet.org

Fax your order form to ATA at 703.683.6122

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Tax & Shipping: Virginia residents add 4½% sales tax. Shipping is included for domestic orders. International orders, add $20 postage per order.
By the time you’ve read this … you’ve already forgotten something else!

Given that you forget something every 20 seconds how can you be expected to remember what you translated last week or even last year? Well, maybe you don’t need to!

With the TRADOS Translation Solution, an industry-leading translation memory database memorizes all past work and recycles identical or similar texts at the click of a button. Who needs to work on their short term memory when TRADOS never forgets?

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TRADOS Corporation
113 South Columbus Street · Suite 300 · Alexandria, VA 22314