Déjà Vu X - Taking Translation Technology to Higher Levels

The Déjà Vu X computer assisted translation system is an all-new line up of products designed from the ground up to meet translators’ top needs - increased productivity and improved translation quality and take them to new heights.

Select the right level
Atril’s knowledge and expertise has produced an exceptional product line up - Déjà Vu X Standard and Déjà Vu X Professional for freelancers and Déjà Vu X Workgroup for larger users and a free Déjà Vu X Editor to translate the satellite projects created by Déjà Vu X Workgroup. All backed by Atril’s enviable reputation for high quality support and training.

Now push the button
Don’t take our word for it. Download a free, fully featured 30 day product and see for yourself just how Déjà Vu X can take you right to the top.

FREE DOWNLOAD
Contact us today at:
www.atril.com
call: 617 273 8266
e-mail: usasales@atril.com

Atril, Independence Wharf, 4th floor,
470 Atlantic Avenue, Boston MA 02210
Features

14 A Visit to Your Local School Could Take You All the Way to Seattle
By Lillian Clementi and Amanda Ennis
ATA is now actively recruiting volunteers to speak at schools in your area and to help coordinate the school outreach effort through a national speakers bureau.

15 Technical Writers and Translators: When the Twain Meet
What the Technical Writer Wants from the Translator (Part 1)
By Ury Vainsencher
A discussion of how technical writers and translators can work together to streamline the process of translation, improve quality, and lower costs.

17 Technical Writers and Translators: When the Twain Meet
(Part 2)
By Eliezer Nowodworski
Learn what you can do to make your next technical translation progress more smoothly.

19 Teaching Literature in Translation
By Rosemary Arrojo, Marilyn Gaddis Rose, and Carol Maier
A discussion of some of the pervasive issues associated with using translated texts in the classroom.

21 Translating Roberto Sosa: I Needed Kunitz and KFC
By Jo Anne Engelbert
Translators often get a laugh by wryly observing how much easier it is to translate a dead poet than a live one. And from the writer’s perspective, it’s got to be a lot more comfortable to be translated after you’ve gone.

Columns and Departments
8 From the Executive Director
54 Certification Forum
54 ATA Certification Exam Information
55 The Onionskin
56 ATA Officers, Directors, Committee Chairs, and Division Administrators
57 Dictionary Reviews
61 The Translation Inquirer
62 New ATA-certified Members
63 Humor and Translation
64 ATA Chapters, Affiliated Groups, and Other Groups
66 Directory of Language Services
66 Marketplace

American Translators Association
225 Reinekers Lane, Suite 590 • Alexandria VA 22314
Tel: (703) 683-6100 • Fax (703) 683-6122
E-mail: Chronicle@atanet.org • Website: www.atanet.org
The ATA Chronicle Submission Guidelines

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; Op-Ed: 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.

Business Owners Insurance
Hays Affinity Solutions (HAYS)
(866) 310-4297 • (202) 263-4016
cjones@hayscompanies.com or
lmccormick@hayscompanies.com
http://ata.haysaffinity.com

Collection Services/Receivables Management
Dun & Bradstreet
Mike Horoski
(800) 333-6497 ext. 7226
(484) 242-7226
Horoskim@dnb.com

Credit Card Acceptance Program/Professional Services Account
NOVA Information Systems
Reference Code: HCDA
(888) 545-2207 • (770) 649-5700

MasterCard
MBNA America
Reference Code: IFKV
(800) 847-7378 • (302) 457-2165

Life and Disability Insurance
Mutual of Omaha
(800) 624-5554 • (402) 342-7600
www.mutualofomaha.com

Overnight Delivery/Express Package Service
UPS
Reference Code: C0000700415
(800) 325-7000
www.ups.com

Professional Liability Insurance
Hays Affinity Solutions (HAYS)
(866) 310-4297 • (202) 263-4016
cjones@hayscompanies.com
http://ata.haysaffinity.com

Retirement Programs
Washington Pension Center
(888) 817-7877 • (301) 941-9179

Website Development
Two Rad Technologies
radtown@atanet.org
www.atanet.org/radtown

...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.
25 Playing with Food: A Problem in Theatrical Translation  
By Phyllis Zatlin  
For texts that will be performed, translators have to fill cultural gaps for spectators and make sure that the language flows easily for the actors. When playwrights decide to play with food, the translator has to swallow hard and cook up solutions.

29 Bearing Witness Through Translation  
By Lorena Terando  
The translator of resistance literature plays hybrid roles: the enabler of a story, the witness to an event, and the bearer of news.

32 Can You Certify This?  
By Barbara Müller-Grant  
A discussion of some of the aspects concerning the certification of translations in Germany, including the qualifications necessary for a translator in Germany to be able to certify the correctness and completeness of his or her own translation of a document and the procedures for having such certifications recognized abroad.

36 Translation: The Importance of Getting the Whole Picture  
By María-Luisa Arias-Moreno  
Recent trends in sociolinguistics, pragmatics, semiotics, and discourse analysis have helped us gain some insight into the way language really works. The author will examine some translations from Spanish into English where discourse indicators were ignored, resulting in serious distortions affecting coherence and cohesion.

43 Common Statistical Errors Even YOU Can Find: Part 2  
By Tom Lang  
More common statistical errors found in biomedical literature that can be identified even by those who know little about statistics.

48 Inquisitorial Criminal Proceedings: The Cases of Argentina and Mexico  
By Pablo A. Fernandez Ruffolo  
A brief description of the functioning of inquisitorial criminal proceedings, including a methodological and practical approach for translating the most significant legal terms.
About Our Authors…

María-Luisa Arias-Moreno is currently the coordinator of the translation section of the Department of Modern Languages at the University of Guadalajara. She received her B.A. in translation from the Instituto Superior de Intérpretes y Traductores in Mexico City, and her M.A. in translation from the University of Ottawa in Canada. She has translated numerous legal documents, articles, and books from English, French, and Portuguese into Spanish. She is also a professor at the University of Guadalajara, both in the B.A. Program in Teaching English as a Foreign Language and the B.A. Program in Teaching French as a Foreign Language. Contact: marialuisaa@hotmail.com.

Rosemary Arrojo has been writing on translation theory for the last two decades. She is currently the director of the Translation Program at the State University of New York (SUNY), Binghamton. Contact: rrarrojo@binghamton.edu.

Lillian Clementi is a French and German-English freelance translator and a member of ATA’s Public Relations Committee. Contact: clementiL@cs.com.

Jo Anne Engelbert is professor emerita of Latin American literature at Montclair State University, and the founder of its Translation Studies Program in Spanish. Her book, The Return of the River, The Selected Poetry of Roberto Sosa, won the National Translation Award for 2003. She is a former ATA Director. Contact: engsch@thebest.net.

Amanda Ennis serves on ATA’s Public Relations Committee. She is also an ATA-certified (German-English) technical/medical/marketing translator and adjunct faculty member of Kent State University’s Institute for Applied Linguistics, where she teaches German translation and project management courses to students in KSU’s M.A. in Translation program. Contact: germanoenglish@earthlink.net.

Marilyn Gaddis Rose (Ph.D., University of Missouri) received ATA’s Gode Medal in 1988 and the Association Special Service Award in 1982 and 1995. She is a Distinguished Service Professor of Comparative Literature at Binghamton University, where she directed translation studies from 1971-2002. Contact: mgrose@binghamton.edu.

Tom Lang has been a technical or medical writer-editor since 1975. For many years, he was manager of Medical Editing Services for the Cleveland Clinic Foundation in Cleveland, Ohio. Before forming Tom Lang Communications and Training, he served as a senior scientific writer in the Division of Clinical Care Research at the Tufts University-New England Medical Center in Boston. Specializing in the critical appraisal and reporting of biomedical research in scientific journals, he is the author of How to Report Statistics in Medicine: Annotated Guidelines for Authors, Editors, and Reviewers (Philadelphia: American College of Physicians, 1997). In 2002, he received the Excellence in Continuing Education Award from the American Statistical Association. Contact: tomlangcom@aol.com.

Carol Maier teaches Spanish translation at Kent State University, where she is affiliated with the Institute for Applied Linguistics. Her research interests include translation theory and pedagogy, and her current projects include translations of work by Rosa Chacel, Octavio Armand, and Severo Sarduy. Contact: cmaier@kent.edu.

Barbara Müller-Grant has a master’s degree in Germanics. She was awarded a grant to spend a year in Germany, where she began working as an English teacher and translator. By passing the Hessen state examination in 1980, she qualified to become a court interpreter and certified translator. As a freelancer with over 20 years of experience, she has organized and taught workshops on a variety of subjects for her colleagues in German translation associations. She was elected president of the newly founded German Association of Conference Interpreters in 2003. Contact: barbara@mgrant.de.

Eliezer Nowodworski, ATA-certified in English-Spanish, has been translating since 1978 (full-time since 1989). His main fields are technical translation and localization (security, defense, communications, and logistics). His experience in other fields includes translating Latin American history books published in Mexico, Peru, and Argentina, and travel guides published in Spain. He is also a proofreader of an academic journal at Tel Aviv University. Contact: elinow@netvision.net.il.

Pablo A. Fernandez Rufolo is an ATA-certified (English-Spanish) translator and an active member of the Certified Translators Association of Buenos Aires. He has law and translation degrees from the University of Buenos Aires, where he has been teaching legal translation as an adjunct professor for four years. He is also a freelance translator, working mainly with legal and business material, and, under a secret identity, teaches music in a secondary school. Contact: pablofernandez@hotmail.com.

Lorena Terando is an assistant professor of French at the University of Wisconsin at Milwaukee, where she coordinates the Graduate Certificate and M.A. Programs in Translation. She translates from Spanish and French. Contact: terando@uwm.edu.

Ury Vainsencher, originally from Uruguay, has a degree in electronics engineering from an Argentine college and is ATA-certified (English-Spanish). He has worked as a full-time freelance translator since 1986, specializing in technical fields such as telecommunications, electronics, software, and logistics. He has worked for the International Telecommunications Union, and his clients include agencies in the U.S., Europe, and New Zealand, and direct clients in Israel in the high-tech community. Contact: uryvain@trendline.co.il.

Phyllis Zatlin is a professor of Spanish and the coordinator of translator training at Rutgers, The State University of New Jersey. Among her stage play translations from Spanish and French that have been given full productions are Eduardo Manet’s Lady Strass, Paloma Pedrero’s Parting Gestures, and José Luis Alonso de Santis’s Going Down to Marrakesh. She has conducted a series of workshops on theatrical translation at the ATA Annual Conferences (2001-2004), and is the author of a forthcoming book on theatrical translation and film transformation of stage plays. Contact: pzatlin@spanport.rutgers.edu.

Visit us on the web at www.atanet.org
The Japan Association of Translators (JAT) is pleased to announce the 16th Annual International Japanese/English Translation Conference (IJET-16). Translators and interpreters from across the globe will journey to the Westin Chicago River North in Chicago for the world’s premiere English↔Japanese translation conference. Chicago, also known as the Windy City, features spectacular architecture, excellent restaurants, plentiful shopping, and convenient public transportation. Plan to stay a few days longer to take in the city.

Informative Sessions
As at past IJETs, Saturday and Sunday will be packed with sessions. Saturday will begin with an opening ceremony and a speech by ATA President Scott Brennan. Shortly thereafter, Cornelius Iida, interpreter to Presidents Carter and Reagan, will give the keynote address. After lunch, 9 presentations on topics relating to translation and interpretation will be given in three breakout rooms. Sunday will feature 15 presentations, again in three breakout rooms.

IJET-16 received a very generous $3,000 grant from ATA’s Japanese Language Division. Some of the grant money has been allocated toward the keynote speaker. The remainder will be used as honoraria for expert speakers who are not necessarily translators. These recognized experts will share their knowledge with IJET-16 attendees.

The organizing committee has received so many excellent proposals for presentations that we decided to have two extra days for field-specific presentations. Tentatively, three presentations will be given on Friday afternoon before the Zenyasai, or pre-conference dinner. A post-conference seminar is slated for Monday morning.

There’s More!
IJET conferences are an excellent place to catch up on industry trends and network with colleagues, but it’s hard to do everything in the two days normally allotted for an IJET. That’s why IJET-16 will be a four-day conference. In addition to the Friday and Monday field-specific seminars, there will be meetings of special interest groups (SIGs) on Monday morning. In a roundtable format, each SIG will cover one theme directly or indirectly related to translation (e.g., pharmaceuticals, parenting and translation, finance, tax issues). SIGs will meet in a restaurant, park, coffee shop, bar, or other location instead of a stuffy conference room. Feel free to propose a SIG of your own. In addition, an exhibit hall featuring translation companies and vendors of translation tools and software will be open on Saturday afternoon and all day Sunday.

Visit www.jat.org/ijet/ijet-16 and follow the links for more information. To receive periodic e-mails about the conference, contact Ben Tompkins, organizing committee chair, at ijet@sbcglobal.net.
Compensation Survey. Plans are moving ahead for the 2005 Translation and Interpreting Compensation Survey. The survey questionnaire will be sent to all individual members (as well as over 1,000 nonmembers). The survey results give the most comprehensive compensation results for the professions. As we have done in the past, a summary of the results will be published in the Chronicle. The full survey results will be published and be available for sale. Those who participate in the survey can order a copy of the full report at a substantial discount.

This is the third edition of the survey. The survey is conducted by Industry Insights, a Columbus, Ohio-based research company that works with several associations. Industry Insights keeps all the information in confidence. The compilation and reporting of the survey data have been and will be conducted in strict compliance with all applicable laws, including antitrust laws.

Language services company owners were surveyed separately for the first time in 2003. A summary was published in the Chronicle and the full results were published in the Language Company Profile Financial Survey.

More information on the survey questionnaire will be e-mailed to you and published in the Chronicle.

Financial Translation and Interpreting Conference. The ATA Financial Translation and Interpreting Conference, April 29-May 1, 2005, Jersey City, New Jersey, is taking shape. This conference is targeted to experienced financial translators and is sure to be an outstanding professional development opportunity. For more information, visit the ATA website or see page 47 in this issue.

Houston Interpreters and Translators Association. ATA Welcomes the Houston Interpreters and Translators Association as the newest ATA-affiliated group.

ATA affiliate status offers local groups the opportunity to work with ATA as they provide grassroots networking and education to their members. Together with ATA chapters, affiliated groups play an important role in ATA’s effort to support translators and interpreters at the regional level.

ATA Chapters Committee Chair Robert Croese attended the January HITA meeting, where the membership voted unanimously to become affiliated with ATA. HITA’s officers for 2005 are: Andrés Ceustermans (president); Eta Trabing (vice-president); Michèle Tropée (treasurer); Ingrid van Praag (secretary); Jorge Ungo (liaison officer); Marta Chavez (social events officer); and Steven Marzuola Odile (Web editor). For more information, please visit HITA’s website at www.hitagroup.org.

ATA now has 14 chapters and three affiliated groups. The other affiliated groups are the Iowa Interpreters and Translators Association (www.iitanet.org) and the Utah Translators and Interpreters Association (www.stampscapes.com/utia). For more information on becoming a chapter or affiliated group, please contact ATA Chapter and Division Relations Manager Mary David at mary@atanet.org or (703) 683-6100, ext. 3009.

ATA Membership Renewal. If you have not renewed your membership, please do. You may renew online at www.atanet.org/membersonly or contact Maggie Rowe at ATA Headquarters at (703) 683-6100, ext. 3001. Thank you for your past support and for renewing for 2005.
Honors and Awards:
Calls for Nominations and Applications

ATA Alexander Gode Medal

The Alexander Gode Medal, the American Translators Association’s most prestigious award, is presented to an individual or institution for outstanding service to the translation and interpreting professions. This award may be given annually.

Individuals or institutions nominated do not have to be members of ATA; however, a history of constructive relations with ATA and the language professions in general is desirable. Nominees do not have to be U.S. citizens. Petitions and letter campaigns are not encouraged.

Nominations should include a sufficiently detailed description of the individual’s or institution’s record of service to the translation and/or interpretation professions to enable the Honors & Awards Committee to draw up a meaningful short list for approval by the ATA Board of Directors.

Nomination Deadline: May 1, 2005.

ATA 2005 Student Translation Award

In 2005, the American Translators Association will award a grant-in-aid to a student for a literary or sci-tech translation or translation-related project.

The award, to be presented at ATA’s Annual Conference in Seattle, Washington (November 9-12), is open to any graduate or undergraduate student, or group of students, attending an accredited college or university in the United States. Preference will be given to students who have been or are currently enrolled in translator training programs. Students who are already published translators are ineligible. No individual student may submit more than one entry.

The project, which may be derived from any facet of translation studies, should result in a project with post-grant applicability, such as publication, a conference presentation, or teaching material. Computerized materials are ineligible, as are dissertations and theses. Translations must be from a foreign language INTO ENGLISH. Previously untranslated works are preferred.

Applicants must complete an entry form (available from ATA Headquarters) and submit a project description not to exceed 500 words. If the project is a translation, the description must present the work in its context and include a substantive statement of the difficulties and innovations involved in the project and the post-competition form the work will take. The application must be accompanied by a statement of support from the faculty member who is supervising the project. This letter should demonstrate the supervisor’s intimate familiarity with the student’s work, and include detailed assessments of the project’s significance, and of the student’s growth and development in translation.

If the project involves an actual translation, a translation sample of not less than 400 and not more than 500 words, together with the corresponding source-language text, must accompany the application. The translation sample may consist of two or more separate passages from the same work. For poetry, the number of words must total at least 300.


Award: $500, a certificate of recognition, and up to $500 toward expenses for attending ATA’s Annual Conference in Seattle, Washington (November 9-12). One or more certificates may also be awarded to runners-up.

ATA 2005 German Translation Award

The American Translators Association invites nominations for the 2005 Ungar German Translation Award. This award is bestowed biennially in odd-numbered years for a distinguished literary translation from German into English published in the United States. (The Lewis Galantière Translation Award for translations from any language except German is awarded in even-numbered years.)

Eligibility for the award, to be presented at ATA’s Annual Conference in Seattle, Washington, (November 9-12, 2005), includes a published translation that has been translated from German into English and published in the United States in 2003 or 2004.

The published translation must list the translator’s name on the title page and preferably on the dust jacket. Preference will be given to published works that provide biographical information about the translator. The translator need not be an ATA member, however, the translator should have a strong connection with the U.S. through citizenship or permanent residence. The nomination must be submitted by the publisher of the translated work. The nomination must include:
American Foundation for Translation and Interpretation

JTG Scholarship in Scientific and Technical Translation or Interpretation

This is a $2,500 nonrenewable scholarship for the 2005-2006 academic year for students enrolled or planning to enroll in a degree program in scientific and technical translation or in interpreter training.

Eligibility:
1. Applicants must be graduate or undergraduate students enrolled or planning to enroll in a program leading to a degree in scientific and technical translation or in interpretation at an accredited U.S. college or university.
2. Applicants must be full-time students who have completed at least one year of college or university studies.
3. Generally, an applicant should present a minimum GPA of 3.00 overall and a 3.50 in translation- and interpretation-related courses.
4. Applicants should have at least one year of study remaining in their program; however, in certain circumstances, one residual semester may be accepted.
5. Applicants must be U.S. citizens.

Selection Criteria:
1. Demonstrated achievement in translation and interpretation;
2. Academic record;
3. Three letters of recommendation by faculty or nonacademic supervisor;
4. A 300-500-word essay outlining the applicant’s interests and goals as they relate to the field of translation or interpretation.

Application Process:
1. Application forms may be obtained by contacting the American Foundation for Translation and Interpretation at: Columbia Plaza, Suite 101, 350 E. Michigan Avenue, Kalamazoo, MI 49007; or by e-mail at aftiorg@aol.com.
2. Completed applications must be received by AFTI by June 1, 2005
3. A completed application consists of:
   a) Application cover sheet;
   b) Three letters of recommendation in a sealed envelope with the recommender’s signature over the envelope flap;
   c) Essay;
   d) A copy of the applicant’s academic record with a copy of the major/minor or other program form, or a departmental statement of admission to the translation or interpretation program.

Award:
A national award committee will announce the name of the scholarship award winner by the end of August 2005. The committee’s decision is final. Disbursement of the award will occur at the beginning of the 2005 Fall Semester.
S. Edmund Berger Prize
In Excellence in Scientific and Technical Translation

The ATA and the American Foundation for Translation and Interpretation (AFTI) invite nominations for the annual award of the S. Edmund Berger Prize.

The $1,000 prize is offered to recognize excellence in scientific and technical translation by an ATA member.

Individual translators or translation companies wishing to nominate a translator for this prestigious award may obtain a nomination form from the AFTI website (www.afti.org) or from AFTI at the following address:

AFTI  •  Columbia Plaza, Suite 101  •  350 East Michigan Avenue  •  Kalamazoo, MI 49007

Nominations must be received by September 17, 2005, and will be judged by a three-member national jury. The recipient of the award will be announced during the 2005 ATA Annual Conference in Seattle, Washington, November 9-12.

2005 Harvie Jordan Scholarship
ATA Spanish Language Division

Purpose: To promote, encourage, and support leadership and professional development of translators and interpreters within ATA's Spanish Language Division and to honor Harvie Jordan’s lifetime contributions as a language professional.

Description of Award: Paid registration to ATA’s Annual Conference or the SPD Annual Conference, as desired.

Eligibility: Limited to ATA Spanish Language Division members in good standing with two or more years of membership.

Deadline: September 17, 2005

Criteria for Selection:
1. Demonstrated leadership skills and career goals;
2. ATA Spanish Language Division involvement and commitment to service;
3. Special contributions to translation and interpretation.

Please limit your response to each of the selection criteria above to 100 words or less. Send your application via e-mail to AFTI at: aftiorg@aol.com.

Applications will be numbered, de-identified, and distributed to the Scholarship Selection Committee. The Selection Committee will consist of leaders of ATA's Spanish Language Division.

All selections are final. The number of scholarships available will depend on the funds available. Scholarship winners will be asked to contribute an article to Intercambios, the SPD newsletter, reporting on the conference or a session they attended.

ATA Honors and Awards Committee Seeks Readers

The Honors and Awards Committee needs to expand its corps of readers for its two translation prizes: the Ungar German Translation Award for a distinguished literary translation from German into English, awarded in odd-numbered years, and the Lewis Galantière Translation Award for translations from any language, except German, into English, awarded in even-numbered years. The first reader for each book nominated must be fluent in the source language; the second reader need not be. Readers are furnished with a formal report form and have roughly two months in the summer to evaluate the book(s). There is no honorarium, but readers may keep the book(s) they evaluate. For more information on responsibilities, please e-mail Honors and Awards Chair Marilyn Gaddis Rose (mgrose@binghamton.edu). Anyone ready to volunteer now should e-mail Gaddis Rose, with a copy to Teresa Kelly (teresak@atanet.org) at ATA Headquarters.
The University of Arizona
The National Center for Interpretation
proudly announces the following interpreter training opportunities

Mar. 4-6, Tucson, AZ
Non-Language Specific

March 25–27, Tucson, AZ
Introduction to Interpreting

ATA Legal Seminar
Saturday, March 5, 2005
Houston, Texas
www.atanet.org/pd/legal

Mid-America Chapter of ATA Annual Symposium
April 1-3, 2005
Overland Park, Kansas
www.ata-micata.org

Carolina Association of Translators and Interpreters (CATI) Annual Symposium
Saturday, April 9, 2005
Charlotte, North Carolina
www.catweb.org

ATA Translation Company Division 6th Annual Conference
April 14–17, 2005
Philadelphia, Pennsylvania
www.ata-divisions.org/TCD

ATA Financial Translation and Interpreting Conference
April 29–May 1, 2005
Jersey City, New Jersey
www.atanet.org

The Iowa Interpreters and Translators Association First Annual Conference
April 29–May 1, 2005
Des Moines, Iowa
info@itatanet.org

The National Association of Judiciary Interpreters and Translators 26th Annual Conference
May 13–15, 2005
Washington, DC
www.najit.org

IJET-16 Japanese-English Translation Conference
June 3–6, 2005
Chicago, Illinois
www.jat.org/ijet/ijet-16/index.htm

ATA Translation Tools Seminar
Saturday, July 9, 2005
Chicago, Illinois
www.atanet.org

International Federation of Translators Statutory and General Congress
August 2–7, 2005
Tampere, Finland
www.fit-ift.org

ATA Professional Development Seminar
Topic to be announced
Saturday, August 27, 2005
Salt Lake City, Utah
www.atanet.org

Translating Eastern Europe: Art, Politics, and Identity in Translated Literature Conference
September 31–October 2, 2005
Kent, Ohio
Contact: Dr. Brian Baer (bbaer@kent.edu)

ATA Annual Conference
November 9–12, 2005
Seattle, Washington
www.atanet.org

Upcoming Seminars and Conferences

Legal Translation and Interpreting Seminar
March 5, 2005 • Houston, Texas
Embassy Suites Houston—Near the Galleria

Make plans now to gain invaluable insight and training from successful members of the legal field during this full day of in-depth, advanced-level sessions aimed at enhancing your skills in the legal arena. The presenters are professional translators and interpreters working in the legal field. Take advantage of networking opportunities, such as the Job Marketplace and the Networking Session.

Continuing Education Credit: Earn 6 ATA Continuing Education Points. Sessions will also be submitted for CIMCE credit in the states of California and Washington.

Located just one block from the famous Galleria, the Embassy Suites provides all-suite accommodations, including a complimentary cooked-to-order breakfast every day, and a two-hour reception each evening. For more information, call (713) 626-5444.

To learn more about ATA’s latest professional development seminar, visit www.atanet.org/pd/legal.
Consortium of two international translation and consulting companies – TechInput, Inc. and Neotech – committed to meeting the needs and goals of our clients with strategically and technically sound solutions. We have accumulated translation expertise in engineering, automotive industry, geosciences, environmental sciences, economics, regulatory permitting, information technology (IT), telecommunication, and the law. Our offices based in Moscow, Russia, are currently seeking experienced translators and editors for free-lance, in-house, full time, and part time job assignments. We offer competitive rates for translation and editing as well an indisputable advantage of regulating your work load. Specialization in oil and gas industry and IT is desirable.

Please send your resumes and preferred job schedules to techinput@techinput.ru (Attn. Anna).

For details please visit our websites: www.techinput.ru and www.neotech.ru
In schools all over the U.S., teachers are actively discouraging their students from studying foreign languages because “there aren’t any jobs besides teaching”—this at a time when language capabilities are more critical to our national security and economic success than ever before. Some educators are so unfamiliar with our profession that they don’t even know the difference between translation and interpreting.

ATA is already working actively to change that. Along with the flashy press coverage ATA’s Public Relations Committee has garnered in its efforts to educate the public about translation and interpreting, there is another equally important side to the campaign—humming along quietly, often under the radar and away from the glare of the cameras. In 2003, ATA added a school outreach resource center to its website and began urging individual translators and interpreters to go to their local schools and make presentations using the ready-made, age-appropriate materials now available online at www.atanet.org/ata_school/welcome.htm.

In the 10 weeks following its debut, the school outreach page had over 8,000 hits. In 2004, some 6,000 unique visitors came to the site. From Surrey, U.K. to Sacramento, CA, translators and interpreters just like you are educating the next generation of language professionals—and the next generation of clients—in classrooms from grade school to graduate school. ATA is now actively recruiting volunteers to speak at schools in your area and to help coordinate the school outreach effort through a national speakers bureau.

To encourage you to get your feet wet and see how much fun school outreach can be, ATA has launched a school outreach contest, with free registration for the 2005 ATA Annual Conference in Seattle, Washington (November 9-12), going to the winner. To enter, just have someone take a picture of you making a school outreach presentation at your local school or university and send it to ATA’s Public Relations Committee at pr@atanet.org (subject line: School Outreach Contest), or mail it to ATA at 225 Reinekers Lane, Suite 590, Alexandria, VA 22314. Please include your name and contact information, the date of your presentation, the school’s name and location, and a brief description of the class. The best photograph will win free registration to the 2005 Annual Conference in Seattle. The deadline for submissions is July 15, 2005, and the winner will be contacted by August 15, 2005. Any member of ATA or of any ATA-affiliated organization is eligible to enter.

We have made enormous strides, but there’s an enormous amount of work still to be done. It’s high time we got serious about this. The best time to plant a tree is 20 years ago. The second best time is right now. Join us.

Preparing and delivering an effective school outreach presentation can take as little as three or four hours, and one presentation a year is plenty. Speakers bureau coordinators will essentially serve as relay points for requests from Headquarters and need to commit only an hour or two per month. If you’re interested in volunteering or would like more information, please contact Lillian Clementi (lillian@lingualegal.com) or Amanda Ennis (germantoenglish@earthlink.net).

A Visit to Your Local School Could Take You All the Way to Seattle

By Lillian Clementi and Amanda Ennis

…The winner of the contest will receive free registration for the 2005 ATA Conference in Seattle…

Sick of Clueless Clients?

Get in on the ground floor. Join ATA’s School Outreach movement and start educating clients one classroom at a time.

It’s easy • It’s fun • It’s free

…and it could win you free registration to next year’s conference in Seattle, Washington, November 9-12, 2005.

Here’s how:

• Visit ATA’s website at www.atanet.org.
• Click on School Outreach.
• Pick the age level you like the best and click on it.
• Download a presentation and deliver it at your local school or university.
• Get someone to take a picture of you in the classroom.

• Send it to ATA’s Public Relations Committee at pr@atanet.org (subject line: School Outreach Contest), or mail it to ATA at 225 Reinekers Lane, Suite 590, Alexandria, VA 22314. Please include your name and contact information, the date of the presentation, the school’s name and location, and a brief description of the class.

Deadline: July 15, 2005.

The best photograph wins free registration at next year’s ATA conference in Seattle, Washington. The winner will be contacted by August 15, 2005. Any member of ATA or of any ATA-affiliated organization is eligible to enter.

Any questions? Contact: Amanda Ennis, germantoenglish@earthlink.net

Lillian Clementi, lillian@lingualegal.com
Technical Writers and Translators: When the Twain Meet (Part 1)

By Ury Vainsencher

Eliezer Nowodworski (whose article follows immediately after this one) and I both work as translators (into Spanish) in Israel. One feature of the country’s high-tech industry (mostly software, telecommunications, and electronics) is the abundance of start-up companies. Though some are well-funded offshoots of established companies, many struggle on shoe-string budgets for years. Thus, it is natural that when faced with their first translation/localization project (often into a single language), these companies should turn directly to a translator and not an agency. In such cases, their project leader is usually the organization’s (often lone) technical writer. This has given us the chance to think a bit about how to work successfully with people with an outlook similar, but not identical, to our own. Our two articles here stem from a presentation we gave at ATA’s Annual Conference in Toronto.

Technical writers (TWs) and translators are natural partners—they both work with words to create a document that a final user can work with. However, they are located at very different positions along the documentation/communication process, work with different sources and tools, and address separate audiences. We will deal here with some of the things TWs expect from translators.

Good Grief, We Have to Translate!

Organizations often perceive translation projects as a bolt out of the blue. Such projects are not planned for, they are not budgeted for, and they hit suddenly (for example, when a product sale is made to a foreign country where English is not the primary language). Within small- to medium-size companies without foreign business experience, the TW is often the first, and only, port of call for any aspect concerning the language industry, translation included.

Working With Technical Writers

Technical writers (often referred to nowadays as technical communicators) have some points in common with us translators: they love words and work at the interface between the verbal and the technical. Unlike us, they usually work with several complex software applications (FrameMaker, Adobe Acrobat, and RoboHelp, to name just a few) and frequently have a deep understanding of the subjects they cover.

Also, unlike us, they are often totally and irremediably monolingual, and work as full-time salaried employees. The language of Israel’s high-tech community is English—so much so that meetings of the Israeli chapter of the Society for Technical Communications are held in English! In Israel, technical writers are often immigrants from English-speaking countries, or sometimes former engineers or programmers on a second career. They often do not understand why translation is even necessary. If, say, they have documented an API (Application Programming Interface)—don’t all programmers in the world know English? Expect friction at the cultural interface when working with these individuals, but remember to be nice to them. Not only are they your customers, but they also probably know a lot more than you do about the subject matter, and you need their help!

What Technical Writers Expect from Translators: The Basics

Know What You Are Translating! It is improbable that you will know as much about the subject as the TW (though it happens). Also, many projects break new ground, so the terminology in the target language is either nonexistent or hard to find. However, you should know at least the basics of the field. If you do have experience in the field or, even better, a degree in it, say so! There are so many of us taking on projects we should have left alone that this will be very welcome news. If you don’t have any experience, make this clear in your first interview or communication. It will show you take your job seriously, and lets everybody know where they stand. Also, this is when you can get help from your customer with terminology. They may have a relevant bilingual glossary around on someone’s hard drive, or at least a monolingual glossary to serve as a starting point for a bilingual glossary you’ll create.

Be Discreet. Companies working in innovative fields are very serious about secrecy! Often, just mentioning what you are working on may give away your customer’s competitive advantage. Therefore, you will often be asked to sign a Non-Disclosure Agreement (NDA), and even if you are not, behave as if you have signed one. The following are some other areas where you should be careful, even if it’s not spelled out in the NDA (TWs often do not even know about these pitfalls).

• Asking for Help: It’s okay to sound out a trusted colleague about a few words without giving away the customer’s name or
the nature of the project you are working on. But if you post a message on a French translation forum asking for the Swiss French translation of “weapons of mass destruction,” “gas mask,” and “hermetic shelter door,” you may just have given away a Swiss military secret.…

- Time to Brag: After completing a difficult project, you may want to mention it in your resume. Make sure you run the entry by your customer before you give away 50 copies at the Job Marketplace at the next ATA Annual Conference in Seattle (November 9-12, 2005)! Sometimes there is no problem: some companies will let you mention their name, but not the project; some will only let you vaguely mention the project, but not their name; and some will allow neither. It’s their right, so respect their wishes.

- Translation Memory (TM): Suppose you have been working for years for Powerful Tractors, and have built up a sizable TM. Now their competitor, Incredible Tractors, wants to hire you. If you haven’t promised Powerful you will not work for the competition, it’s okay. But if Incredible wants your TM for budgeting purposes, you have to keep separate memories—otherwise, you will be giving away to Incredible every single sentence you ever did for Powerful!

Technical Resources and Prowess

Technical writers in hi-tech environments have all the latest toys, both hardware and software. You don’t have to, but you should have what it takes to cope with your customer’s expectations, plus the necessary knowledge to use it. Here are a few examples of what is expected of you:

- Communications: A fast, always-on Internet connection; updated ftp and e-mail clients; separate phone and fax lines; a cell phone.

- File formats: Not every file is a Word document, but you may be expected to work with it. Find out in advance what type of files you will be getting, and run translation tests before deadlines loom.

- Notebook Computers: Sometimes the last thing to do before a product or application ships is on-site Quality Assurance (QA). This may involve sitting for days at the customer’s, checking that screens look right in your language, and making last-minute changes when they don’t. Have the whole project on a notebook and bring it with you. Then you won’t have to ask for a PC to be assigned to you, which will most probably not have the software you need, and on which the system administrator won’t let you install it (say, your TM tool).

Operating System. When possible, both you and your customer should use the same operating system—the same version, the same language. If not, make sure you don’t interfere with each other.

Scheduling. Time is of the essence for many start-ups. If you are late, and this means your customer will ship their one, and only, product on April 1 instead of March 30, they may miss their Quarter 1 targets! As a result, their stock will drop and people will not get their bonuses, or, worse, get laid off. And all because you, the translator…. You get the picture. Work with your customer to establish a scheduling system and stick to it.

Budgeting. Clear budgets make for good, long-range relationships, which is something you definitely want with a new customer who may stick with you for many years. Whenever possible, give a final quotation (for example, by charging per source wordcount and not per target). When your quotation and your invoice are identical, the TW who hired you will look great! In any case, make sure your customers understand what they are getting and how much it will cost them.

More Information

We created a forum after the Toronto conference where your comments on this issue are welcome. You can also download the conference presentation handout. Please join the Translators and Translation Company’s Group on Yahoo!: xlators-tc-subscribe@yahoogroups.com.

ATA Translation Company Division
6th Annual Conference

The Liberty Bell Conference—
Ringing in Unity through
Common Bonds

April 14-17, 2005
Philadelphia, Pennsylvania

www.ata-divisions.org/TCD

See page 53 for more information!
Technical Writers and Translators (Part 2)

By Eliezer Nowodworski

Technical writers (TWs) are plotting to make them fail. Stationed at different positions along the documentation/communication process, working with different sources and tools, and addressing different audiences, they should feel more like partners. If we can rely on experience and identify some of the friction points, we will probably avoid some of those obstacles or problems before they arise. The following is based on a presentation I gave with my colleague, Ury Vainsencher, at ATA’s Annual Conference in Toronto.

But what is a technical text?

Technical documents encompass a very wide range, including strings, help files, and manuals. Sometimes a product has several sets of manuals: one for final users (written in plain language); one for field technicians (more technical); and one for engineers at the factory (highly technical). So far, so good. The problems begin when, quite often, the TW decides it is time to return to his dream of writing poetry. Technical translators, often poets themselves, prefer a simple, straightforward technical text for this type of job, and will keep the literary pretensions for another incarnation. As translators, we expect the TW to understand some of the limitations of other languages; then and only then, will we be sure that we are on the same page.

How to Measure Readability

Several scientific, quantitative methods are used to measure the quality of a text and define its readership. However, they apply mostly to a mainstream American audience. Other rules are needed in order to write for people with the same education level in another environment. This is true for a technical text as well as for marketing communications and other specialty documents.

As expected, different schools have developed around the issue of maintaining the same level of readability after translation. Some claim that translators are only linguists, and should translate a text verbatim into the target language; others expect them to adapt, or help to adapt, the text to the target culture. This is an issue to be worked out before launching a project. It would be nice to have a clear profile of the expected reader.

As work is in progress, translators expect TWs to be receptive to their comments. After all, they are critical and informed readers, and sometimes the only ones to read a given manual cover-to-cover. Measurable readability parameters aside, TWs can add some common sense. If a text is too entangled and difficult for a translator, will it be useful for the reader?

The sad point is that sometimes translators don’t have the privilege of this professional relationship with the TW, and nobody reads THEIR version—except, of course, when there is a major mistake....

“...Clear style guides, clear instructions, clear work orders, clear deadlines—all these will help...”

The Medium and the Message

Technical writers absolutely love writing tools. Mailing lists and journals for the technical writing community are full of tips about hidden features or obscure add-ins to existing programs. At the same time, there is a kind of contempt towards those who use standard tools. The problem is that some of those sophisticated applications and programs do NOT support all the needed languages or take into account the ratios associated with text expansion. This is the reason that translators prefer standard tools that will let them work with translation memories, as well as other conventional tools of the trade, such as online dictionaries and spell-checkers. Because of this, TWs sometimes feel that the translator is just too lazy to learn new applications or to use some of the advanced features of familiar/standard programs.

Translators desire the TWs they work with to be aware of the problems involved in translating (for example, hard-coded fields). After all, even the best message will not pass through the wrong medium. To help educate them, translators should try asking technical communicators the following questions:

• Can the files generated by their application, if not a standard one, be used with a translation memory?
• Does their application support other alphabets, such as Cyrillic and Greek?
• What about right-to-left languages, such as Arabic and Hebrew?
• What about double byte languages, such as Chinese and Japanese?

Of course, for every problem there is a solution. However, if you write something knowing in advance that it will be translated into several languages, care must be taken to avoid having to use a different solution.
for each language. Make the process as simple as you can.

Fifteen or twenty years ago, it was enough for technical translators to know how to translate, and at most, how to type. Today, we must master many programs, plus bear the costs of purchasing and maintaining expensive hardware and software, as well as invest the time to learn how to use them.

I’m not saying that translators must limit themselves to a single product. Moreover, in a competitive market, the more skills you acquire, the better you’ll fare. But avoid the frequent pitfall of trying to learn a new and complex program hands-on in the middle of an urgent job. Or, at least, take into account the learning curve.

Apparently, we are going back to the ever-present debate: Should we concentrate on the medium or on the message? On the layout and the aesthetics, or on the content? When there is a need to compromise, you had better know how much room you have to negotiate. Technical writers usually have to prepare a style guide, but it will be even more useful for the translator if it is written with translation in mind! Sometimes this is where translators can serve as consultants with the TW, to produce the best style guide possible. It’s a good investment for the company, because a clear style guide can solve many problems and smoothes the translation process.

What a Pleasant Surprise!

True. But surprises can be nasty…. It is reasonable to ask technical communicators and project managers for a clear definition of who does what. This is even more critical for tasks outside the usual translator skills set, such as special downloads, or doing the screen captures in the target language, or editing graphics in some nonstandard formats. The more information the TW shares about what to expect in the files, the easier it will be for translators to assess if they are the person for that job. Finding out by chance that there are some 300 text strings in an obscure line code, in a hidden script within a secondary file, is hardly the way to go. Clear style guides, clear instructions, clear work orders, clear deadlines—all these will help.

Following the Technical Communicator’s Code of Good Practice

The International Council for Technical Communication, INTECOM, has approved a Code of Good Practice and makes an effort to educate TWs about these guidelines. Following its simple and basic rules will result in a much better source document, and good sources are far easier to translate. This code can be found at www.intecom.org/code.html.

TCs and translators should be aware of the legal and cultural changes needed when translating a text, some of which emerge only during the translation process. For example, many warning messages phrased in careful legalese for the American market will not have the same impact in another language, and might be able to be omitted in the translation. Of course, before doing so, translators should always consult with the TW. Doing so will help to ensure the best localized product literature for the target market.

And if you think that localization is only for software or websites, think again. It is a marketing concept. And if we talk marketing, let’s put it in marketingese: the translated material is a part of the product, no less than the original material. We believe that good literature must be part of a good product, and reject the argument of some manufacturers that it is enough that their cars travel or their planes fly, or that nobody bothers to read the manual.

Document the Documentation

Documentation follows a rationale; if it is clear to the writer, it must be clear to the translator. Translators should ask for as much auxiliary data and other information as possible, including:

- Style guides
- White papers
- Previous versions
- Comments
- Who is the target audience?
- Who will evaluate the translation?
- Are other translators working on the same or similar material? If so, try and get a copy of this information.

More Information

You can download the conference handout by joining the Translators and TCs group on Yahoo: xlatorstcsubscribe@yahoogroups.com.

The author wishes to thank Ury Vainsencher and Deborah S. Jacobs for their valuable comments and help.
A full discussion on using translated literature in the classroom was presented at ATA’s 45th Annual Conference in Toronto. The session, “Teaching Literature in Translation: An Open Forum,” was sponsored by Binghamton University and Kent State University. It was predicated on classes conducted in English. From the sponsoring institutions, presentations were given by ATA members Rosemary Arrojo, Marilyn Gaddis Rose, and Carol Maier. In addition, over 30 participants from Australia, Brazil, Canada, China, Colombia, France, Puerto Rico, Spain, Thailand, the U.K., and the U.S. took part in the discussion. The following article presents a general synopsis of the presenters’ comments.

The Fact of Translation (Rosemary Arrojo)

One of the scandals of translation, to use Lawrence Venuti’s expression, is that a translation may be so seamless in semantics and appearance, and so colloquial and fluent in sound, that the fact of a translator’s intervention may be overlooked. This means that even though students may be perfectly aware that they do not know language X, there may not be any translation markers except a translation credit (if that!). Thus, what would be called an overt translation is de facto covert.

In such cases, as students generally tend to regard the source culture as a mere extension of their own, they also miss a great opportunity to reflect on issues that are essential both to the study of literature and to an understanding of the role of translation in the dissemination and the constitution of cultures and literary traditions. Some of these issues are: the hegemony of English and the (apparent) erasure of the foreign in fluent translations; the status of the original in the source culture and its relationship with the translated text and target culture; the relationship between the author’s and the translator’s roles in the creation of literary texts; and the relationship between the original’s readership and reception as compared to that of the translation. Whenever students and instructors share at least a reading knowledge of a foreign language, and particularly in the case of poetic texts, comparisons between originals and their translations can be used as an efficient strategy to raise important questions concerning the relationship between what is usually considered to be the text’s “literariness” or “poeticity,” and how these aspects are reproduced in another language.

In order to stimulate students to reflect on such issues and to sensitize them to the inescapable fact of translation, instructors may resort to exercises that illustrate the evidence of the translator’s authorial role in the actual composition of the translated text. For instance, students might be presented with a translated poem as if it were an original text. After analyzing the imagery and the verbal aspects of the text and how they contribute to the acceptance of the poem as an artistic artifact, students can then be asked to compare it to the “real” original and to examine the translator’s craft in composing
the poem. Instructors who want students to reflect on the role of translators and their work, as well as on how they have been perceived and treated by North American Anglophone culture, might also resort to critical readings of fictional texts that explore some of the most common notions and prejudices associated with translation. There are prime examples in the work of Jorge Luis Borges, Italo Calvino, José Saramago, or even F. M.-A. Voltaire or Denis Diderot.

**Translating the Unfamiliar (Carol Maier)**

Some faculty shy away from texts when they themselves are outsiders to a culture and its language(s). This is because they feel it is presumptuous to teach material with which they have little familiarity. However, much of the current North American curriculum depends upon overcoming this scruple. This is especially true where works from non-European cultures and languages are being taught. The decision to include such works requires extensive preparation of context and extensive evaluation of texts. Furthermore, in the increasingly diverse North American undergraduate and graduate student population, the instructor and students can learn together, finding sources and variant translations, such as conventional library material, online resources, and local informants.

By way of illustrating these points to conference participants, the text chosen for discussion was Miral al-Tahawy’s *Blue Aubergine,* which has been translated from the Arabic by Anthony Calderbank. After introductory comments about ways in which students can be prompted to consider their preconceived ideas about culture and texts with which they are unfamiliar and to recognize the expectations they bring to texts in translations, participants were given a worksheet and asked to consider a series of passages from *Blue Aubergine.* The discussion was based on the cultural-specific references in those passages (some of the references had not been translated). The group then exchanged and commented on strategies for enabling students to read cross-cultural texts that they might find challenging and obscure. There was not a unanimous opinion among the group regarding the qualifications an instructor needs in order to teach such texts responsibly. However, there was a consensus that, given the relative cultural isolation and monolingualism of current North American Anglophone students, there is a great need for the development of a pedagogy that would guide instructors who want to teach cross-cultural texts.

**Problematic Texts (Gaddis Rose)**

Often, publishing economics and thematic needs lead instructors to choose a text that they know, or soon discover, has flaws of varying seriousness. This situation is, by overwhelming anecdotal evidence, extremely common. The solution is to check the text for such flaws exhaustively, and to prepare the class by stereoscopic reading from the first exposure. It may be helpful to prepare special concordances and glossaries and to enlist the class in making them complete. In this case, it could even be argued that this exercise enhances the learning experience. The class will surely be alert to the role of the translator.

**Final Thoughts**

For translators, teaching literature in translation is empowering. As critics and guides, their profession gives them a special authority, and a responsibility to be vigilant.

**Notes**

1. Marilyn Gaddis Rose develops her model of problem solving in the *Proceedings of ATA’s* 45th Annual Conference (pp. 127-132).


5. In this Spring 2004 course, entitled “Women Writing Rebellion,” students had the chance to contrast five excellent translations and one seriously flawed and dated translation. Thus, the students learned that translations could be reliable. Even so, stereoscopic readings were also useful at times with the reliable translations: George Sand’s *Five Comedies* (translated by E. H. and A. M. Blackmore, and Francine Giguère); Rosalia de Castro’s *Poems* (translated by Anna-Marie Aldaz, Barbara N. Gantt, and Anne C. Bromley); Fanny Lewald’s *The Education of Fanny Lewald* (translated by Hanna
Translators often get a laugh by wryly observing how much easier it is to translate a dead poet than a live one. And from the writer’s perspective, it’s got to be a lot more comfortable to be translated after you’ve gone. But when it works, collaboration is a humbling and mind-expanding experience.

Longsuffering Honduran poet Roberto Sosa and I worked together on the translation of two volumes of his poetry. Each book took us nearly 10 years. While he often groaned and rolled his eyes, pondering the karma that gifted him with a large, determined gringa who riddled him with so many questions he dubbed her his “AKA 47,1” I know he was equally fascinated by the endeavor, which we thought of as our traveling crap game (it was actually more like threedimensional chess). We worked in Honduras, Spain, Belize, and four states of the U.S., and in every vehicle imaginable, from the Hudson River Dayliner to The Old Pontiac.2

Our collaboration was successful for four reasons. First, Sosa’s knowledge of English is rudimentary, which is an advantage easily understood by anyone who has worked with a poet like Borges, who wants to manage your text as well as his, and who will wrangle eternally about a dictionary entry. Second, Sosa, unlike many poets I’ve worked with, has total respect for the integrity of his original. When asked about a line he wrote 30 years ago, he does not become stimulated and begin to elaborate a new poem reflecting his present level of life experience and technical ability (a great many poets do this, and the translation, needless to say, can turn to dust). On the contrary, his sharp analytical mind sees his own technical process with total clarity. He not only understands it, but can talk about it in a useful way. Third, Roberto’s limitless patience, kindness, generosity, grace, and humor are incomparable assets. Few poets can withstand the trauma of giving birth to the same child a second time. His pain was palpable, but, in the best German tradition, I would say to him, “first ve vork, und den ve rrest!!!” This admonition, plus copious quantities of Kentucky Fried Chicken and Negra Modelo beer, kept us on course. Finally, the horrors of history threw us together for long periods, so that on many occasions we could actually work together at the same table in the same country. More about this in a moment.

I have never translated a poet whose work presented me with more dilemmas. Innovative, complex, and many-layered, his lines imposed decisions that involved painful sacrifices, often because his lines were as opulent musically as they were conceptually. For American poet and critic Sam Hamill, “the elegiac and erotic lyrics of Roberto Sosa present a voice as personal, as elegant and as timeless as those of the great poets of the T’ang dynasty or the Greek anthology. Sosa joins passion and humility, ecstasy and grief, clarity and wisdom, to make poems as simple, lucid and incandescent as anyone writing today” (The Return of the River). Hamill’s assessment suggests the power of the poetic language I was to wrestle with for more than two decades.

Roberto and I met in Manhattan in 1983, near the height of the Contra War. A group called Artists’ Call, in solidarity with Central America, had invited Roberto to come from Honduras to read from his work at Town Hall, and I was invited to interpret for him during the discussion after the reading. His poetry left me reeling. After the recital I asked Roberto if I might interview him, and he accepted. We have now been brother and sister for more than 20 years, a great privilege for me both as a translator and as a human being. He is an extraordinary person whom I admire as much for his courage and commitment to social justice as for his literary genius.

Between 1984 and 1987, I spent a great deal of time in Nicaragua, first as a volunteer interpreter and translator and later as a Fulbright professor at the Universidad Centroamericana, where I helped develop a translation and interpretation program and began work on a bilingual anthology of Central American poetry. While in Managua, I took advantage of every opportunity to visit the Sosa family in Tegucigalpa. Inevitably, we spent most of our time working on translations. (Over the years, our respective spouses became resigned to the mutual insanity that would keep us riveted to the same piece of paper for five hours at a stretch; both deserve to be canonized). Near the end of 1985, Roberto’s life changed dramatically.

Honduras, like all of Latin America, takes its poets very seriously. Born in Yoro, Honduras, in 1930, Sosa had witnessed several periods of severe political repression. His books Los pobres (1968) and Un mundo para todos dividido (1971), both highly critical of social ills and political corruption, won high praise outside Honduras, receiving...
Translating Roberto Sosa: I Needed Kunitz and KFC Continued

prestigious prizes (the Adonais and the Casa de las Américas, respectively). Nevertheless, within the country they were labeled “highly dangerous” and, even more damning, “anti-military.” During the Contra War, all of Sosa’s books were banned in Honduras. In 1985, he published Secreto militar. This book cost him his job at the university and brought him death threats. “I would never have imagined that the unprofitable business of writing verses could endanger my life.” Sosa wrote in the introduction to his collected works (1990).

Alarmed, I looked for a way to get the family out of Honduras for a while and thought of a teaching fellowship in the U.S. Montclair State University in New Jersey, where I taught Latin American literature and translation, cooperated fully with my application for a Fulbright Scholarship for Roberto in 1986. He had spent a month at Montclair State in 1984 as a writer-in-residence—part of the series “Hispanic Writers in Residence” that included Isabel Allende, Luis Rafael Sánchez, Lidia Falcón, and Angel González. He had proven to be an effective and popular teacher during his first visit, and during his Fulbright stay, he deepened his relationship with the Hispanic community in the Greater Metropolitan Area, especially with our Hispanic students at Montclair.

The visit was exciting for the entire Sosa family and, needless to say, for my family as well. A typical “exciting” night: I get a phone call at 1 a.m. from Roberto. He has been eating Corn Flakes (which he calls “corn flaqués de maíz”) and has called to tell me he has found a token in the Corn Flakes box that entitles him to $8,000,000, his prize in the Kellogg Kentucky Derby Contest. I tell him to go back to bed and we will certainly collect the $8,000,000 at some nebulous future date. It’s too late. Many hours and dozens of phone calls later, a raincoat over my nightgown, I find myself at the Sosas’ apartment reluctantly dialing Battle Creek, Michigan, only to learn that, inexplicably, Roberto is not to become a multimillionaire for eating corn flaqués de maíz after all. I shall never forget the expression on his face, which says “so much for the American dream.”

Roberto’s Fulbright at Montclair gave us the opportunity to work systematically on translations. In 1983, Roberto had begun to give birth to two cycles of poems. They came to him, simultaneously from two different poles. One was elegiac, deeply personal, familial, and rooted in Honduran soil and the country’s history. The other cycle was erotic, sensuous poetry of a very high order of complexity, most original. The poems came thick and fast and jumbled together, sometimes in single lines, sometimes in thick groups of lines. The process was very intense, and fascinating to observe. It took Roberto a number of years to arrange the poems into two books, El llanto de las cosas (The Weeping of Things, a phrase from Virgil), and Máscara suelta (Lifted Mask). Roberto asked me whether I would be interested in translating these new poems. Without the slightest idea of what I was getting into, I said yes. The language of this poetry was simply astonishing. Long, ecstatic lines, slightly surreal, melodic, rhythmic, convoluted, baroque, disconcerting, hypnotic.... Example 1 is one of the first poems he gave me (a relatively simple one).

My first attempts at translating this poetry were appalling. I immediately realized that I did not have anything like an English counterpart for this language ringing in my ears. I was not deaf—every pore in my body responded to this poetry—but I was dumb...I did not have a tongue for this task. My doctoral years of reading exclusively in Spanish had left me with an impoverished ear for English poetry. I began to devour the English poetry I had so long deprived myself of, reading anthology after anthology, book after book—Wallace Stevens, Denise Levertov, Stanley Kunitz,
Audre Lorde, everything I could get my hands on. I subscribed to poetry magazines, went to recitals, and bought tapes and practically memorized them. I read aloud to myself whenever I could. I realized that I couldn’t invent a language for a Sosa translation without a sense of the contemporary norms of English poetic diction. Above all, I had to develop my embryonic sense of line.

I focused on the basic contrasts between lines in English and Spanish. I noticed that English demanded a much higher degree of tension in the line, a greater tautness and compression. A strong line was a taut line with the subtle rhythms of common speech. I went back to translating, working slowly, trying hard to apply what I had observed, pressing hard to achieve a satisfactory tension. I accumulated thick stacks of versions, sometimes 30 or 40, as I struggled with rhythm, rhythm, rhythm.

But no matter how hard I worked on poems like the one quoted in Example 1, if I had not been able to ask Roberto about the reality behind phrases like “La ventana que entredibuja el viejo campanario,” “el insecto viudo,” and “mis compartidas soledades,” not to mention neologisms like “azulinante,” my translations would have been totally arbitrary. The window turned out to be the window in front of the desk where he writes, a precious light above a sacred space; the cathedral bell tower is a sustaining icon that he sees from this window; the “widowed insect” is an image of innocence, the insects he captured and released as a schoolboy; azulinante fuses azul and alucinante.... The woman is, of course, his wife Lidia, who shares his radical loneliness. Still a lulu, the poem began to float into reach (see Example 2).

The collaboration grew less painful. I gradually learned to shape my questions—that is, I learned how to indicate with greater precision what it was I really needed to know. I became less obsessive. I learned to live with a certain amount of...
mystery. And as Roberto came to understand my task from my point of view, he became increasingly capable of framing the kind of answers that would be most helpful. As I translated poem after poem, asking my questions, my respect for the integrity of this poetry steadily increased. Unlike much of the poetry I had translated previously, these poems stood up to the extreme pressure of total scrutiny. There were no surface effects that vanished on analysis; here were firm flesh and bone, always. I realized more fully than ever how deeply the process of translation tests the merit of a text.

The two books, *El llanto de las cosas* and *Máscara suelta*, were published by Curbstone Press with the title *The Common Grief*, the title of a poem called *Los pesares juntos* that is dedicated to the mothers of the Plaza de Mayo and their counterparts around the world. It is a good example of the socially committed poetry of *El llanto de las cosas* (See Example 3).

Calling the book *The Common Grief* was Sandy Taylor’s idea. Founder and co-director, with Judith Doyle, of Curbstone Press, Sandy is the patron saint of Latin American writers and their translators.² Everyone should be blessed with such a mentor. It was Sandy who suggested that we attempt an anthology of Roberto’s collected works, a very long process that involved the translation of six books of poetry plus a number of new, unpublished poems. When we had a working manuscript for the book, Sandy suggested that we apply for a collaborative residency at Yaddo, an artists’ colony in Saratoga Springs. I would like to see more translators apply for collaborative residencies with the authors whose work they are translating. Even a month-long block of uninterrupted time for intense work can be amazingly productive. And, as many writers have noted, the experience is validating and a source of energy.

The final result of this project was *The Return of the River*, which won the National Translation Award for 2003.³ Winning the award was an enormous thrill. When Rainer Schulte called, my first thought was that Roberto had to accompany me to Boston for the American Literary Translators Association award ceremony. We had a wonderful time and celebrated with plenty of Kentucky Fried Chicken and Negra Modelo.

**Books**


**Notes**

1. A 1968 Pontiac the poet still drives, not because classic cars are “in” in Tegucigalpa, but because he needs transportation. I feel a special connection to the Old Pontiac because of my numerous forays to the junkyards of New Jersey in search of parts for it. Roberto wrote a poem in its honor, which we included in *The Common Grief:*

   **The Old Pontiac**
   
   To Diana and Leonor
   
   In the fullness of its days the old
   Pontiac is a garden in bloom.

   Once,
   a lifetime ago,
   it pretended to be a tiger gliding
   white among lovely women.

   Today
   the noble brute is aging gracefully
   and without haste
   toward the consummation of the
   centuries... and growing out
   of its doors and windows
   are sprays of small white flowers.

2. Curbstone Press (www.curbstone.org) was founded in 1975 in Willimantic, Connecticut. Its mission is to publish “creative literature that invites its readers to examine social issues, which encourages a deeper understanding between cultures and reflects a commitment to promoting human rights.” Despite its small budget, Curbstone makes heroic efforts to give its authors exposure by organizing university speaking tours. Thanks to this commitment, Roberto and I have read at about 35 universities.

3. The National Translation Award is given by ALTA, the American Literary Translators Association. For more information about the award, visit www.literarytranslators.org.
Playing with Food: A Problem in Theatrical Translation

By Phyllis Zatlin

The following is based in part on a Spanish literary translation workshop conducted at ATA’s Annual Conference in Toronto in October 2004. The workshop examined several problematic passages from plays for possible translation from English into Spanish.

In theatrical translation, more than in other forms of literary translation, some adaptation is often required to fill cultural gaps. Readers who are committed to learning more about another culture may have no problem with translated novels that offer explanations in notes or glossaries, or that inspire them to research unfamiliar references. However, spectators in the theater must be able to instantly grasp the surface meaning of the dialogue. Readers may delight in stylized language within a narrative text, but, as Hamlet maintains, actors on stage must be able to speak the speech “trippingly on the tongue.” To achieve speakable dialogue as well as immediate audience comprehension, theatrical translators can and do adapt.

This task is particularly challenging when a theatrical text makes repeated references to food. Three examples of such texts are Insung Hwong’s filmscript, “Donnie’s Tree” (2004), British playwright Arnold Wesker’s The Kitchen (1957), and American author Elaine Romero’s The Fat-Free Chicana and the Snow Cap Queen (1996).

The international film industry promotes two forms of translation: subtitles (an abbreviated version of the dialogue that is projected on the screen) and dubbing (an alternate, synchronized soundtrack of the complete dialogue). Both subtitling and dubbing require brevity and are challenging variants of theatrical translation because they allow no freedom to reorder the text. As P.-F. Caillé has noted, subtitling places special emphasis on semantics, while dubbing, with its need for fitting words with lip movement, emphasizes phonetics (Caillé, 109). But subtitles, too, must be synchronized so that the words projected on the screen coincide with the image. Dubbing a film costs up to 15 times more than adding subtitles (Baker & Hochel, 75; Gottlieb, 118). Therefore, in the case of a short, non-commercial film like “Donnie’s Tree,” we can assume that the solution for reaching the Spanish-speaking market would be subtitles.

It is not difficult to locate helpful guidelines for preparing subtitles. One quickly discovers that subtitles normally consist of one or two lines and that they should be placed at the left or else centered at the bottom of the screen. A maximum of about 35 characters, including punctuation marks and spacing between words, is typical, but even shorter lines are often preferred. Long definitions will obviously not do, and that could pose problems for our hypothetical preparation of subtitles for “Donnie’s Tree.”

In Hwong’s script, Donald is in the process of poisoning Carmen by grinding up fatal leaves and putting them in the country gravy and meatloaf that he repeatedly prepares for her meals. The term “country gravy” does not appear in the bilingual dictionaries I consulted. In our workshop at ATA’s Annual Conference, guided by ATA member Angela McEwan, who played Carmen in the film, we quickly solved the gravy problem.1 Country gravy, which is often served over biscuits for breakfast, is made with white sauce. We agreed it could be rendered as salsa blanca. Such a concise solution would work well not only for subtitles, but, given that the phrase has the same number of syllables as the original expression, even for dubbing. When Carmen says, “Where’s my country gravy?” the corresponding subtitle will fit on one line and synchronize with her speech.

The solution we found clarifies that the gravy in question is light-colored rather than brown, such as gravies made with meat drippings. To find a term in Spanish, it is helpful to be able to visualize this kind of gravy, as people in the workshop could thanks to McEwan’s explanation. The images in the film would make clear to the audience that salsa blanca refers to gravy and not to “white sauce” per se.

“Meatloaf” is more difficult. The Collins Spanish-English Bilingual Dictionary provides only a definition: rollo de carne picada cocida. That awkward, 28-character rendering would take up most or all of a full subtitle line. Participants in our workshop came up with three short solutions, ranging from 10 to 14 characters: albondigón, pan de carne, and molde de carne. These variants indicate that meatloaf exists throughout the Spanish-speaking world, but that there is no single term for it: pan de carne was the choice of participants from Argentina and Peru; those from Colombia chose molde de carne, and those from Mexico chose albondigón. If the film were to travel south of...
the border, a decision would have to made with respect to the primary target audience.

“Donnie’s Tree” also makes repeated references to a kumquat tree. I have found that cashiers in my local supermarkets in New Jersey often do not know what kumquats are when I buy them, so it is not surprising that some participants in our workshop had no idea what this small, orange, oblong citrus fruit is. If you cannot visualize it, you probably also cannot come up with the term. No doubt because the fruit originated in China, dictionaries offer naranja / naranjita china, an overly long expression that workshop participants did not recognize. Perhaps “kumquat” should remain as kumquat, bewildering speakers of English and Spanish equally.

In “Donnie’s Tree,” there are only a few food terms to worry about. In Wesker’s The Kitchen, there are repeated and often rapid references to a variety of dishes. The action takes place in the kitchen of a large restaurant and spans an entire workday: with preparations for lunch and dinner and the frantic serving of both meals. The cooks and servers, who include immigrants as well as native British, are involved in various relationships and hostilities. Although the dialogue focuses on food, it is not limited to the characters’ work. A potential translator of The Kitchen might approach the task by first spending time in a kitchen of a large restaurant in the target country. That would be one way of capturing authentic speech and making revisions, if necessary, in the ethnic composition of the work crew and the time frame of the workday. For the ATA workshop, we simply considered the food terminology. We even found equivalents for kinds of fish with which we were not all familiar: cod (bacalao), turbot (rodaballo), plaice (platija). For some terms there were variant answers: steak might be bistec, filete, or churrasco. Minestrone posed no problems (the Italian name is used in Spanish as well as in English), but none of us had any idea what Wesker’s “French salad” might be.

Finding equivalent words is only the beginning. Wesker’s dialogue is rapid and repetitive, as the cooks orally confirm the orders, sometimes with abbreviated terms:

**Daphne [to Frank]:** Three legs of chicken.
**Frank:** Three legs of chick.
**Hettie [to Nicholas]:** Two chicken salad.
**Nicholas:** Two chicken salad (40).

The sequence goes on and on at an increasing pace.

The terms selected in Spanish must lend themselves to this kind of game so that the dialogue will fit the action. “Five grilled chops” is only three syllables in English. If we rendered this as cinco chuletas a la parilla, the resulting 10 syllables might be precise, but would break the rhythm. Probably one would settle for cinco chuletas and trust that the actor in Spanish would speak quickly.

What the unseen customers out in the restaurant choose to eat is not the essence of Wesker’s play, and the food terms should be transparent, not opaque: the audience should not have to think about them. No doubt Spanish playwright and director Fermín Cabal had that concept in mind when, in collaboration with Amanda Rodríguez, he decided to adapt, not translate, The Kitchen. In addition to being one of contemporary Spain’s most important playwrights, Cabal has translated or adapted numerous plays, including works by Mamet, Pinter, Delaney, Durang, and Ives. Directed by Cabal, ¡Maldita cocina! (Damned Kitchen) opened at the Sala Triángulo in Madrid on February 25, 2004, and ran Thursday through Sunday until the end of March to packed houses. This production of Escuela Superior de Artes y Espectáculos TAI featured students from the acting school in the 21-member cast.

When Ariane Mnouchkine directed Wesker’s play in Paris in 1968, the actors evoked the illusion of food for the audience to imagine. Cabal’s production includes real potatoes and carrots for the cooks to peel and grate, and dishes whose contents look real enough from a distance.

Cabal and Rodríguez’s Damned Kitchen clearly belongs to a Spanish restaurant. The menu choices, complete with the daily specials, are definitely Spanish, and the kitchen crew reflects current Spanish reality: that is to say, they are a mix of Spaniards and immigrants from Latin American, Eastern Europe, and Morocco. This mix gives rise to some, but not all, of the many conflicts among the workers. Nevertheless, the workers band together when they walk out, leaving the owner with only one of her employees to face the supper hour. The two women respond to this situation by singing a popular Spanish version of the chorus from Beethoven’s Ninth Symphony until the orchestra picks up this ode to joy and drowns them out. The audience joyfully received not only this finale, but the entire lively and impeccably choreographed performance.

For Wesker’s The Kitchen, with the author’s permission, there is the valid option of moving the action and the cuisine to the country of the target audience. No such option exists with
Romero’s *The Fat-Free Chicana and the Snow Cap Queen.* Not only is her text firmly rooted in a Chicano environment with respect to food, but, in keeping with the background of her characters, she introduces bilingual games. Fortunately for the translator, in this case, those references are limited. An English-speaking audience member who knows no Spanish can follow the dialogue easily because instantaneous verbal or visual clues are supplied for Spanish words. For example, translations are provided for words introduced first in Spanish, such as *madrina* (godmother) and *manteca* (lard). The translator into Spanish may simply retain these uses while taking care to have Amy, rather than Snow, be the character more likely to code-switch to English. In any event, the limited use of English within the Spanish-language text should pose no problems for the target audience, but serve to emphasize the bilingual/bicultural nature of the Chicano community in the U.S.

Amy, the fat-free Chicana of the title, has gone off to college in Idaho. She returns to New Mexico determined to improve the diet of those who eat at her mother’s Café Lindo. In the scene we analyzed in the workshop, Amy is confronted by a logo-to-life: the Snow Cap Queen featured on containers of lard. For Amy, who intends to prepare enchiladas using “Egg Beaters, fat-free cheese, and fat-free sour cream,” nothing could be more repugnant than lard, the rendered fat of hogs. Snow finds non-fat foods and unsaturated fat to be equally distasteful.

For theatrical translation, we are more concerned with sound than taste. Our renderings to Spanish of terms that are less familiar to Hispanic cooks than to Anglo-American ones must be readily understood by the audience while maintaining the comic rhythm and tone of the play. Puzzling out one of Amy’s lines can easily give us indigestion.

In our ATA workshop, the consensus was that the trade-marked “Egg Beaters” were *huevos sintéticos.* Some students in my Theory and Practice of Translation course similarly came up with *sustituto de huevos,* but another student assured us that “Egg Beaters” are made with real egg whites; added vitamins give them their yellow color and, thus, compensate for the lack of yolks (*yemas*), the source of cholesterol. Thus, the solution, *claras de huevo* (egg whites), which I initially rejected, is an accurate answer. A more complete description of the product, *claras de huevo en líquido,* does not work, however, because it is simply too wordy for the actor to deliver with the desired comic effect.

Among other options, “fat-free cheese” might be *queso sin grasa* or, literally, *queso libre de grasa,* or *queso descremado.* A final choice will need to be made based on the rhythm of the line and its comic potential.

“Sour cream,” whether fat-free or not, is more problematic because of regional variations: participants in the workshop suggested *crema agria* (Peru), *crema o nata* (Mexico), and *suero* (Caribbean area, including Colombia); those options also appeared in my students’ translations. Like “kumquat,” “sour cream” is not readily recognized by everyone. There was a certain hesitation both from workshop participants and in my class, particularly among those who have not yet lived in the U.S. for an extended period. One Spanish exchange student came up with *nata fermentada baja en calorías*; he clearly was unfamiliar both with sour cream and the concept of fat-free.

A knowledgeable solution, *nata agria libre de grasa,* captures the sense, but is too wordy to work well in stage language. If we have Amy use a series of wordy expressions for her grocery list, her snappy and short line in English, “Egg Beaters, fat-free cheese, and fat-free sour cream,” would become: “*Claras de huevo en líquido, queso libre de grasa y nata agria libre de grasa.*” This is unwieldy, to say the least. So what might the translator do?

Given that “Egg Beaters” is a brand name, we can justifiably set it aside to find a solution. The name cleverly takes the term for a kitchen utensil and gives it new meaning: You can have your eggs and beat cholesterol, too. I suggest creating a neologism to describe the method used in making “Egg Beaters” and then reversing the order of Amy’s grocery list, both to clarify the meaning of the neologism and to end the line with an expression that should get a laugh: “*Queso descremado, crema desnatada y huevos desyemados.*” Of course, to find out if the proposed line works or not, we need to play it for an audience.

Spanish sentences may run 25% longer than their counterpart texts in English, Spanish actors tend to deliver lines at a faster pace than do American actors, and Spanish-language play titles are often longer than English-language ones. Nevertheless, any literal translation of Romero’s title could prove unattractive for the target audience. *The Fat-Free Chicana and the Snow Cap Queen* has pizzazz. Aside from the alliteration in “fat-free” and the humor implicit in describing a person that way, the title is built primarily on monosyllables and has a striking rhythm created by its two clusters of stressed syllables. The consensus in our workshop was that variations on *La chicana sin grasa(s)* did not sound right. Hence, the group voted for *La chicana lite,* but we made no effort to pair this with a translation of “the
snow cap queen.” *La chicana lite* is short and snappy, but the second half of the title has to be more or less equal in syllables. One of my students came up with this literal rendering of the latter: *La reina de la capucha blanca*. Descriptive, yes, but fatally flawed in its rhythm. Somewhat longer than the English original, but more or less parallel in its two halves is this solution, which is the best I have found up to this point: *La chicana libre de grasa y la reina de la manteca*.

Cultural gaps are by no means limited to food. The same two students who came up with our working title for the Elaine Romero comedy also came up with the most rhythmic solution to Amy’s reworking of “Rain, rain go away / Come again another day.” In an effort to make the Snow Cap Queen disappear, Amy says: “Hallucination, hallucination go away. Don’t come back another day.” Spanish-speaking audiences will not “hear” the well-known verses that underpin the line, but the translation can let them perceive that it is supposed to be a rhyme. Most of my students’ solutions were literal and, hence, unpoetic, but Luisa Duque-Arbelo and German Bayas came up with this:

*Alucinación, alucinación vete ya y no regreses nunca más.*

The assonant rhyme of *ya / más*, if properly captured in performance, should point the audience in the right direction.

Romero’s Snow Cap Queen obligingly does disappear, but the problem of cultural gaps in theatrical translation is here to stay. Those gaps are wide indeed when authors decide to play with food.

**Notes**

1. I am grateful to Angela McEwan for suggesting this filmscript for our workshop and for arranging with the author/director to have relevant passages made available to us for this purpose. “Donnie’s Tree” had its premiere showing at The Knitting Factory in Hollywood in August 2004. I am also grateful to the ATA workshop participants for their helpful insights and suggestions on all three texts.


3. An Argentine in our workshop suggested that lard is *grasa vacuna*, a reference to cattle, but my English dictionaries specifically refer to fat from pigs or hogs. Several people pointed out that enchiladas are unknown in many Spanish-speaking countries, and that a substitute choice of Tex-Mex food might be appropriate.

There are several *bodegas* (Hispanic grocery stores) in New Brunswick, the city where my university is located and where there is now a large Mexican population. When I assigned a passage from Romero’s play, I urged my students to make field trips to these stores or to Mexican restaurants. For my own research, I looked at the Hispanic section in a supermarket in suburban East Brunswick, where I live. There was no hint of fat-free, lo-cal, or reduced fat, sugar, or salt on any of the many Hispanic products available there; there are low-fat options in the cheese department, but not for cheeses with Spanish names. On the other hand, there was also no trace of lard anywhere in the store. I recall that my German-Irish mother often used lard both for frying and baking; perhaps she did so because butter was expensive and was rationed during World War II. At any rate, it would be difficult now for me to follow her recipes without heading for ethnic grocery stores.

4. I am grateful to students in this combined advanced undergraduate and graduate seminar for their insightful observations on the Romero text, which we discussed in class in November 2004. Native speakers of Spanish in the class come from Colombia, Ecuador, and Spain. I am specifically indebted to Luisa Duque-Arbelo for her precise information on “Egg Beaters,” which I confirmed by reading labels during my research trip to the supermarket.

**References**


Romero, Elaine. “*The Fat-Free Chicana and the Snow Cap Queen*.” In *Puro Teatro: A Latina
Bearing Witness Through Translation

By Lorena Terando

Resistance literature highlights the connection between knowledge and power, as well as an awareness of the exploitation of knowledge by the interests of power to create a distorted historical record (Harlow). Its aim is to call “attention to itself, and to literature in general, as a political and politicized activity” (Harlow, 28). Though there are many forms of resistance literature, this article focuses on the testimonial. The testimonial serves to put the historical record “aright,” and, as we shall see, relies on literature’s power to change the world.

The word testimonio is derived from the Latin testis, or witness, and implies a statement or declaration supporting truth, evidence, or proof. Many sister words are tied up in this Latin root, such as testimony, testify, and testament, each implying a witness and involving one or more forms of declaring (under oath before a court or during a religious observance), proving (a fact or event, such as in a legal case), and paying tribute (in appreciation for another’s acts). Entwined within all these aspects of the word testimonial is a common thread: the call for truth in a text and the prominent role of the witness.

There are multiple ways of writing testimonio. It can take the form of many different types of documents: depositions and trial transcripts (to give evidence); religious texts, both oral and written (to bear witness); autobiography; biography; and memoirs. To this list we could easily add speeches, newspaper reports, clinical reports, poetry, music, comic books, personal correspondence, and visual testimonials (i.e., photography, film, historiography, memorials, statues, and even graffiti). These various genres have been used strategically to give a voice to similar experiences relating to oppression, the violation of human rights, war, and repression. As an example, this article examines the testimonial autobiography written by María Eugenia Vásquez Perdomo, a former member of the Colombian guerrilla group the Movimiento 19 de abril (April 19 Movement, the M-19).

Born on July 24, 1951, Vásquez was profoundly influenced by her mother, and grew up acutely aware of social inequality. She was raised in a very masculine environment, and as an equal with respect to men. She came of age in the 1960s and 1970s, when hippies offered an option for rebellion, as did the increasing number of armed movements in Latin America calling for widespread revolution, especially after the triumph of the Cuban revolution in 1959. Her studies at the Universidad Nacional, a seat of activism and resistance for youth in Colombia, added to her awareness.

Vásquez never married in the traditional sense of the institution. Although she does have children, she made the decision early on to cede personal interests for the broader interests of the Colombian revolution. She is not a typical mother, any more than she is a typical woman. Vásquez has served time in prison, was subjected to psychological and physical tortures, and spent several years in exile in Cuba and Libya. She left the M-19 one year before the group signed peace accords with the government, determined to continue her activism by other means, and began her reinsertion into civilian life. She is now active in nongovernmental organizations dedicated to serving women and children displaced by Colombia’s ongoing civil war. Her testimonial covers many life events, from participation in revolutionary movements, to serving time in prison, to events of torture, to childbirth, to relationships.

Why did Vásquez decide to write her testimonial? As its title in Spanish, Escrito para no morir (Written for Survival), denotes, for her, writing meant nothing less than survival. This is not new. Primo Levi also discusses the absolute need to tell of traumatic events in Survival in Auschwitz. He revisits this theme throughout his book in an effort to explain why many wanted to survive: “to tell the story, to bear witness… to save at least the skeleton, the scaffolding, the form of civilization” (Levi, 41). The witness to these events finds an attentive audience in readers and great release in writing. The witness’s testimonial offers a means by which to access truth, and through truth, the witness begets truth and can begin to heal (Felman & Laub, 16).

The witness writes the testimonial “… to accuse the executioners, to record the sufferings and the epics, to inspire the other combatants in the middle of retreat…” (Dorfman, 141). Vásquez writes of events her dead companions-in-arms are no longer able to record/remember. Thus, her writing becomes a sort of tribute to their lives. Her writing also gives her the power to adjust official memory through her eyewitness account while calling for truth and action from her readers.
Vásquez calls to listeners (the readers) of her account in order to appeal to their capacity for solidarity. She attempts to draw the readers in with her words, making them feel as if they are part of the event being relayed. The testimonial establishes complicity with readers by engaging their sense of ethics and justice, with respect to a popular cause that is distant from their immediate experience (Beverley, 31). And readers give power to the testimonial account, because listeners empower the witness; without listeners, the witness cannot fulfill her task. Indeed, the absence of listeners destroys the story (Felman & Laub, xvii).

Within this group is a very specific kind of reader: the translator. Translators of testimonials are the most intimate of readers and play a hybrid role—acting as the witness-as-reader (the one who bears witness) or the witness-as-translator. The translator is the receiver and producer, the writer and reader. Thus, translating the testimonial is an enormous responsibility. The translator must make her project clear at the outset by formulating ethical and aesthetic goals in order to produce a target text that signals difference to readers, yet succeeds in calling them to solidarity. A responsible translation depends on determining meaning and adequately transferring it, while requiring the translator to engage the values of the text and activate the implicit cultural meanings that are brought to bear. This is a complex, multilayered process that not only requires a certain mode of thinking, but a determined translation strategy and decisive methodology.

One springboard for a working strategy of the translation of resistance literature is the notion of cannibalism proposed by Oswald de Andrade. Andrade’s antropofagia project, developed in the 1920s and becoming especially prevalent in the theoretical writings of the 1950s, involved a mélange of native cannibalistic wisdom and modern technology. The metaphor emphasizes not denying foreign influences or nourishment, but devouring and digesting, absorbing and transforming them, and incorporating them into the autochthonous (Vieira, 70). Applied to translation, it is, in effect, a two-way dialogue; mutual nourishment which weakens the terminology of “source” and “target” (and, by extension, the binaries “original-imitation,” “superior-inferior,” and “fidelity-infidelity”). The translator’s voice is heard within the text, and the text becomes polyphonic (Vieira, 72). This mode of translation can be played out in practice. First, the translator must be committed to the importance of the source-language text and context, and to transmitting that awareness into the target language. This entails translating that does not always fit exactly into the comfort levels of the target language. Both cultures are viewed, read, felt, and heard, as are the writer and the translator.

The challenge is to adapt this notion to a translation strategy, to “absorb” the provocative theory of cannibalism and “transform” it to produce a translation that is understandable while blatantly reflecting the source culture. Consider the following passage from Vásquez’s text (words pertinent to the strategy just outlined are in bold):

As a resident, I was part of the team that worked with Cooperación, a student work-study program that provided some services in the Central Café and got free food in exchange. In those days, almost every one of the 5,000 students at the Nacional went through that café at one time or another. The “old-timers” initiated us newcomers, whispering in our ears:

“That guy is Germán Liévano, from the ELN. He just got out of prison. They accused him of stealing arms. He’s in medicine.”

“That one is Sergio Pulgarín, leader of the Camilistas.”

“She’s Bertha Quintero, a muchacha woman who stands up to the police.”

“That other guy is Guido Gómez. They accused him of throwing a Molotov cocktail in a muchacha’s face. He was arrested.”

“That one wearing the maxirruana is Jaime Caicedo. Mamerto.”

“The morenito is Marcelo Torres from the JUPA.”

“The mono is Esadí Vásquez. He joined the Cabeza de Turco Committee.”

There are many references in this short passage that are specific to Colombia and its sociopolitical context. However, many are not necessarily clear to non-Colombian native speakers of Spanish. Happily, Temple University Press embraced the strategy and allowed the translator to gloss or footnote Colombianisms. Spanish-language words in the text are italicized and footnoted in their first appearance in the book, then appear in regular type thereafter, such as the above-mentioned muchacha (young woman) and...
morenito (a diminutive of moreno denoting a non-white, non-negro person of mixed race; it may describe many shades of brown complexion, with direct reference to skin or, sometimes, hair color). Acronyms and names of political organizations are footnoted (the ELN is the Ejército de Liberación Nacional/National Liberation Army; Camilistas refers to followers of Father Camilo Torres, who was a member of the ELN; JUPA is the Juventud Patriótica/Patriotic Youth; the Cabeza de Turco Committee was a student committee organized before the 1970s student movement at the Nacional). Cooperación is glossed as a work-study program. Adjectives which bear specific meanings in Colombia are footnoted: berraca can mean tough, wonderful, courageous, capable, difficult, painful, and more, depending on the context. Mamerto was a special case. In consultation with the author, its footnote was designated as a term coined in the 1960s, combining the verb mamar (literally “to suck,” figuratively “to absorb,” slang meanings of the verb vary from country to country) with the first names of some Communist Party leaders that ended in “-erto” (i.e., Gilb-erto, Rob-erto, etc.). The word refers to members of the Communist Party, or leftist groups in general, who had become less radical and more conciliatory sell-outs. Mamerto can also mean idiot or fool. Mono refers to someone of fair hair or complexion, or, in a gesture of irony that is common in Colombian nicknames, just the opposite. Finally, the maxi-ruana is a long, heavy, woolen poncho.

The text is understandable, but it is clear that the culture and context of the story is not Anglo. It is a communion; who is affecting whom is blurred—boundaries are erased and simultaneously more evident. One language bleeds into the other. This is a form of “trans-re-lation,” as discussed by Ricardo Santos: a way of translating which “privileges resistance and pays close attention to one’s own historical positions in the face of structures of oppression” (Santos, iv). One visible result of this is that the target text is in tension with the target culture because, though the source language is necessarily transformed in the translation, it is still quite present.

In any case, even if expressions or words are ultimately accepted in a reading culture, the reader of the translation will remain somewhat distanced. Gayatri Spivak beautifully evokes the inherent discomfort of translation in her metaphor of language as a fabric, where the selvedge between two languages gives way to fraying in translation. It is only by close and skillful reading that the translator can get into the skin of the source language and achieve a responsible translation that can, and does, risk fraying (Spivak, 181-183). In practice, then, the translator must surrender to the text, getting into and under its skin, to arrive at its reality. Santos clarifies: translation implies a “careful process of listening and caring. First, the trans-re-lator has to open her/himself up to the story and let her/himself be affected by it; only then can s/he share it with [the] audience. [It] becomes a process of ‘bearing witness’” (Santos, 12).

It is an attitude, an openness, which allows for this translation strategy to be practiced. The translator endeavors to arrive at the reality of the text, in that liminal space between source and target languages Margaret Sayers-Peden describes, through the processes of intimate reading, care, and genuine love for the language and the text (Spivak, Santos). The translator ingests and reinvents—but does not discard—to bear witness to a broader readership.

Notes:
1. Recordar in Spanish connotes “remember” and “record,” both of which are important in testimonial writing.

References
Can You Certify This?

By Barbara Müller-Grant

In Germany, people are frequently asked to produce “certified translations” of documents to prove certain facts, such as the particulars of their birth, marital status, or that their business has been properly registered with the appropriate authorities. Certified translations of many other documents, especially of so-called public documents, may also be required for various purposes.

What is a “public document”?  
- It is a document issued by an authority or official connected with the courts or tribunals of a state or country, including a document coming from a public prosecutor or clerk of the court.  
- It is a document issued by an administrative authority, such as a “Registrar of Births, Deaths, and Marriages” in the case of vital records.  
- It is a notarial act. In Germany, many types of documents, including contracts, wills, nuptial agreements, etc., have to be authenticated by an officiating notary. Full-time notaries in Germany are qualified lawyers with many years of experience, who have been appointed for life to serve within the district of the respective local court by the state department for the administration of justice. Authentications of certain public documents used to lie within the province of the local court, which nowadays is the only appropriate authority in certain cases, such as when an acknowledgement of paternity needs to be recorded.  
- It is an official certificate placed on a document and signed by a person in his or her private capacity.

Who is allowed to certify the correctness and completeness of a translation so that the translated document can be used in legal transactions?

In Germany, individual translators are empowered by the regional court in whose jurisdiction the translator resides or has a business. The translator’s signature and particulars remain on file with the court.

What are the qualifications to become a duly authorized translator in Germany?

The qualifications for becoming a duly authorized translator vary from one German state to the next, so I’ll use the State of Hessian as an example.

“…In Germany, many types of documents, including contracts, wills, nuptial agreements, etc., have to be authenticated…”

Individuals must apply to the regional court and present a certificate proving that they have passed a German state translator’s examination or an equivalent foreign examination that is recognized by the regional court. If no such examination exists for a certain language, the translator must provide other evidence of his or her language skills. Some years ago, the Hessian State Board of Examinations for Translators and Interpreters in Darmstadt created a review procedure, with the assistance of a few of the appointed examiners at that time, for certain languages for which no state examination was available in Germany.

Under this review procedure, the translator must be at least 18 years old and possess the “requisite personal reliability,” which usually means submitting a Certificate of Good Conduct proving that he or she does not have a criminal record. Translators who are not citizens of member states in the European Union also have to submit a residence permit and, in certain cases, a work permit. The “Aliens Office” is involved in these proceedings.

Once the requisite documentation has been assembled, the translator is advised by the president of the regional court about the pertinent provisions of the German Penal Code, inter alia, his or her duty of confidentiality, and has to swear to translate documents faithfully and accurately. A record of these proceedings is then drawn up and signed by the president of the regional court and the translator.

After successful completion of this process, translators in Hessian then usually go to the nearest shop to have a round stamp made. The round stamp is preferred, since it is the same shape as the stamp used by notaries and many government agencies in Germany. In Hessian, there are no special requirements pertaining to the stamp, because it is the translator’s signature that counts, not the stamp. After the stamp has been obtained, the translator is then allowed to call himself “ermächtigter Übersetzer der (englischen) Sprache für die Gerichte und Notare und Notarinnen im Lande Hessen.”

Attestation of Translations

The short form of the attestation proposed by the Hessian Ministry of Justice on the basis of the guidelines originally submitted by the German translators association, Bundesverband der Dolmetscher und Übersetzer, regarding the preparation of translations of public documents to the Hamburg Ministry of Justice prior to 1985 reads:

Die Richtigkeit und Vollständigkeit der Übersetzung wird beglaubigt.
My English-language equivalent is a bit more comprehensive:

I, Barbara Müller, a duly sworn interpreter and certified translator of English for the courts and notaries of the State of Hessian in the Federal Republic of Germany, do hereby certify that the above and foregoing is a true, correct, and complete translation—consisting of one page—of the one-page German document entitled “Führungszeugnis,” of which I have seen the original.

Witness my hand and seal in Wiesbaden, Germany, on this ___ day of ___ (Barbara Müller)

An attestation by a duly authorized translator for a particular language in Germany is valid throughout Germany. In accordance with the provisions of the Single European Act on the free choice of residence and occupation, a translation, which has properly been certified within a member state of the European Union, should have the same legal validity in any other member state of the European Union. The same should apply to the document (e.g., a notarial deed) on which the translation is based. Consequently, no additional proof of authenticity (official authentication, consular attestation, etc.) should be required.5

Translations by duly authorized translators in Germany are accepted without further proof of authenticity by the American consulates in Germany. However, other consulates and other countries may require either an Apostille Certificate or legalization. A “legalisation” is an official attestation issued by a consulate or other government agency, such as a judicial agency, stating that the (public) document is genuine —
Can You Certify This? Continued

(i.e., that the signature is that of the individual issuing the document). German legalizations are only used for foreign documents or for those German documents that are to be used abroad.6

The Apostille is the result of the Hague Convention of October 5, 1961, with which the requirement of diplomatic or consular legalization for public documents originating in one Convention country and intended for use in another is abolished. Documents bearing an Apostille Certificate are entitled to recognition without further authentication. Basically, the Apostille is a standardized authentication certificate comprising the 10 items listed on page 33.

Who can issue an Apostille Certificate in the U.S.? The short answer is the clerks and deputy clerks of the U.S. Supreme Court, the Courts of Appeals for the First through the Eleventh Circuits, the U.S. District Courts, and a variety of specialty courts. On the state level, it is most likely to be the U.S. Secretary of State or, in a few cases, a state’s lieutenant governor. For a more precise list, please consult the website of the Hague Conference on Private International Law, http://hcch.e-vision.nl.

In Germany, the Bundesverwaltungsamt in Cologne will issue Apostille Certificates for documents

<table>
<thead>
<tr>
<th>German-English Glossary</th>
<th>Synonyms valid in Germany for translators who have been duly authorized by a regional court to attest to the correctness and completion of a translation in a language for which they have been so authorized.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amtsgericht</td>
<td>Local court (official translation)</td>
</tr>
<tr>
<td>Bundesverwaltungsamt</td>
<td>Federal Office of Administration</td>
</tr>
<tr>
<td>Führungszeugnis</td>
<td>Certificate of Good Conduct (issued by the German Federal Attorney General after a check of the “register of convictions.” If no entries have been found, the certificate will state “Content: No Entries.” Otherwise, the pertinent details of previous convictions will be reported using this form.</td>
</tr>
<tr>
<td>Landesjustizverwaltung</td>
<td>State (“Land”) department for the administration of justice</td>
</tr>
<tr>
<td>Landgericht</td>
<td>Regional court (official translation)</td>
</tr>
<tr>
<td>Legalisation: durch ein Konsulat oder eine andere Behörde, z.B. Justizbehörde, erteilte amtliche Bescheinigung, dass die Urkunde echt ist, d.h. die Unterschrift von der ausstellenden Person stammt. Die Legalisation kommt nur für ausländische Urkunden oder für solche inländischen Urkunden in Betracht, die im Ausland verwendet werden. [Creifelds]</td>
<td>Authentication is the more precise translation, but legalization is used in many international documents.</td>
</tr>
<tr>
<td>Notar</td>
<td>Notary, i.e., a fully qualified lawyer appointed by the state department for the administration of justice to perform certain tasks.</td>
</tr>
<tr>
<td>Oberlandesgericht</td>
<td>Higher Regional court (official translation)</td>
</tr>
<tr>
<td>Strafregister</td>
<td>“Register of convictions,” criminal record</td>
</tr>
<tr>
<td>Urkunde</td>
<td>Public document</td>
</tr>
</tbody>
</table>
by all German federal agencies and courts, with the exception of patent documents. On the state (“Länder”) level, the proper authority is most likely to be the president of the regional or local court.

While surfing the Internet in September, I found a Finnish site stating that, in Finland, an Apostille Certificate can be attached to a translation done by an authorized translator upon request by a local register office. The site goes on to say that the Apostille Certificate makes it possible for the translation to be treated as official in a large number of other countries. Authorized translators in Finland are those who have passed the examination administered by the Translators’ Examination Board of Finland for a particular language pair.

Might something like this be possible in the U.S.? Perhaps ATA’s Certification Program could be accepted by U.S. governmental authorities as evidence of the qualifications necessary to attest to the completeness and accuracy of a translation (for the certified language pair), thus opening the way for translators to obtain Apostille Certificates for their translations.

References
4. Merkblatt für die Anfertigung von Übersetzungen, Hessischer Minister der Justiz, Az. 3162-II/6-1211/85.
5. Emerenziani, Jakob, Dipl.-Übersetzer BDÜ.

Teaching Literature in Translation Continued from p. 20

Ballin Lewis); Grazia Deledda’s The Church of Solitude (translated by E. Ann Matter); María Zambrano’s Delirium and Destiny (translated by Carol Maier). All these works were published by the State University Press of New York. The flawed translation of Simone de Beauvoir’s She Came to

Playing with Food: A Problem in Theatrical Translation Continued from p. 28


Bearing Witness Through Translation Continued from p. 31


The idea for this article came to me when I realized that it would be interesting to analyze certain mistakes made by the American translators who have worked for some time in the translation section I coordinate. These individuals translate from Spanish into English, and my analysis of three texts they translated (originally written by the Rector General of our university) showed that some of their translation errors had the same origin. Most of these inaccuracies involved problems of a discursive nature, mainly dealing with ideology and text structure, such as cohesion and coherence.

Thus, the aim of this article is to consider the possible reasons behind these mistranslations in light of the new findings in discourse analysis. To do so, I will first examine a corpus of what I consider to be the most representative samples of the types of mistranslations I encountered. My analysis of these errors will be based on research carried out mainly by Robert de Beaugrande (Ref. 2), but will also incorporate the findings of Basil Hatim and Ian Mason (Refs. 4, 5, and 6). I will try to prove that the main problem behind the errors in these texts had to do with the translators being unaware of the key concepts and lexical choices the author made to give cohesion and coherence to his writing. I also intend to show that in other instances, the focus or rhetorical purpose of the originals shifts in the translation. I will argue that these problems were probably due to the translators being more used to translating one sentence at a time without taking into account the entire text, but also, in some cases, to a translator’s ideology creeping into the translation. Finally, I will propose that using a discourse-oriented approach to translation would help to avoid these types of mistakes, since such an approach puts a greater emphasis on how each sentence relates to the entire context of a document. This being the case, it is also my belief that a discourse-oriented approach should be taught in translation programs.

General Analysis of the Corpus

Before analyzing the corpus, let me explain what we do in the translation section of the University of Guadalajara. Our clients are students who need, among other things, scientific or scholarly articles to be translated for academic purposes, and professors or researchers who want to keep abreast of their profession or being the case, it is also my belief that a discourse-oriented approach should be taught in translation programs.

“…It is of the utmost importance to integrate discourse analysis in the translation curricula…”

want their research articles to be published abroad. Thus, the variety of fields we handle is very broad.

The samples reproduced here come from three texts written by the Rector General of the university. I chose them because they offer very good examples of the types of problems I want to examine. They include: 1) a speech he delivered when he was one of the candidates for the position, where he explained his future plans for the university; 2) his speech when he was elected; and 3) an article he wrote for the official magazine of the University of Guadalajara.

Eddy Roulet (Ref. 7, p. 30) states that the production and interpretation of a text are subject to three types of constraints: linguistic constraints, which are linked to the syntax and lexis of the type of language used; textual constraints, which are linked to the organization of the text; and situational constraints, which are linked to the universe of reference and the situation of the interaction. In other words, a text is the result of combining linguistic, textual, and situational information. Thus, let us start by analyzing the general characteristics of the three texts. The field of discourse in all three texts is educational policy. Therefore, all three are written with a high level of formality (tenor of discourse). Since the first two texts are speeches, they are primarily written to be spoken, and the last one is written to be read (mode of discourse). The target audience in mind is primarily the university community, but also the general public.

Now, let us look at the situational aspect surrounding these texts. If, as Hatim and Mason (Ref. 5, p. 143) state, “textual strategy is closely bound up with cultural beliefs, values, and expectations,” and the text is a communicative transaction taking place within a social framework, then it would follow that it is of the utmost importance to know the socio-cultural elements surrounding a text’s production and to try to find the set of factors which regulated the writer’s choices. In other words, the text is the result of a motivated choice on the part of the writer and his or her desire to communicate. The choices a writer makes are also influenced by the particular situation under which the text is written.

In our case, the texts we will look at were influenced by the fact that they were produced at the University of Guadalajara. Being a Mexican public institution, the university’s particular situation must be examined, since it determined, as I will later show, not only the topics discussed and the purpose of the three texts, but also the type of discourse used. Since it is public, the
In the two speeches being analyzed, the Rector General discusses actions being taken and projects to be implemented to strengthen education, encourage scientific research, and promote the dissemination of knowledge. However, one of the main messages of both speeches is that the funds currently available are not enough, and that the Rector General will do everything possible to get more funds and allocate them adequately in order to continue working efficiently with the current programs and carry out new projects. The only difference between these two texts is that, in the first one, the Rector General is trying to convince his listeners that he is the most suitable man for the job, and in the second, delivered after he had been elected, that his plan of action is consistent with his previous promises.

Although one would think that the third text is going to be very different because it seems that the Rector General is only explaining what is being done within the university, it is evident that he provides this explanation to prove that the university is reaching its goals. Therefore, the intention (illocutionary function) of the three texts is persuasive in most parts, but they are also meant to be informative.

All these circumstances influence the type of discourse used in the analyzed texts, since one can observe a strong political charge in them. In other words, one would expect that a speech or text written by a Rector General of a university would be written following the conventions of academic writing, but this is not the case here: sometimes the texts seem more like speeches written by a politician. As a consequence, the translator has to be aware of this reality to understand the choices the writer makes. These choices not only give coherence and cohesion to the whole text, but also send subtle messages to the audience. Thus, the translator has to try and reflect in the translation the linguistic, textual, and situational information found in the original. In the texts being considered here, we find that the translators frequently do not succeed in this task.

**Cohesion and Coherence**

To illustrate the problems found with cohesion and coherence, let us first remember that these two contextual elements are text-centered notions essential for any text, and that translators must pay attention to them in order to discover the author’s intentions. Cohesion is the grammatical and lexical relationship between the clauses and sentences of a text, while coherence is the logic that involves underlying conceptual relations.

For the analysis of the following samples, I will include the passage in Spanish first (the source text, ST) and then its English translation (the target text, TT). To make the comparison easier, only those features that are relevant to the particular point under discussion will be highlighted. The main point will be underlined in the ST. The mistranslation in the TT will appear in bold letters. The adequate translation will appear in italics and be enclosed in square brackets.

For the sake of argument, the order of the documents being presented for analysis will not follow the order of the original presentation of texts, but will be based on the points being discussed. Therefore, for each sample, the source will be indicated.

In our first sample, at the beginning of the second text, when the Rector General assumes his position as such and addresses the university community, he states:

Tengo presentes, en esta ocasión solemne, la memoria de muchos universitarios de prestigio que han engrandecido a esta casa de estudios, el legado de una valiosa tradición educativa de dos siglos y los anhelos de una comunidad pujante y laboriosa. Quiero refrendar por ello, mi orgullo de universitario y mi compromiso con la comunidad a la que pertenezco.

On this solemn occasion, I remember the many revered [prestigious] members of the university community who have helped this institution grow. Indeed, this university is their legacy: a proud educational tradition that spans two centuries and encompasses the aspirations of a strong and hardworking group of people [the legacy of a proud educational tradition that spans two centuries, and the aspirations of a strong and hard working university community]. I therefore wish to emphasize my own pride in the University of Guadalajara and my commitment to this community.

The first thing one observes is the choice of “revered” for the translation of “de prestigio.” The lexical choice the translator makes could be considered one of degree, since we can place “revered” in the same lexical field with words such as venerated, worshipped, adored, etc. (cf. Webster’s Dictionary), which would be too exaggerated for this context. More serious is the fact that the translator...
changes the ideas of the ST by joining together three separate ideas (with the third idea becoming an element of the second), thus altering the meaning.

For example, in the ST, the author states that he remembers three things, giving to each of them the same importance. That is, he remembers the many prestigious members of the university community, the legacy of a proud educational tradition, and the aspirations of the university community. However, in the mistranslated TT, it states that he remembers the prestigious members who left as a legacy a proud educational tradition that encompasses the aspirations of the university community.

It is true that this could be the case, and that the translation sounds coherent. But we should not forget that the author of a text makes conscious choices about the way the text will be written. As part of these conscious choices, one finds clues or signals as to how we should interpret the relations between segments, among them repetition and syntactic parallelism. In our example, the Rector General decides to use syntactic parallelism in order to give the same emphasis to three different ideas, which means that each one of them is as important as the other. When the translator changes the syntactic structure, the result is an alteration of the original logic and ideas, since the first idea takes precedence over the other two in the TT, the latter appearing as a consequence of the second idea.

For the next sample, let us examine a fragment of an article the Rector General wrote for the university’s official magazine. The main goal behind this article is to explain to the general public the university’s role and the careers it offers, while always giving a very positive image of the institution. The text begins by pointing to the university’s present situation in relation to the changes that are occurring worldwide, particularly in Mexico and Jalisco.

La integración de México a los nuevos esquemas económicos, la apertura democrática y la cada vez mayor participación de la sociedad en los asuntos públicos propician cambios significativos en el modelo de crecimiento de nuestro estado. Dichos cambios, sin duda, van a transformar las relaciones productivas, comerciales y de servicio, así como las formas de organización social y la interpretación de las tradiciones culturales. En estas circunstancias, corresponde a la Universidad de Guadalajara, a través de la Red Universitaria, impulsar la investigación, activar la transmisión del conocimiento y promover su extensión. La institución está obligada, por medio de sus programas de internacionalización, a adelantarse de manera oportuna a dichas transformaciones si desea minimizar los efectos negativos y optimizar los beneficios potenciales.

Mexico’s efforts to integrate new economic models, as well as the democratic opening and the increasing number of citizens participating in public affairs, continue to foster significant changes in our state’s model for growth. These changes will doubtless transform relationships with the manufacturing, business, and service sectors, as well as transforming forms of social organization and approaches to interpreting cultural traditions. If the university wishes to minimize the negative effects of internationalization [the changes mentioned earlier] and maximize its potential benefits, it must use its internationalization programs to advance these changes [keep abreast of these changes] in a timely fashion.

The problem here is that the translator does not recognize the cohesive networks formed throughout the text (Ref. 6). In the ST, the word “cambios” is mentioned several times, together with the verb “transformar” and the noun “transformaciones,” which is used as a synonym. According to Beaugrande and Dressler (Ref. 2, p. 55), this is an example of a technique called recurrence, which is used by an author “to assert and reaffirm one’s viewpoint.” Clearly, these are the key concepts in the discourse, forming what Halliday and Hassan (Ref. 3, p. 287) call a chain of collocational cohesion.

The translator does maintain the collocational cohesion at the beginning of the paragraph, using in the translation the lexical equivalents “changes” and “transform,” and even adds “transforming” to keep the syntactic parallelism of the ST. However, in the last sentence, when the translator decides to begin with the idea that comes at the end of the paragraph in the ST (that is, the minimization of negative effects), several problems occur. First, the emphasis shifts, since, in the ST, the idea that the university must use its programs to keep abreast of the changes is mentioned first to indicate commitment and involvement, thus making the idea more dynamic by highlighting the university’s role. Second, “transformaciones” is not identified as a synonym of the word “cambios,” causing the translator to use “internationalization” as a key concept for the first idea, thereby completely distorting the meaning of the ST. Finally, when the translator uses
internationalization as the key concept, it is then necessary to repeat the word. This further distorts the meaning because, in the TT, it is stated that the changes must be advanced (or promoted), when the ST’s idea is that the university must be one step ahead of those changes, thus giving it a more active role.

Regarding the first problem, I agree with Mason’s statement (Ref. 6, p. 31): “Admittedly, word order and theme/theme arrangement correspond to different textual norms in Spanish and in English, and one cannot be prescriptive about the translator’s choices in this respect.” Nevertheless, in this case, one can begin the sentence with a conditional clause in both languages. Therefore, one must analyze what motivates the Rector General to start the sentence as he does. If one wants to argue that the change in the TT is not important, one must then wonder why, after changing the structure, the translator loses the line of thought of the ST, and fails to identify the synonym, thereby distorting the whole message.

Furthermore, in the next paragraph, when the Rector General explains the university’s position in relation to the new developments in technology, developments that will have an impact on the expected professional profile of its graduates, the translator does not identify the referent, thereby causing a new mistranslation.

La revolución tecnológica, caracterizada por sus aceleradas transformaciones aplicadas al manejo y procesamiento de la información, ha reducido las posibilidades de empleo en todas las economías del planeta. Ahora bien, ha generado al mismo tiempo una creciente demanda de recursos humanos bien capacitados, dispuestos a tomar y asumir decisiones...

The revolution in technology, which is characterized by rapid change in the management and processing of information, has reduced employment possibilities in economies throughout the world. At the same time, however, these changes have [the revolution has] generated a growing demand for a well-trained workforce that is prepared to make and take responsibility for decisions...

One must remember that spoken and written discourse display grammatical connections between individual clauses and utterances. Among these grammatical links are found pronouns, which serve as reference items. One of the problems for non-native speakers of Spanish is the fact that the pronoun is frequently omitted, since it is assumed that the ending of the verb will indicate what person is being used as long as the referent is clear. The textual signals also help the reader or listener identify the object or person being discussed. In our sample, the pronoun has obviously been omitted (ellipsis), but adequate grammatical knowledge could have prevented this mistranslation, because the ending of the verb clearly indicates that the text is in the third person singular. Thus, “changes” cannot be the right option, since in the ST, even in the same paragraph, this word is used in the plural. Obviously, the repetition of the word “transformaciones” in the previous paragraph made the translator think that “changes” was the omitted pronoun. The key concept (the revolution in technology) is not recognized, nor is the syntactic parallelism in both phrases (La revolución tecnológica ha reducido… ha generado). Further, if the translator had been paying attention to the line of argumentation of this and the previous paragraph, as well as the next paragraph, the mistranslation would not have occurred. This only shows a lack of, or else a poor, textual analysis.

**Ideology**

The working definition of ideology used here is the one proposed by Mason (Ref. 6, p. 25): “the set of beliefs and values which inform an individual’s or institution’s view of the world and assist their interpretation of events, facts, etc.” The Rector General obviously has an ideology or worldview that he wants to share with his listeners and readers. As I explained before, the three texts primarily serve a persuasive function: they are written to convince their audience that the writer is the ideal person for the job, and that the university is going in the right direction by fulfilling its goals and developing research projects for the well-being of society. This fact is important, since it will become apparent that the analyzed mistranslations seem to reflect more of the translator’s ideology rather than the author’s.

Let us now examine the first text where the future Rector General proposes his candidacy for the position. Before presenting an outline of the plan, he acknowledges, among other positive things, that the university is “a proud and valuable asset to Jalisco in the areas of higher education, scientific and humanistic research, production of knowledge, and dissemination of art and culture.” He also affirms that the university has created closer links with the local population, the state’s business and manufacturing sector, and expanded joint projects with the state government. He adds:
Mantenemos una presencia crítica en la vida pública, pero sin dermito de nuestra capacidad para realizar proyectos constructivos.

We maintain a critical presence in public life, but without reducing our capacity to move forward with constructive ideas [detriment to our capacity for accomplishing constructive projects].

This is just one of many examples in the TT where there is a shift in the concepts expressed by the author. This shift may seem innocuous at first, but it is significant when one examines the text as a whole and the consequences of this shift. In this case, the lexical choices the translator makes are worthy of note. For instance, the concept of “idea” is more passive than the concept of “project,” since an idea can or cannot be applied, whereas a project has at least the intention of being carried out and is more concrete and tangible than an idea. This is even more significant, as the word “projects” is accompanied by the verb “accomplish” in the ST, which disappears in the TT.

For lack of space and time it is not possible to reproduce here all the examples where these lexical choices change the focus of the ST, but the same inconsistencies appear several times throughout the TT. For example, every time the Rector General uses the word “logros” (achievements) in the ST, the word “efforts” appears in the TT. Likewise, when the Rector General repeatedly states that the university “genera conocimientos” (produces knowledge) in the ST, one finds “disseminates knowledge” in the TT. It is true that one cannot be sure with any certainty of the motivation and thought processes of the translator. However, the fact that the same kind of mistranslations occur repeatedly in the three texts makes one think that this may be due to the fact that the translator has preconceived ideas with respect to the role of universities in general, or to our university in particular. In other words, can it be that the translator thinks that universities only produce ideas? Or that only our university receives knowledge from other sources, but is incapable of generating it? Of course, one could argue these poor lexical choices are due only to a lack of reflection or carelessness on part of the translator. However, I present these samples as problems with ideology because, as I said before, they are consistent throughout the text.

Let us examine, for instance, the following paragraphs. Within the same text as above, one of the important issues the Rector General discusses is the money the university receives and the need to increase those funds. Thus, when he speaks of the reform process the university is undergoing, he writes:

El espíritu de la reforma universitaria no ha ingresado lo suficiente en las aulas. Nos falta mucho camino por andar, para equipar con mejores recursos pedagógicos a la labor docente.

The spirit of reform in our university has not made its way sufficiently into the classrooms. We have a considerable way to go in improving the quality of teaching [providing better pedagogic resources for our faculty].

In this sample, the rhetorical purpose of the ST is clear. The implication is that it is necessary to get funds to provide teachers with better resources or tools to teach, such as equipment, bibliographic materials, facilities, etc. However, when the TT affirms that it is necessary to improve the quality of teaching, the rhetorical purpose seems to be an evaluation of the present quality of teaching. In other words, it looks like the Rector General is claiming that the quality of teaching at the university is not good enough or even poor, and that he is not satisfied. However, this interpretation is not correct, not only if one takes into account the linguistic aspect, but also because during the preceding lines the Rector General makes favorable comments about the work being carried out by the faculty in spite of the problems, and talks about the proper allocation of resources. Again, I also think that it is possible that, consciously or unconsciously, the translator’s ideology (that is, the beliefs) interfere with her perception and interpretation of the text.

Our last sample also comes from the first text. Here, one of the important issues the Rector General discusses at length is the increasing need to open the university to the world and to new ideas. He affirms that academic connections between departments, research groups, academic programs, and institutions must be promoted, because the university and society will receive the benefits of these fruitful exchanges. Following this line of thought, he states:

La era del espléndido aislamiento académico ha llegado a su fin. Debemos promover intensamente la libre circulación de las ideas y las personas en nuestros campi y escuelas. La riqueza de la diversidad, de la pluralidad, no se agota entre nosotros.

The age of the ivory tower has
come to an end. We must work hard to promote the free circulation of ideas and people in our campuses and schools. **We should not dissipate the richness of diversity and plurality** [*The richness of our diversity and pluralism is endless*].

Again, the rhetorical purpose of the ST is lost in the translation. In the ST, when the Rector General ascertains that there are very different people and forms of thinking within the university, he considers this as one of its major assets, producing a positive image. Yet in the TT, the structure of the text produces a negative image, since the use of the verb “dissipate,” although stated with a negative structure (“should not”), has the implication that, although there is a richness of diversity and plurality within the university, it is wasted or not taken advantage of.

If one wants to take it one step further, one may also say that, in the TT, the translator seems to be slightly judgmental. However, in the ST, strategic linguistic resources are used (in this case, the pronoun “nosotros,” or “we”), which may suggest that the author, as a member of the university, is proud of this diversity and plurality (this is referred to as solidarity in discourse analysis). This is a very important point, especially when one recalls that the primary goal of the Rector General in the first text was to give the best possible image of himself in order to be elected for the position. Therefore, it is evident that the Rector General has carefully chosen the resources his own language offers to convince his listeners/readers of his commitment to and engagement with the university. The translator’s role here, then, is to respect these ideas using the resources the target language offers, while being careful to convey the same intentions expressed in the ST.

**Conclusions**

Texts are produced with the purpose of achieving a communicative function. The purpose of a document determines not only the physical structure of the text as a whole, but also the microstructure of each sentence, the syntax, and the way the text is built, word-by-word, to communicate its intended message. Individual grammatical and lexical choices are significant in the organization of the discourse as a whole. Writers have their own assumptions, predispositions, and general worldview, all of which is reflected in their texts. And, as Mason (Ref. 6, p. 23) states, “The translator, as both receiver and producer of text, has the double duty of perceiving the meaning potential of particular choices within the cultural and linguistic community of the source text and re-lying the same potential, by suitable linguistic means, to a target readership.”

In the samples presented here, the problem is not a lack of linguistic competence on the part of the translators. Nor is it a lack of culturally-bound knowledge, since the translators have easy access to pertinent information when they need it. The mistranslations originate because the translators do not get “the whole picture.” That is, they do not perceive the ST as a whole, either from a textual or extralinguistic point of view. It is evident that some of the mistranslations in the examples are actually caused by an insufficient analysis of the ST. As a result, the lexical networks established within the ST are not recognized, and, hence, create the lack of coherence and cohesion found in the TT.

As is the case with every political discourse, the lexical choices made by the Rector General and the way in which the STs are written have been carefully thought out. Further, we can even say that there is just as much communication going on between the lines as there is in the lines themselves. This is important because, as Hatim and Mason (Ref. 4, p. 161) affirm, “behind the systematic linguistic choices we make [as writers], there is inevitably a prior classification of reality in ideological terms.” Thus, ideology was necessarily involved.

In this case, it is difficult to assert the origin of the shift of ideas in the TT, and one can only speculate. However, some of the distortions in the TT are recurrent. For example, the toning down of the word “achievements” for “efforts.” Another example is the shift of the concept of the university’s capability of producing and developing scientific knowledge to just being able to promote and disseminate knowledge. It is exactly this repetition that makes one suspect that the translator’s ideology, whether consciously or unconsciously, has interfered with the target-language text. The important point here is that the ideas of the ST are significantly altered and reflect an image that is very different from the one the Rector General has in mind.

I believe that all this could have been prevented if the translators had been taught to conduct a functionally-oriented and textlinguistic discursive analysis to achieve coherent text comprehension. Also, the translations would have been more accurate if the translators had been aware of the implications of the original author’s ideology.

Four years ago, during my presentation at ATA’s Annual Conference in Los Angeles (Ref. 1), I proposed that, as part of the curriculum for translators, it was necessary to include writing courses where the students would learn to identify different text types and
be capable of reproducing them in the target language. I now add that, as part of this training, it is essential to have discourse analysis courses related to translation to teach students the skills to build up the necessary awareness that will help them avoid the kind of mistranslations presented here.

I would like to acknowledge Professor Humberto Marquez, my colleague at the University of Guadalajara, for his generous advice and help. His wide knowledge on the subject of discourse analysis gave me the confidence and support I needed to write this article.

Notes
1. The term “text” is used here according to the definition provided by Hatim and Mason (Ref. 4): a unit of structure that serves an overall rhetorical purpose.

2. See, for example, this paragraph, “We can observe a clear commitment in the effort to reconcile politics with ethics. Without a doubt, one of the most important tasks today is to restore dignity to politics and impress upon it a different kind of reasoning; a kind of reasoning shaped by the desire to give definite form to the fundamental values of democracy, to foster the collective well-being, to enforce the law and the commitment to equality and justice.”

3. Of course, as some authors have suggested, coherence is also subject to readers’ perception, since they are the ones who give coherence to a text. Thus, there is a “co-construction” of the text’s meaning.

References


---

**Call for Papers**

46th Annual Conference of the American Translators Association

Seattle, Washington • November 9-12, 2005

Proposals are invited on topics in all areas of translation and interpreting, including the following: Agencies, Bureaus, and Companies; Financial Translation and Interpreting; Independent Contractors; Interpreting; Language-Specific Sessions; Legal Translation and Interpreting; Literary; Medical Translation and Interpreting; Scientific and Technology; Social Sciences; Terminology; Training and Pedagogy; Translators and Computers. Suggestions for additional topics are welcome. Proposals for sessions must be submitted on the Conference Presentation Proposal Form to: Conference Organizer, ATA Headquarters, 225 Reinekers Lane, Suite 590, Alexandria, VA 22314; Fax: (703) 683-6122. All proposals for sessions must be in English.

Submission deadline: March 11, 2005

There’s no time like the present! Download a Conference Presentation Proposal Form at [www.atanet.org/abstract.htm](http://www.atanet.org/abstract.htm).
Note: The following was originally published in the AMWA Journal (vol. 18, no. 3, 2003), the official publication of the American Medical Writers Association, and is published here with the permission of the AMWA and Tom Lang. It is based on a series of 10 articles solicited, translated, and published in Japanese by Yamada Medical Information, Inc. (YMI, Inc.), of Tokyo, Japan. Copyright for the Japanese articles is held by YMI, Inc. The AMWA Journal gratefully acknowledges the role of YMI in making these articles available to English-speaking audiences. Special thanks to ATA members Astrid Kaeser and Frances O’Connor for their assistance.

This article is the second in a series in which I describe several of the more common statistical errors in the biomedical literature. The first article in the series (see the January Chronicle) focused on 10 errors in descriptive statistics and in interpreting probability, or P values (Ref. 1). Here, I provide an overview of multivariate analyses (regression analysis and analysis of variance, or ANOVA) and describe nine errors in interpreting differences between groups.

An Overview of Multivariate Analyses

The most common forms of multivariate analyses in medicine are regression analysis and analysis of variance (ANOVA). The two methods are conceptually similar. Both are used in studies involving two or more explanatory variables. In general, ANOVA is used to assess categorical explanatory variables, whereas regression analysis is used to assess continuous explanatory variables. When a study includes both categorical and continuous and explanatory variables, the analysis may be called either multiple regression analysis or analysis of covariance (ANCOVA). The results of multivariate procedures are referred to as models (equations), because they seek to describe the mathematical relationships among the variables so that one value can be predicted from the others.

The most common types of multiple regression analysis are the following:

…The most common forms of multi-variate analysis in medicine are regression analysis and analysis of variance…”

- **Linear regression**, in which two or more explanatory variables are used to predict the value of a continuous response variable.

- **Logistic regression**, in which two or more explanatory variables are used to predict the value of a binomial response variable (alive or dead, healed or not healed).

- **Cox proportional hazards regression**, in which two or more explanatory variables are used to predict the time to an event (such as the time from surgery to death).

The most common ANOVA procedures are one-way ANOVA, two-way ANOVA, multi-way ANOVA, ANCOVA, and repeated-measures ANOVA (Ref. 2). Unfortunately, these procedures take more space to explain.

**One-way ANOVA** assesses the effect of a single categorical explanatory variable (sometimes called a factor) on a single continuous response variable. The factor (category) also has three or more alternatives (or levels or values; for example, the category of blood type has four alternatives: A, B, AB, or O). When there are only two alternatives (two groups), this analysis reduces to the Student t test.

Example: Women with osteoporosis have been randomly assigned to one of three groups: a standard treatment, a new treatment, or a placebo. The response variable is the change in bone mineral density, a continuous variable. The explanatory variable is the form of treatment, which distinguishes each group. The results can be analyzed with one-way ANOVA.

**Two-way ANOVA** assesses the effect of two categorical explanatory variables (again, sometimes called factors) on a single continuous response variable.

Example: Suppose age was included in the previous example as a second explanatory variable. Age is coded as one of four ordinal categories: 30 to 40 years old; 41 to 50 years old; 51 to 60 years old; and 61 years old or more. With two categorical explanatory variables, treatment (or group) and age, the data can be analyzed with two-way ANOVA.

**Multi-way ANOVA** assesses the effect of three or more categorical explanatory variables (still called factors) on a single continuous response variable.

Example: To the previous example, the addition of more categorical explanatory variables, such as diet (vegetarian or nonvegetarian)
and alcohol consumption (less than two ounces of alcohol per day, two to five ounces per day, or six ounces or more per day), would move the analysis from two-way to four-way ANOVA, or simply, multi-way ANOVA.

**ANCOVA** assesses the effect of one or more categorical explanatory variables while controlling for the effects of some other (possibly continuous) explanatory variables (now called covariates) on a single continuous response variable.

Example: To the previous example, we now may wish to control for the severity of disease. Women with more severe osteoporosis may have different bone mineral densities than women with less severe disease. If we are to study the relationship between treatment and age on bone mineral density, we must control for disease severity. Thus, we add another (categorical) explanatory variable, disease severity (mild, moderate, and severe). The analysis is now called analysis of covariance (ANCOVA).

**Repeated-measures ANOVA** is used to assess several paired, or repeated, measurements of the same subjects under different conditions (such as blood pressure measurements taken while the patient is supine, sitting, and standing) or at different points over time (such as muscle strength measured 1, 5, 10, and 20 days after surgery).

Example: Again, building on the previous example, suppose we have measurements of bone mineral density for all patients at the onset of symptoms and at 6 and 12 months after the onset of symptoms. Time can now be added to the ANOVA model as an explanatory variable. Here, time is a repeated measure. Although each woman belongs to a single treatment group and to a single age category, each has bone density measurements at three points in time (0, 6, and 12 months).

**Error #11: Not Confirming That the Data Met the Assumptions of ANOVA**

ANOVA assumes that the response variable is approximately normally distributed within each level of the explanatory variable and that the variability of these distributions is approximately the same. Because most biologic data are not normally distributed, the data may need to be mathematically transformed into distributions that are more normally distributed (Refs. 3-9). Alternatively, a nonparametric form of ANOVA can be used. For example, skewed data should probably be analyzed with the Wilcoxon rank-sum test, rather than with one-way ANOVA, and by the Kruskal-Wallis test, rather than with multi-way ANOVA. (The assumptions of regression analyses are mentioned in Error #9 in the first article of this series in the January Chronicle.)

**Error #12: Not Identifying the Procedure Used to Adjust for Multiple Comparisons in ANOVA**

ANOVA is a group comparison that determines whether a statistically significant difference occurs somewhere among the groups studied. If a significant difference occurs, ANOVA is followed by a multiple comparison procedure that compares combinations of groups to determine which groups differ statistically. Common multiple comparison procedures include Tukey’s procedure, Student-Neuman-Keuls procedure, Scheffe’s method, and Fisher’s least-significant method. There are many others.

**Error #13: Not Testing the Explanatory Variables for Interaction or Collinearity**

Two explanatory variables are said to interact if the effect of one of the response variables depends on the level of the other. For example, alcohol and barbiturates can interact to cause death, even if the amounts of each—by themselves—are not lethal. Interaction implies that the factors should be considered together, not separately. Thus, an analysis of the causes of death from drug overdose would have one factor for blood alcohol level, one for blood barbiturate level, and an interaction term that represents the fact that the effect of alcohol on death depends in part on barbiturate level.

Two variables are said to be collinear if they are highly associated and, therefore, provide the same information in the model. Systolic and diastolic blood pressure, for example, may contribute such similar information to the model that only one need be used. Testing for interaction and collinearity is usually necessary only in large studies with several explanatory variables.

**Error #14: Not Indicating the Goodness-of-Fit of the Model to the Data**

Goodness-of-fit indicates how well the model expresses the relationships observed in the data. Examining the residuals (the differences between the observed values and those estimated by the model) helps to determine the fit of the model. The results of the analysis of residuals need not be reported. A statement that the residuals were examined and that the model did (or did not) appropriately fit the data will suffice.

In multiple regression analysis (not ANOVA), the value of $R^2$ should
be reported. This value (called the "coefficient of multiple determination") indicates how much of the variation in the response variable is explained by the factors included in the model. Thus, the closer to 100% (perfect prediction), the better.

**Error #15: Not Reporting Whether and How the Model Was Validated**

Multivariate models can be validated or tested against a similar set of data to show that they explain what they seek to explain. One method of validation, used with large samples, is to develop the model on, say, 70% of the data and to compare it with another model based on the remaining 30%. Another method involves removing the data from one subject at a time and recalculating the model. The coefficients and the predictive validity of all the models (there may be hundreds) can then be compared. Such methods are called jackknife procedures. A third method involves developing a new model on a new set of comparable data to determine whether the results are similar.

**Errors in Interpreting Differences Between Groups**

The majority of biomedical research studies are interested in differences, either in one or more groups over time or between two or more groups at the same time. Differences are of interest, for example, when they indicate that one intervention might be more effective than another. Differences can be presented in several forms, however, some of which can be misleading. Here, I describe some of the more common forms, how they can be misinterpreted, and what additional information is needed to prevent these misinterpretations.

**Error #16: Not Reporting Confidence Intervals with Estimates**

When interpreting any difference, whether it is statistically significant or not, the direction and magnitude of the difference should be evaluated for its clinical importance. However, because a study is based on a sample of the population of interest, rather than on a census of the population, its results are actually estimates of the differences expected if the study were to be repeated on the entire population. Thus, another factor that should be considered when evaluating differences is the precision of the estimate.

In clinical research, the most common measure of precision for an estimate is the 95% confidence interval. In the following example, evaluating only the estimated size of the difference can be misleading (Ref. 2). For this reason, journals now recommend reporting the 95% confidence interval for the difference between groups (that is, for the estimate), instead of, or in addition to, the P value for the difference (Ref. 10).

“The mean diastolic blood pressure of the treatment group dropped from 110 to 92 mm Hg (P = 0.02).” This presentation is the most typical. The pretest and posttest values are given, but not the difference. The mean drop—the 18-mm Hg difference—is statistically significant, but it is also an estimate of the drug’s effectiveness, and without a 95% confidence interval, the precision (and, therefore, the usefulness) of the estimate cannot be determined.

“The drug lowered diastolic blood pressure by a mean of 18 mm Hg, from 110 to 92 mm Hg (95% CI = 2 to 34 mm Hg; P = 0.02).” In essence, the confidence interval indicates that if the drug were to be tested on 100 samples similar to the one reported, the average drop in blood pressure would fall between 2 and 34 mm Hg in 95 of the 100 samples. A drop of only 2 mm Hg is not clinically important, but a drop of 34 mm Hg is. So, although the mean drop in blood pressure in this particular study was statistically significant, the expected difference in blood pressures may not always be clinically important; that is, these study results are actually inconclusive. For conclusive results, more patients probably need to be studied to narrow the confidence interval until all or none of its values are clinically important.

**Error #17: Reporting Only Relative Differences and Not Absolute Ones**

The absolute difference between groups is simply the mathematical difference between their values, whereas the relative difference is the absolute difference expressed as a percentage. By themselves, relative differences can mislead because they can make differences appear to be larger or smaller than they really are (Ref. 11). For example, a 50% survival rate could mean that 2 of 4 patients survived or that 2,000 of 4,000 survived. The absolute difference in survival is 2 in the smaller study and 2,000 in the larger one. Thus, although both studies show the same relative difference, the absolute difference of the first study is probably too small to justify meaningful conclusions.

In a scientific article, the numerators and denominators should be apparent for all percentages so that the absolute differences can be determined (Ref. 2). This need is especially important when the numbers are less than 100, because the percentages are
larger than the actual numbers they represent. “A third of the rats lived, 33% died, and the last one got away.” Here, 33% is 1 of 3 rats. In the following, more serious example, readers given the absolute difference usually judge the drug to be far less effective than do readers given the relative difference (Ref. 12). “In the Helsinki study of hypercholesterolemic men, after 5 years, 84 of 2,030 patients on placebo (4.1%) had heart attacks, whereas only 56 of 2,051 men treated with gemfibrozil (2.7%) had heart attacks (P < 0.02).” Here, the absolute difference (and, therefore, the “absolute risk reduction” in heart attack) was 1.4%; that is, the difference between the frequency of heart attacks in the two groups was 1.4% (4.1% - 2.7% = 1.4%). However, the relative difference (and, therefore, the “relative risk reduction” in heart attack) was 34%; that is, 1.4 is 34% of the 4.1% of men in the control group who had heart attacks (1.4%/4.1% = 34%). Guess which number appears in the ad for gemfibrozil.

**Error #18: Not Differentiating Between Unit of Observation and the Number of Patients Improved**

The unit of observation or the unit of analysis is what is being studied. In clinical research, the unit of observation is usually the patient. However, sometimes the unit is something other than the patient. The problem comes when, say, differences are reported for the unit of observation, but not for the number of patients in whom differences occurred. For example, if a drug markedly improves mean glomerular filtration rate in patients with renal disease, it may also be helpful to know how many patients actually improved.

This issue can be illustrated with a simple example (see Figure 1), in which the results can be reported as a mean decrease from time 1 to time 2, or as an increase in two of three (66%!) patients. Both results are technically correct, but reporting only one can be misleading because the mean change is the result of an unusual response in a single patient.

**Error #19: Confusing Post-hoc Analyses with Planned Analyses**

Post-hoc analyses are analyses performed after investigators have reviewed the study data; that is, post-hoc analyses are exploratory analyses suggested by the data and are not planned in advance of data collection. Exploratory analyses are necessary to make the most of the data collection effort. The problem comes when these analyses are presented as planned, primary analyses, rather than as exploratory analyses. Differences detected by post-hoc analyses should be evaluated more critically than differences detected by the planned analyses.

The number of exploratory analyses can sometimes be large. As mentioned in Error #9, generating multiple P values greatly increases the chance of finding a significant P value somewhere in the data (Ref. 1). Thus, exploratory analyses are sometimes called data dredging or “fishing expeditions” when the real search is for any significant P value rather than meaningful differences in the data. “Hypothesis-generating studies (sometimes referred to as “fishing expeditions”) should be identified as such. If the fishing expedition catches a boot, the fishermen should throw it back, not claim that they were fishing for boots.”

**References**


---

**ATA Financial Translation and Interpreting Conference**  
**April 29 – May 1, 2005**  
**Hyatt Regency • Jersey City, New Jersey**

Join your colleagues for in-depth, advanced-level sessions on financial translation and interpreting. ATA will provide three full days of sessions presented by experts in the field of finance, including continental breakfasts, a Welcome Reception, an Exhibit Hall, and a Job Marketplace. Attendees will earn ATA Continuing Education Points.

**Friday:** Attend a full day of specialized sessions presented in English and then enjoy an evening of socializing and networking at the Welcome Reception.

**Saturday and Sunday:** Sessions will be presented in specific language combinations, based on languages requested by attendees, as well as several non-language-specific sessions. Don’t forget to visit the exhibits and market your skills by taking part in the Job Marketplace.

**Language Combinations:** Languages offered will be based on registrations received by the Early-Bird deadline, March 4. If there is insufficient registration in your primary pair, you will be offered a full refund, although you may choose to attend all the non-language-specific sessions. Attendees are asked to indicate specific language pairs, but are free to attend sessions in any language. Register Today!

To learn more and download a registration form, visit [www.atanet.org/pd/financial](http://www.atanet.org/pd/financial).
Inquisitorial Criminal Proceedings: The Cases of Argentina and Mexico

By Pablo A. Fernandez Ruffolo

The translation of legal texts from Spanish into English is made more challenging due to cultural differences between the Anglo-American and civil (Roman) law legal systems. A particularly thorny area in terms of these cultural differences involves criminal procedure. The civil, or Roman, law system has evolved significantly over the ages. Countries that base their law on this system carry out preliminary proceedings (instrucción in Spanish) leading up to a trial. This process includes holding a judicial enquiry in which suspects are examined, evidence is collected, and a decision as to whether to send an accused person to trial is eventually made. This article contains a brief description of the functioning of these inquisitorial proceedings, along with a methodological and practical approach for translating the most significant legal terms a translator is likely to encounter.

A Brief History

From the 13th century onward, the fight between local feudal barons and kings brought about the implementation of criminal proceedings based on Canon Law, the body of codified laws, itself based on ancient Roman law, governing the affairs of the Roman Catholic Church. This early criminal system, which gradually replaced Germanic accusatory proceedings, was used by the kings in order to counteract the jurisdiction of the local barons. By exercising their jurisdiction, the kings strengthened their power. These procedures exhibited some features that were considered an improvement over Germanic law: namely, investigating the facts to discover the truth about past events, as opposed to the Germanic system, which sanctioned combats or ordeals to determine the innocence or guilt of accused persons. Regrettably, torture was still considered an appropriate means to extract information. An inquisitor, who acted as both prosecutor and judge, accused the suspect, investigated the facts, and rendered a judgment. Criminal prosecution could be instituted by the inquisitor sua sponte, that is, on his initiative.

During the 18th century, the Enlightenment and its new liberal ideas led to major changes in criminal prosecution. Montesquieu, Beccaria, and Voltaire, among others, spoke out strongly against torture and in favor of human dignity. After the French Revolution and with the coming of Napoleon into power, a new code of criminal procedure was promulgated in 1808, the Code d'instruction criminelle, which became a model for all continental Europe in the 19th century. The new system was later called reformed inquisitorial proceedings, or mix system. Among its new characteristics was the splitting up of judicial functions into accusation and adjudication by different state bodies (state prosecutors and judges). Moreover, a person would no longer be compelled to be a witness against himself, and was entitled to the right of defense from the very beginning. The whole process of law was divided into a preliminary judicial investigation, inquisitorial in nature, and a trial that followed accusatory, or adversarial, proceedings.

It must be noted that judicial inquisitorial proceedings are not totally strange to Anglo-American judicial systems. An example is the Coroner’s Court in England. The coroner holds inquests into violent deaths and conducts the proceedings with or without the presence of a jury. The findings are recorded in an instrument called an “inquisition.” Before the passing of the Criminal Law Act of 1977, the jury might return a verdict of murder, manslaughter, or infanticide by a named person, and the coroner had the power to send that person to trial. In such cases, the inquest took the place of a preliminary investigation by the magistrates, and the inquisition performed the function of an indictment. This procedure was considered an anachronism, and was abolished by section 56 of the 1977 Criminal Law Act.

Current Inquisitorial Proceedings

The legal systems of most Latin American countries originated from Spain. When their independence was achieved in the 19th century, the ideas of the French and the American revolutions helped shape the new nations. The constitutions of the Latin American countries were inspired by the U.S. Constitution. Throughout the 20th century, these pretrial judicial investigations continued evolving to adjust to human rights principles and republican forms of government. Later on in this article, I will draw on these shared features to establish broad categories that may apply to the stages in both American criminal proceedings and the preliminary judicial investigations in Argentina and Mexico.

In spite of the modernization of the instrucción, it should be noted that these inquisitorial proceedings attract heavy criticism in countries where they are currently applied. One of the points argued against is that, in many
cases, the boundaries between accusation, defense, and adjudication, which
in adversarial proceedings are distinctly performed by prosecutors,
attorneys for the defense, and judges, are somewhat blurred in inquisitorial
proceedings. It is argued that, in pursuit of the reconstruction of the chain of
events, judges and prosecutors might end up working together for the
prosecution. Conversely, at some point in the proceedings, even though
the prosecutor may be convinced that the accused is innocent and move for a
dismissal, the investigating judge may overrule the motion.

Understanding the *Instrucción*

*Declaración indagatoria, auto de procesamiento,* and *auto de formal prisión* are terms that designate particular steps in a criminal judicial
investigation in civil law countries, and, therefore, cannot be easily used to refer to American criminal proceedings. Moreover, Latin American
countries have developed their own procedures that differ from one another. Many of these countries have a federal organization, and there are
also differences between diverse provinces or states within a specific country. The codes quoted in this article are the *Código Procesal Penal de la Nación* of Argentina, the *Código Federal de Procedimientos Penales* of Mexico, and the *Federal Rules of Criminal Procedure* of the U.S. It is these codes, and the jurisdictions to which they apply, that are being referred to when one of these countries is mentioned in this article.

**How the Process Works**

A preliminary enquiry (*instrucción*) is held before the trial to investigate
whether an alleged crime has been committed and to collect evidence that
will be used at the trial. This enquiry is conducted by an investigating/exam-
ining magistrate/judge (*juez de instrucción*) or an investigating public
prosecutor (*fiscal instructor*), i.e., a

*public prosecutor (fiscal)* acting as an

investigating judicial officer (*funcionario judicial instructor/a cargo de la instrucción*). In Mexico, a prelimi-

nary investigation (*averiguación previa*) is led by public prosecutors,

and the pretrial enquiry (*instrucción*) that follows is conducted by a judge. In

Argentina, the judge can delegate the investigation to a public prosecutor.

When examining a specific juris-
diction to understand the functioning
of the judicial investigation, it is
useful to identify the authority in
charge of the proceedings and the
“checks and balances” in operation
(judge-prosecutor, private prosecutor [*querellante*]-public prosecutor, etc.).

**Getting Down to Work**

The obvious problem with trans-
lating the criminal procedure
described above is the lack of terms in the target language (TL) that literally
denote the proceedings in the source-
language (SL) culture. For instance,
there is no such thing as *declaración indagatoria* in the U.S. or *arraign-
ment* in Argentina or Mexico. Although there may not be any literal

equivalents, this does not mean that there are no equivalents at all. In such
cases, we have to turn to other

approaches to translate these proceeding.

With some variations, I will

follow Peter Newmark’s *A Textbook
of Translation* (1988, New York: Prentice Hall) to outline some of
these translation techniques.

When I speak about a literal equi-

valent, I mean a word, or group of

words, that has the same referential

and pragmatic meaning in both the SL

and the TL. It is not a word-for-word

translation. For instance, in the context

discussed in this article, the term *judge*

is a literal translation of *juez*. Both
terms refer to a judicial officer in

Argentina, Mexico, and the U.S.,

which are Western countries with a

well-established doctrine of separation

of powers embodied in written constitu-
tions that create judicial branches.

These officers’ main duties generally

include adjudication and the adminis-

tration of law. By contrast, many terms

have no literal equivalents.

The following are techniques you
can use to translate such terminology:

(a) Finding approximate cultural equi-

valents. They do not describe the SL
term exactly, but, to a variable extent

according to each case, refer to a

similar concept in the TL culture.

(b) Finding cultural equivalents in

which the culturally-bound term is

modified by adjectives, prepositional

phrases, etc., to add some informa-
tion that will restrict its meaning.

(c) Finding deculturalized function-
descriptive equivalents, that is,

equivalents that explain or
describe the sense of the SL term.

(d) Finding a through-translation or

loan translation equivalents, also

known as *calque*. This is generally

a word-for-word translation that

results in an unusual collocation.

Sometimes the resulting term is

said to be “transparent,” in that it

conveys some understandable

meaning even though it does not

refer to legal proceedings in the

TL culture (e.g., *declaración preparatoria* (Mexico) → prepara-
tory declaration).

(e) Transcription, which can be said

not to be a translation at all.
(f) A combination of procedures: couplets (two procedures), triplets (three procedures), etc.

The following dictionaries have been used as the source of reference for some of the terms mentioned below: *Diccionario Jurídico-Law Dictionary*, by Cabanellas de las Cuevas y Hoague; *Spanish-English Dictionary of Law and Business*, by Thomas L. West III; and the *Bilingual Dictionary of Criminal Justice Terms*, by Virginia Bennaman, Norma Connoly, and Scott R. Loss.

So, which is the best equivalent?

The reader will find different equivalents for a single term in the examples provided here, and is, therefore, entitled to ask which one I recommend. I will sometimes make a comment for or against some of them. However, the context will determine the best procedure and equivalent to be used in each case, and the translator will have to make a decision accordingly. For instance, *Argentine arraignment* may prove to be the appropriate equivalent in a newspaper article about a movie star’s drug problem. On the other hand, a single term that translates into a 10-word descriptive or functional equivalent is appropriate if used for a sensitive term in a legal text that calls for accuracy, or when all the implications of such a term must be fully understood by the reader.

Loan translations may be considered coarse, or even the work of unqualified translators (e.g., *juzgado de instrucción* as court of instruction). However, the equivalent in this last example can be found on the website of the embassy of an English-speaking country. If a loan translation has become an established translation within a certain community, the use of a new and unexpected equivalent might leave the reader asking what the text is talking about. Certainly, the translator is entitled to have his say in this matter and to go against the tide and educate the public. However, the translator has to reach a compromise between his own preferences and his duty to his clients and readership.

A word about the dictionaries I quote: I have used them and find them useful. Let’s move on.

1. Commencement of proceedings and filing of charges

   **Denuncia (report of a crime).** After a crime has been reported, action has been taken by the police, or a judicial officer has acted on his own initiative, the *funcionario judicial instructor* (investigating judicial officer) commences the proceedings.

   In Argentina, a public prosecutor requests a judge to institute an *instrucción* (preliminary enquiry) by filing a *requerimiento fiscal de instrucción* (public prosecutor’s request for instituting a preliminary enquiry [deculturalized functional-descriptive equivalent] or *criminal complaint* [cultural equivalent]). In the equivalences presented, some of the terms can be deleted or added depending on the amount of information that the translator finds appropriate to give in a certain context.

   In Argentina, the *instrucción* can be said to be “preliminary” because the trial (*juicio oral*) comes afterwards. In Mexico, there is the *iniciación de la averiguación previa* (commencement of a preliminary investigation [by a public prosecutor]) followed by the *instrucción* (criminal enquiry [by an investigating judge]). Both parts of the proceedings can be said to be “preliminary” in that both come before trial. The equivalents to be used must clearly indicate which part of the investigation is being referred to.

2. The accused is informed of the charges and is heard in order to decide whether there is probable cause

   **Argentina.** The *declaración indagatoria* (suspect’s statement given upon interrogation by the judge during the investigation of a case [deculturalized functional-descriptive equivalent in the *Spanish-English Dictionary of Law and Business*]) takes place during the accused person’s first appearance before a magistrate. The accused is informed of the charges against him, can make an unsworn statement or remain silent, and is interrogated by the judge. *Initial appearance* seems to be the closest cultural equivalent. Unlike a *preliminary hearing* (cultural equivalent), only the judge, the accused, his attorney, and the public prosecutor can take part in this hearing. Unlike an *arraignment* (cultural equivalent), the accused does not plead, and no decision has yet been made about trying the case. Another possible equivalent: *accused’s formal statement at the initial appearance*.

   The following sentences are frequently found in legal texts and newspapers:

   - *El juez recibió/tomó la declaración indagatoria del imputado.* The judge (interrogated and) took a formal statement from the accused [deculturalized functional-descriptive equivalent].

   - *El imputado prestó declaración indagatoria.* The accused made a formal statement (on his initial appearance) (before the investigating judge) [deculturalized functional-descriptive equivalent].
Mexico. The declaración preparatoria is the Mexican declaración indagatoria. Tom West, in his Spanish-English Dictionary of Law and Business, gives the same equivalent for both entries, and in the former adds: “called ‘declaración indagatoria’ in other countries.” Unlike in Argentina, these proceedings are held in open court. After the defendant’s statement is made, witnesses can be examined. Here, preliminary hearing seems to be more suitable as a cultural equivalent than in Argentina. Preparatory declaration is more or less a “transparent” loan translation equivalent.

We have to bear in mind that an averiguación previa (preliminary investigation or pretrial investigation [Spanish-English Dictionary of Law and Business]) by a public prosecutor is carried out before sending the case to an investigating judge’s court. Consequently, a first finding of probable cause has already been made by then. The accused has the right to make a statement before the investigating prosecutor.

In the translation of the following sentence, a couplet consisting of a deculturalized functional-descriptive equivalent and transcription is used:

- El fiscal a cargo de la investigación previa tomó la declaración del inculpado. The prosecutor in charge of the preliminary investigation (‘averiguación previa’) took a formal statement from the accused.

3. The defendant is bound over and the charges to be contested in court are specified

Argentina. When the investigating judge has determined that there is probable cause, the judge orders the prosecution of the case against the defendant. In this order, called auto de procesamiento, formal charges are set forth. In the U.S., after an investigation, a grand jury makes a jurisdictional decision whether to formally charge the accused. Also, after a preliminary hearing, a judge considers whether the charges in a complaint are sustained and determines whether the case must proceed or not. Similarly, in Argentina, after the filing of a criminal complaint by the prosecutor attorney and after the accused has been heard, the investigating judge decides whether or not to issue an indictment. According to the foregoing explanation, order of prosecution, or prosecution order, can be understood as a somewhat “transparent” loan translation equivalent.

After the auto de procesamiento (investigating judge’s indictment; order of prosecution), the preliminary enquiry is continued. After a period of time that varies according to the complexity of the case, the enquiry is terminated and the defendant is sent to a trial court. The charges against the defendant can still be dismissed between the issuance of the order of prosecution and the trial.

In the Diccionario Jurídico-Law Dictionary, we find the following deculturalized functional-descriptive equivalent: order to bind over and indictment or information. This implies formal charges. I also propose the following equivalents: accusatory order by investigating judge (deculturalized functional-descriptive equivalent); indictment by investigating judge (modified cultural equivalent).

For procesamiento, the Bilingual Dictionary of Criminal Justice Terms gives prosecution and the Spanish-English Dictionary of Law and Business gives indictment. The following sentences or phrases containing the verb procesar and the noun procesamiento are usual:

- El juez dictó/ordeno el procesamiento del acusado.
- El juez procesó al acusado.

Despite the wording, both sentences mean the same thing, and any of the following sentences, which are deculturalized functional-descriptive equivalents, can apply:

- The investigating judge ordered that the defendant be prosecuted/ the prosecution of the defendant.

- The judge formally accused/indicted the defendant.

- The investigating judge (formally accused the defendant and) bound the defendant (him) over for (further judicial investigation and) trial.

- The judge ordered the defendant to stand trial/held the defendant to answer in trial court.

Also, changing the point of view and using the passive voice: The accused was indicted and bound over by the investigating judge.

Mexico. The investigating judge issues an auto de formal prisión (indictment and order to stand trial [Spanish-English Dictionary of Law and Business]). The comments about Argentina apply to this term, but for the following, the order by the investigating judge applies when the alleged crime is punished by imprisonment. Order of formal incarceration is a misleading loan translation equivalent. If the defendant was released before the issuance of the order, the order does not revoke the release. If not, the defendant will continue on detention. Again, indictment by an investigating judge (modified cultural equivalent) contains the
culturally-bound term used for the accusation by the grand jury in felony cases. In cases in which the alleged crime is not punished by imprisonment or there is an alternative to imprisonment, the Mexican investigating judge issues an auto de sujeción a proceso (order of subjection to proceedings). This loan translation equivalent sounds a bit awkward, so we can resort to the equivalents used when discussing Argentina, such as order to bind over (in a misdemeanor case).

3.1 The accused is discharged

If the accused is found not to have been involved in the crime or the case cannot be prosecuted (e.g., by operation of a statute of limitations), the investigating judge orders a sobreseimiento (Argentina and Mexico) [dismissal with prejudice]. This means that the accused cannot be charged again for the same offense and is protected against double jeopardy.

Formerly, there were two types of sobreseimiento, namely, sobreseimiento libre (dismissal with prejudice) and sobreseimiento provisional (dismissal without prejudice [Bilingual Dictionary of Criminal Justice Terms; Diccionario Jurídico-Law Dictionary; Spanish-English Dictionary of Law and Business]). These denominations may still be in use in other jurisdictions.

At present, when the investigating authorities do not have a case, but the accused is seriously suspected of having been involved in the crime under investigation, the investigating judge issues an auto de falta de mérito (Argentina) and an auto de libertad por falta de elementos para procesar or auto de libertad por falta de méritos (Mexico). Court order dismissing charges for lack of evidence, the equivalent found in the Spanish-English Dictionary of Law and Business for the Mexican order, can also be applied to the Argentine court order.

In Mexico, there is an auto de no sujeción a proceso, which is issued in misdemeanor cases. It is the counterpart of auto de libertad por falta de elementos para procesar. Either can be distinguished from the other by adding "in felony/misdemeanor cases" to the deculturalized functional-descriptive equivalents. Except for the sobreseimiento, the court orders just mentioned do not prevent the subsequent prosecution of the accused for the same offenses, both in the pending investigation or in a new investigation in the future. Dismissal without prejudice is nearly a literal equivalent. In the U.S., when a case is dismissed without prejudice, the case is terminated and a new case can be opened later on with the same charges. In Argentina, the accused may be discharged, but the investigating proceedings are not necessarily terminated.

4. A decision is made about the detention or release of the defendant pending judicial proceedings

Detention pending judicial proceedings is a literal translation of prisión preventiva (Argentina). If the accused is on detention, he can file a motion for excarcelación (release pending judicial proceedings). If the accused is on release and has not yet been ordered detained, the accused can move for an order of exención de prisión. Exemption from detention does not seem to be a "transparent" loan translation equivalent. The accused wants the judge to rule in advance that he will not be detained pending trial. Order for continuance on release is a deculturalized functional-descriptive equivalent that explains how the order works.

Libertad bajo protesta (Mexico) and libertad bajo caución juratoria (Argentina) translate as release on one’s own recognizance. Libertad provisional (Mexico) translates as release on bail (Spanish-English Dictionary of Law and Business).

5. Pretrial proceedings are concluded and the defendant is committed for trial

When the investigation is considered complete, the proceedings are closed and the case is committed for trial. In Argentina, the public prosecutor has to file a requerimiento de elevación a juicio (request for committal for trial [by a public prosecutor]). If the defendant does not object to the request, the judge sends the case records to trial court. If the defendant objects and the judge decides against the defendant, the judge issues an auto de elevación a juicio (order of committal for trial). In Mexico, if the public prosecutor upholds the accusation, he files conclusiones acusatorias (pretrial concluding accusation/charges by a public prosecutor)—[deculturalized functional-descriptive equivalent]).

References
Código Federal de Procedimientos Penales (Mexico).
www.juridicas.unam.mx


ATA Translation Company Division • 6th Annual Conference
The Liberty Bell Conference—Ringing in Unity through Common Bonds
April 14-17, 2005 • Crowne Plaza Philadelphia Hotel—Center City • Philadelphia, Pennsylvania

Come to the “City of Brotherly Love” in the springtime for an event tailored to the needs and concerns of translation company owners and managers! At the same time, the “Liberty Bell Conference” will emphasize the TCD’s mission to be “in association” with freelance translators and build and improve those relationships.

Highlights:
• Thursday evening reception and banquet
• Keynote address by an industry leader
• Two days of informative educational sessions on a variety of business and translation topics
• Plenty of time and opportunity for networking
• Saturday night dinner and entertainment cruise aboard the “Spirit of Philadelphia”
• Sunday morning buffet breakfast and division business meeting

Stay tuned to the TCD website (www.ata-divisions.org/TCD) or join the TCD Yahoo! group (send e-mail to ataTCD-subscribe@yahoogroups.com) for more information and registration forms. Advertising, exhibit, and sponsorship opportunities available. Contact:

Kim Vitray
TCD Administrator
(512) 472-6753
vitray@mcelroytranslation.com

Ellen Boyar
TCD Assistant Administrator
(215) 386-0100 ext. 1331
ellen.boyar@thomson.com
One of the key requirements of the continuing education portion of ATA’s Certification Program is that certified members must earn one continuing education point on the ethics of translation and interpreting during the first three-year reporting period. Eligible members can choose from any of several approved ethics workshops given at the ATA Annual Conference, or they can take a short, self-directed program available online and in print.

The online materials will be available starting in March on ATA’s website. Just click on “certification” and look for the heading marked “Online Ethics Materials.” If you would rather have the packet faxed, mailed, or e-mailed to you, please contact ATA at (703) 683-6100, ext. 3013, or e-mail pinky@atanet.org.

The packet consists of three parts: an annotated guide to ATA’s Code of Professional Conduct and Business Practices, a self-evaluation questionnaire, and a statement that the certified member has read and understood the materials. It should take an individual a maximum of 90 minutes to work through the materials. The signed statement should be submitted along with other paperwork when asked to provide proof of accumulated continuing education points. You will need to meet this requirement only once.

Former ATA Board member Courtney Searls-Ridge designed the online and print materials (based on the Ethics and Business Practices for Translators and Interpreters course at the T&I Institute in Seattle, Washington) and test-piloted them at two workshops at the annual conference in Toronto. Other presentations approved by Headquarters may also qualify to earn this credit. In Toronto, for example, ATA member Gregor Hartmann offered an approved session under the auspices of ATA’s Japanese Language Division. There will continue to be workshops on this topic offered at the ATA conferences. Curricula must first be authorized by ATA Headquarters to qualify to satisfy the Ethics requirement.

Certification Forum:
Online Ethics Component for Certified Members

By Terry Hanlen, manager ATA Certification Program

ATA Certification Exam Information

Upcoming Exams

All candidates applying for ATA certification must provide proof that they meet the certification program eligibility requirements. Please direct all inquiries regarding general certification information to ATA Headquarters at (703) 683-6100. Registration for all certification 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.

**California**
- San Francisco
  - March 26, 2005
  - Registration Deadline: March 11, 2005

**Colorado**
- Boulder
  - April 16, 2005
  - Registration Deadline: April 1, 2005

- Denver
  - September 17, 2005
  - Registration Deadline: September 2, 2005

**Illinois**
- Chicago
  - June 6, 2005
  - Registration Deadline: May 20, 2005

**Kansas**
- Overland Park
  - April 3, 2005
  - Registration Deadline: March 18, 2005

**Massachusetts**
- Medford
  - May 8, 2005
  - Registration Deadline: April 22, 2005

**Michigan**
- Kalamazoo
  - April 30, 2005
  - Registration Deadline: April 15, 2005

- Novi
  - August 6, 2005
  - Registration Deadline: July 22, 2005

**Minnesota**
- Minneapolis
  - April 17, 2005
  - Registration Deadline: March 25, 2005

**New Jersey**
- Jersey City
  - May 1, 2005
  - Registration Deadline: April 15, 2005

**New Mexico**
- Albuquerque
  - May 21, 2005
  - Registration Deadline: May 6, 2005

**North Carolina**
- Charlotte
  - April 10, 2005
  - Registration Deadline: March 25, 2005

**Texas**
- Houston
  - March 6, 2005
  - Registration Deadline: February 18, 2005

**Washington**
- Seattle
  - April 30, 2005
  - Registration Deadline: April 15, 2005
International Mix Gets into a Muddle

Imagine speaking with one voice to customers in 110 countries. Now imagine buying advertising space and serving up that same inspirational pitch in foreign-language versions shot through with odd syntax, grammar, and spelling—roughly “Imagine speaking at one language to customers of 110 countries.”

The full-page display ad so devised appears in the October 2004 issue of ClientSide News. It features a close-up of an intense young businessman in a blurry-edged photo replicated to infinity. The “Imagine speaking…” message starts in English and is then rendered in German, Russian, French, Spanish, Chinese, and a handful of other languages.

Nice concept. Yet virtually every foreign-language phrase contains a selection of translation errors, giving the lie to the body copy: “One voice means one world enterprise, with consistent brands and messages across your entire universe of customers, employees, and partners.”

Time for a credibility check, writes the reader who flagged this translation accident, which was all the more poignant in that it was perpetrated by TRADOS, omnipresent in translation technology, in an ad promoting its own wares.

One Big Blur

The Onionskin regularly berates shy, retiring, occasionally cave-dwelling translators for failing to explain to their customers how to make the best use of their services.

That a leading translation software company should trip up in producing translations to sell its own products is a useful reminder of how complex the challenge is. Technology will only get you so far.

More to the point, if TRADOS doesn’t have a corporate translation policy, with processes to ensure that image is enhanced, not tarnished, why should monolingual manufacturing and service companies with no connection at all to the language services industry do any better? And should they rely on TRADOS to help them get it right? Clearly many do—the company’s star-studded client list of 3,500 corporations includes Microsoft, IBM, Deutsche Bank, Wal-Mart, Sony, and John Deere. And TRADOS software is popular, used by more translators, localization service providers, and companies than all competing products combined.

But the foreign character sets and phrases used to create an international aura in an advertisement are more than window dressing—or should be, especially when pitching to the language-sensitive. Get these wrong and the “Boost customer satisfaction in every culture” claim in the body copy starts looking hollow.

Mistakes Happen

As is often the case in stories reported here, we are convinced that it was a lack of awareness and observance of basic rules in buying in translations that led to the stumble at TRADOS this time around.

Profraed, Proofreed, Proofread

When we called, company representatives were aware of the problem. “It was my mistake,” says Vince Emery, who works in marketing and communications.

Mr. Emery explained that a placeholder with rough translations of the various foreign-language versions had been used while the ad was being developed, and that this unfinished pdf file was sent to the magazine by mistake instead of the final version.

How to avoid this in the future? “Have typeset copy proofread by your translator.” And make that a human, literate native speaker, please. This advice appears in ATA’s client education brochure Translation, getting it right.

Lessons Learned

The incident shows just how easy it is to slip up when producing and printing texts in a foreign language.

Nor is TRADOS alone: in 2001, Mead Johnson Nutritionals of Indiana printed misleading Spanish instructions on bilingual labels, forcing it to recall 4.6 million cans of Nutramigen Baby Formula. Following the flawed directions could have caused illness or even death, said company officials, noting that with English-only texts they would have caught the error before going to press.

The Bottom Line?

In May this year, ClientSide News, which describes itself as “The Business Journal for GILT Professionals” (GILT: globalization, internationalization, localization, translation), named TRADOS Inc. winner of its 2004 Technology of the Year award, as well as the ClientSide Excellence Award for Content Management Tools.

The Onionskin acknowledges the tech edge, but gives them an E-minus for effort in translation proper (see our earlier report on the company’s in-house translation quality problems: “Triangulation Tangle” in The Onionskin, May 2004). Which qualifies the hard-working team at TRADOS headquarters in Sunnydale,

Continued on p.62
American Translators Association

Officers

President
Mr. Scott Brennan
14211 Lotus Lane, #5112
Centreville, VA 20120
Tel/Fax: (703) 997-0063
president@atanet.org

President-elect
Ms. Marian S. Greenfield
2619 Holly Avenue
South Plainfield, NJ 07080
Tel: (908) 561-7590
Fax: (908) 561-3671
president-elect@atanet.org

Secretary
Prof. Alan K. Melby
1223 Aspen Avenue
Provo, UT 84604
Tel: (801) 422-2144
Fax: (801) 377-3704
akm@byu.edu

Treasurer
Dr. Jiri Stejskal
7312 Oak Avenue
Melrose Park, PA 19027
Tel: (215) 635-7090
Fax: (215) 635-9239
jiri@cetra.com

Directors

Mr. Kirk Anderson
2455 Flamingo Drive, #401
Miami Beach, FL 33140
Tel: (305) 532-7252
Fax: (305) 532-0885
paulerog@aol.com

Dr. Claudia Angelelli
2676 W Canyon Avenue
San Diego, CA 92123
Tel: (619) 462-6739
Fax: (619) 594-5293
claudia.angelelli@sdsu.edu

Ms. Beatriz Bonnet
7465 E Peakview Avenue
Englewood, CO 80111
Tel: (303) 779-1288
Fax: (303) 779-1232
beatriz.bonnet@syntes.com

Dr. Nicholas Hartmann
611 N Broadway, Suite 509
Milwaukee, WI 53202
Tel: (414) 271-4890
Fax: (414) 271-4892
nh@nhartmann.com

Ms. Virginia Perez-Santalla
1153 Ridge Drive
Mountainside, NJ 07092
Tel: (908) 235-2559
Fax: (908) 654-1112
virginiaaspcomcast.net

Ms. Dorothee Racette
668 Pup Hill Road
Saranac, NY 12981
Tel: (518) 293-7494
Fax: (518) 293-7659
dracette@directway.com

Mr. Tony Roder
9485 SW Bayou Drive
McMinnville, OR 97128
Tel: (503) 472-6753
Fax: (503) 472-6703
vitrax@mcelroytranslation.com

Mr. Timothy Yuan
89-33 Pontiac Street
Queens Village, NY 11427
Tel/Fax: (212) 428-6813
yuan@pipeline.com

Committee Chairs

Active Membership Review
Vacant

Certification
Lilian Novas Van Vranken
Spring, TX
Tel: (281) 374-6813
Fax: (208) 474-9927
llivv@houston.rr.com

Chapters
Robert A. Croese
Jeerson, MI
Tel: (616) 667-1502
Fax: (616) 457-0631
rcroese@sbglobal.net

Continuing Education Requirements
Izumi Suzuki
Novi, MI
Tel: (248) 344-0909
Fax: (248) 344-0992
izumi.suzuki@suzukimyers.com

Dictionary Review
Boris M. Silversteyn
Venice, FL
Tel/Fax: (941) 408-9643
bsilversteyn@comcast.com

Divisions
Dorothee Racette
Saranac, NY
Tel: (518) 293-7494
Fax: (518) 293-7659
dracette@directway.com

Education and Pedagogy
(Co-ATA Programs)
Claudia Angelelli
San Diego, CA
Tel: (619) 594-1678
Fax: (619) 594-5293
claudia.angelelli@sdsu.edu

Ethics
Muriel M. Jérôme-O’Keeffe
Alexandria, VA
Tel: (703) 548-7570
Fax: (703) 548-8223
muriel@jtg-inc.com

Finance
Jiri Stejskal
Melrose Park, PA
Tel: (215) 635-7090
Fax: (215) 635-9239
jiri@cetra.com

Honsors and Awards
Marilyn Gaddis Rose
Binghamton, NY
Tel: (607) 774-9910
Fax: (607) 777-1635
mgroses@binghamton.edu

Interpretation Policy Advisory
Christian Degueldre
San Diego, CA
Tel: (619) 594-6210
Fax: (619) 594-5293
cdeguelde@mail.sdsu.edu

Mentoring
Courtney Sears-Ridige
Seattle, WA
Tel: (206) 938-3600
Fax: (206) 938-9308
courtney@germanlanguageservices.com

Professional Development (ATA Programs)
Marian S. Greenfield
South Plainfield, NJ
Tel: (908) 561-7590
Fax: (908) 561-3671
msgreenfield@msgreenfeldtranslations.com

Public Relations
Chris Durban
Paris, France
Tel: 33(1)42935802
Fax: 33(1)43877045
chrisdurban@compuserve.com

Translation and Computers
Alan K. Melby
Provo, UT
Tel: (801) 422-2144
Fax: (801) 377-3704
akm@byu.edu

Committee for Interpretation Policy
Christian Degueldre
San Diego, CA
Tel: (619) 594-6210
Fax: (619) 594-5293
cdeguelde@mail.sdsu.edu

Committee for Professional Development
Marian S. Greenfield
South Plainfield, NJ
Tel: (908) 561-7590
Fax: (908) 561-3671
msgreenfield@msgreenfeldtranslations.com

Committee for Public Relations
Chris Durban
Paris, France
Tel: 33(1)42935802
Fax: 33(1)43877045
chrisdurban@compuserve.com

Committee for Translation and Computers
Alan K. Melby
Provo, UT
Tel: (801) 422-2144
Fax: (801) 377-3704
akm@byu.edu

Division Administrators

Chinese Language
Yuanxi Ma
Chicago, IL
Tel: (312) 861-7972
Fax: (312) 832-1935
yuanxi.ma@bakernet.com

French Language
Michèle F. Landis
Littleton, CO
Tel: (303) 904-8412
Fax: (303) 904-9945
mt_landis@msn.com

German Language
Frieda Ruppaner-Lind
Leawood, KS
Tel: (913) 649-5147
Fax: (913) 977-3565
frieda@friedadot.com

Interpreters
Steven Mines
Austin, TX
Tel: (512) 627-3726
Fax: (512) 371-3173
stevenmines@yahoo.com

Italian Language
Joan B. Sax
Randolph Center. VT
Tel: (802) 728-9984
Fax: (802) 728-9597
jsax@mac.com

Japanese Language
Ken Wagner
Shuntline, WA
Tel: (206) 368-9271
Fax: (206) 363-2943
kjwagner@msn.com

Literary
Clifford E. Landers
Naples, FL
Tel: (239) 513-6972
clanders_2000@yahoo.com

Medical
Martine Dougé
Hollywood, FL
Tel/Fax: (954) 252-4529
creole_md@yahoo.com

Nordic
David C. Rumsey
Minneapolis, MN
Tel: (612) 205-2606
Fax: (612) 374-9541
drusumey@wntt.net

Portuguese Language
Teresa d’Ávila Braga
Dallas, TX
Tel: (972) 690-7730
Fax: (972) 690-5088
tereza@sbglobal.net

Slavic Languages
Alex Lane
Pagosa Springs, CO
Tel: (970) 946-0617
Fax: (719) 623-0547
words@alexlane.com

Spanish Language
Thomas G. Mansella
Arlington, VA
Tel: (703) 228-7665
Fax: (703) 228-8327
4results@marandu.com

Translation Company
Kim Vitray
Austin, TX
Tel: (512) 472-6753
Fax: (512) 479-6703
vitray@mcelroytranslation.com

ATA Representatives

To International Federation of Translators (FIT)
Peter W. Krawutschke
Kalmarazoo, MI
Tel: (269) 387-3212
Fax: (269) 387-3103
peter.krawutschke@wmich.edu
FIT: www.fit-ift.org

To Joint National Committee for Languages (JNCL)
Christophe L. Réthoré
Charlottesville, VA
Tel: (434) 924-7158
Fax: (434) 924-7157
cr7@virginia.edu

To ASTM Translation User Standards Project
Beatriz A. Bonnet
Englewood, CO
Tel: (303) 779-1288
Fax: (303) 779-1232
beatriz.bonnet@syntes.com
100 mots à sauver—Bernard Pivot
Publisher: Albin Michel
Publication date: 2004
Price: €11.40

Reviewed by: Françoise Herrmann

Au secours! [Help! Save the words!] The premise of this book is quite simple. A great deal of time, energy, and money is rightly spent to save endangered species of all kinds. What about words? Don’t words have souls? Aren’t they also part of our heritage, our culture, our stories? Aren’t they closer to us, engraved in our minds and the structure of our egos, than any creature big or small? Riding the tides of this endearing analogy, the illustrious Bernard Pivot, host of the now extinct, but immensely popular, French literary TV show, Apostrophes, has resurrected! He brings with him a collection of 100 endangered words. Each word is thoughtfully commented and exemplified in a citation, which he has personally culled, using his voracious appetite for the literary.

Included in this compendium of 100 endangered words are three words that have definitely migrated out of the two most popular French-language dictionaries, Le Petit Larousse and the Le Petit Robert. The balance of the content consists of words which appear to him to be just as threatened, since they exist indexed as “old fashioned” or “archaic.” You will find among these endangered species a few gems, for which translations appear just as imperiled. “Trotte-menu” [spriteful, daintyfoot] is an invariable adjective, according to Pivot, that describes delicate gait, such as that of mice or “gent trotte-menu” per the 17th-century fable writer Lafontaine. Derivatives such as “trotte, trotter, troteur, troteuse” [the second hand on a watch], “trottinément, trottoir, trotliner, and rotinette” are all alive and well. “Trotin” [a messenger], however, is definitely extinct; as Pivot points out, it has been replaced with the term “coursier.”

Another gem is the term “suivez-moi-jeune-homme” [literally, “Follow-me-young-man”]. For anyone who is working with the fashion industry, this is a ribbon that floats beckoning the opposite sex! It is also a masculine and invariable noun. And in the action domain of verbs, you will find “s’esbigner” [to skidaddle]. This is an “exting” pronunciation verb, closest in meaning to the verb “s’eclipser” [to slip out], with perhaps the additional connotation of desirable flight.

Finally, the verb “seoir” [to befit], the conjugation of which Pivot points out is a nightmare. Il sied, il seyait, il sierra, qu’il siège, s’ent (present participle), s’is (part past participle), etc., the difficulty of which, perhaps, may in the end explain its extinction, much in line with the survival of the most practical.

Long before Pivot, linguists have gone to faraway places to record languages in danger of extinction. Native American languages, and more recently the languages of Central Siberia, such as Middle Chulym and Tofa, are a case in point among many others worldwide that are still dying. The recordings and dictionaries that keep these languages in intensive care and on life support belie a deeper issue of economic and political power struggles. Because the French language is far from imperiled, Pivot’s approach is far more romantic and playful, albeit quite sincere. He succeeds beautifully in making the point quite clearly that when a word is lost, so is a unique slice of meaning that no other word can capture in exactly the same way. Thus, he is convincing in his bid for support to save “word creatures.” Furthermore, we can only be deeply saddened and shocked at what this glimpse of extinction at the word level entails on the much larger scale of lost languages.

For technical translators, however, it may not make much practical sense to look back at what usage has somehow discarded. If our dictionaries always appear as if they are bursting at the seams, it is not because they have no room for the outmoded and the archaic. It is because they cannot keep up with languages that are very much alive and thriving. The words that we do not find are just being created, and we have no reason to resist the cycle of word life in language. This book is pleasant reading and a charmer for those who may share Pivot’s love of words and the French language. You will definitely enjoy discovering and visiting the meaning of lost words and endangered expressions, even if, for all practical purposes, you may not find them all that useful.

Françoise Herrmann is a freelance translator and interpreter for French and English (sometimes Spanish) based in San Francisco, California. She occasionally teaches scientific translation at the Monterey Institute of International Studies. Contact: fherrmann@igc.org or www.fhphd.org.
These are somber times of war. Translators and interpreters face direct dangers, as demonstrated by too many Iraqi colleagues killed in the line of duty, to whose families go both my sympathy and condolences.

In view of current events, it seems relevant to discuss two dictionaries recently published in Italy on weapons and warfare.

We are told that Mori and Golino’s (M&G) work is a polyglot reference, while Annati and Valpolini’s (A&V) is a monolingual dictionary. In character with our subject matter, the official version requires further scrutiny. Judge Mori is a magistrate in Bolzano, Trentino Alto Adige/Südtirol (an autonomous region in Northern Italy of German and Italian speakers), and Golino is an army engineer general with solid antiterrorism credentials. Professional interests, logistics, and backgrounds have focused their attention toward the German language. It is stated so from the beginning, in the introduction provided by M&G, which lists three major multilingual references, all German. To prove it, next comes a brave short synopsis of basic German grammar and pronunciation. The distribution skewness of the corpus is obvious: the Italian baseline covers 156 pages; the German listing is 119 pages long; the English, 69; the French, 18; and the Spanish, 15.

In exchange, A&V have a hard time limiting their scope to the dolce idioma, notwithstanding the not indifferent Italian expertise in this field (one should remember that firms such as Beretta have been in business since 1526 A.D.). A case in point: Pace is expressed on page 85 by a dubious English quartet (peace building, peace enforcement, peace keeping, and peace support operations), but there is not one Italian lemma in the bunch. Nor is the characterization of the Dictionary Reviews Continued

*Dizionario Multilingue delle armi*
Authors: Edoardo Mori and Lorenzo Golino
Publisher: Editoriale Olimpia
Publication date: 1998
Price: About €15.00
Available from: Editoriale Olimpia
v.le Milton 7
50125 Florence, Italy
Tel: +055/50161 / Fax: +055/5016280
Languages: Italian, English, German, Spanish
Number of pages: 400
Number of entries: 8,700

*Dictionary della Guerra moderna*
Authors: Massimo Annati and Paolo Valpolini
Publisher: Mursia: Milan
Publication date: 2002
Price: €22.30
Available from: Gruppo Ugo Mursia Editore S.p.A.
Milan, Italy
www.mursia.com
Languages: Italian and some English
Number of pages: 319
Number of entries: 1,000

Reviewed by: Jacopo Màdaro

...
to standard Italian Army lexicon, but the equally common “lanciarazzi anti-carro” is ignored. A similar linguistic divorce between civilian and military words was reflected by the persistent usage of “autiere” (driver) on past Army driving licenses versus the commoner (albeit inexact, because it should be reserved to autism sufferers) “autista.”

Integral applies to both “integrale” and “incorporato,” while the latter means “built-in.” “Radiocomandato” (radio-controlled) has no English equivalent, and “telecomando” (remote) is simply absent. “Registrazione” (the act of recording) is rendered as “registration,” and both “recording” and “record” are restricted to “record service practice,” or “addestramento al tiro” and to “recording target” or “rosa / rosata,” respectively. “Casket” is aseptically expressed by “cofano” or “case.” Also, “ricerca” is rendered three different ways (“examination,” “inspection,” and “investigation”), but not as “search,” thus, avoiding any discredited association with WMD (weapons of mass destructions) and Central African uranium.

A more in-depth check on edged weapons has produced the results presented in Table 1.

The récueil is equally strong when we look at morning stars, swords, axes, sabres, maces, etc. This perfection is easily explained: Our very same Edoardo Mori is a well-rounded scholar who has penned another gem, the Picture Glossary of Edged Weapons (Italian/English/German/French), published online by Enciclopedia delle armi (www.earmi.it/armi/glossario/glossario00.htm).

The Dizionario della Guerra moderna is much easier on the eye, has a bigger font, appropriate headers, and a more relaxed bicolumnar format. Nevertheless, behind this nicer façade lurks a reality much more ominous than the realm of épées, long bows, and target practice. Simply put, A&V pay total attention to current events. Their listing bristles with “Mujaheddin” and “Wild Weasels,” ghostly WMD (such as Iraq’s Al Hujarahs, Al Husseins, and Tabun), deadly MOUT (or Military

<table>
<thead>
<tr>
<th>English*</th>
<th>Italian</th>
<th>M&amp;G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pole arm</td>
<td>guisarma</td>
<td>✓ also: arma da botta, punta e taglio</td>
</tr>
<tr>
<td>Poleaxe</td>
<td>scure d’arme inastata</td>
<td>✓ also: ascia da abordaggio, ascia da guerra</td>
</tr>
<tr>
<td>Partizan / Partisan</td>
<td>partigiana</td>
<td>✓ spelled partizan</td>
</tr>
<tr>
<td>Fauchard / Falchion</td>
<td>falcione</td>
<td>✓ only as falchion</td>
</tr>
<tr>
<td>Glaive /Guisarme</td>
<td>falcione / guisarma inastata</td>
<td>✓</td>
</tr>
<tr>
<td>Ox-tongue partisan</td>
<td>partigiana a lingua di bue</td>
<td>✓ only as: Ochsenzunge</td>
</tr>
<tr>
<td>Halbard [Suisse, German, Spanish, Italian, Imperial Guard, Sabre]</td>
<td>alabarda [alla svizzera, alla tedesca, alla spagnola, all’italiana, da trabante, da caccia]</td>
<td>✓</td>
</tr>
<tr>
<td>Berdiche</td>
<td>berdica</td>
<td>✓</td>
</tr>
<tr>
<td>Spetum</td>
<td>spiedo alla furlana</td>
<td>✓ only in the German list</td>
</tr>
<tr>
<td>Bill</td>
<td>roncone</td>
<td>✓</td>
</tr>
<tr>
<td>Pike</td>
<td>picca</td>
<td>✓ also: spiedo</td>
</tr>
</tbody>
</table>

* English sources:
Operation in Urban Terrain), and FAE (Fuel Air Explosive) bombs.

Only the Department of Defense Dictionary of Military Terms, authored by the Joint Chiefs of Staff in 1988 and printed by Arco Publishing, New York, is more threatening, as epitomized by the reduction of havens to a semi-intelligible “restricted areas established to provide a measure of security to submarines and surface ships in transit through areas in which the existing attack restrictions would be inadequate to prevent attack by friendly forces.”

Instead, authors Annati and Valpolini offer such exploits of military cleverness as: DEAD (Destruction of Enemy Air Defenses); the much friendlier Floreal (a class of surveillance French frigates); Rubis (a class of French nuclear submarines); danni collaterali or collateral damages; and operazioni militari diverse dalla guerra o MOOTW (Military Operation Other Than War), such as Abu Grab and Guantanamo. The listing is impressive and the explanations are clear, concise, and nonjudgmental. The chilling effect is even greater when we read Section 2, simply entitled “Crisis and Conflict Tools.” It is almost a condensed version of Jane’s Review, encompassing Russian and Chinese systems, old and new, together with their NATO, U.K., U.S., French, Indian, etc., counterparts.

What I truly appreciate is the attention paid to acronyms and their solution. It is an important effort against an insidious form of Maskirovka (explained as the Russian term for masking or mascheramento, i.e., disinformation): SADARM is not a nasty relative of Saddam Hussein, but refers to “Sense and Destroy Armor,” an intelligent (what a misnomer!) submunition developed by Alliant Techsystems. MEADS won’t get you drunk, since it refers to a U.S., Italian, and German joint venture to develop a “Medium Extended (ballistic) Air Defense System,” expected to be online by 2012. PAP has nothing to do with cancer prevention, but is a “Poisson AutoPropulse,” a French remote-operated submarine robot used to find and neutralize sea mines. LAV does not stand for “lavatory,” but indicates a “Light Armored Vehicle,” something that is sorely needed along the Iraqi roads, as much as the forever-not-quite-working Dardo, its FIAT would-be competitor, which was equally unavailable to the Italian forces in Nassirya.

The Dizionario della Guerra moderna spares no effort in clarifying double-talk and acronyms, one of the many tools used to make carnage glamorous. It’s an old story, the same which brought to everlasting fame, as a cool and martial accoutrement, the Sam Browne belt (cinturino con bandoliera). How easy it is to forget that it originally was just a tentative solution to the problem of carrying a sword, as felt by a British amputee (and, later, General Sir Samuel J. Browne, VC, GCB, KCSI), who, in 1861, had left his left arm in Punjab in exchange for a Victoria Cross.

Still, no matter our personal views, these two works count. The Dizionario Multilingue delle armi is probably more useful to those who work into and from German than it is to their English and Italian counterparts, but has areas of such solidity that it deserves the praise and attention of translators, historians, and antiquarians alike. The Dizionario della Guerra moderna is a fast paced overview of our current state of affairs, a powerful tool to help us face the challenges and pitfalls of our troubled present. Even if one’s goal is simply to understand, I strongly recommend both.
Ordinarily a cheery greeting for 2005 would go here, but as the Translation Inquirer writes this in late December 2004, too much news is pouring in about calamity and suffering around the rim of the northern Indian Ocean. For once, he does not feel the lively, optimistic stuff to be appropriate at the moment. We can take comfort, though, that people in our profession will be helping the sufferers in many ways when they dig out and try to recover.

[Abbreviations used with this column: CM-Chinese Mandarin; E-English; F-French; Fi-Finnish; G-German; I-Italian; J-Japanese; Po-Polish; Pt-Portuguese; R-Russian; Ro-Romanian; Sp-Spanish.]

New Queries

(E-F 2-05/1) This beery query involves the need for good French for *bottle with a twist-off cap and can with a press tab lid*. Glossaries for this stuff are nonexistent, probably, on the Internet or off it, so your suggestions, if you are qualified to make them, are welcome.

(E-CM 2-05/2) What are the Chinese characters for the vegetable called *Rosette bok choy* or Chinese *flat-headed cabbage* (*Brassica chinensis* var. *rosularis*) in English? The Latinized versions of this are “wu ta cai” in Mandarin and “tai gu choy” in Cantonese. Japanese uses kana for this vegetable, called “tasai” or “tatsoi” in that language, so it is of no help.

(Fi-E 2-05/3) Finnish is a welcome rarity for this column. In a medical context, what are we to make of “sähkötsy” in the phrase *kuputellen sähkötsyä lähimminä proksimaalisuuntaan korvien taakse?*

(G-E 2-05/4) A Lantra-L user wants to know the difference between “Schwendbau” and “Brandrodung.” She thought that the latter was the exclusive word for *slash-and-burn cultivation*, and now it turns out to her surprise that the former word is used for that as well. The roots are left intact with “Schwendbau,” while “Brandrodung” involves taking the roots away. Can such a distinction be made concisely in English?

(G-E 2-05/5) In a certificate issued by a “Realschule,” reference is made to this institution describing itself as a “staatlich anerkannte Schule in freier Trägerschaft.” What do the words in bold print mean?

(I-E 2-05/6) In the context of gems and minerals, especially their appearance, what to make of “oro sabbio?” This was originally a query in which the target language was German.

(Po-E 2-05/7) The following appeared in an article concerning pill addiction: “Pokuša jest silna: možesła spać jak zabity, od *rana do nocy zasuwać niczym maszyna*, tryskać *jasnoscją umysłu*, uwolnić się od stresu I łęków.” Is there something in the bold print words that roughly means spending one’s day like an automaton?

(Pt-E 2-05/8) A side heading on a form asking for personal profile information read “habilitações local de residência.” It sounded something like *proof of residency*, but the translator was not sure, and it hardly makes sense as a heading.

(R-E 2-05/9) At first glance, being from children’s literature, this query appears to be a welcome relief from adult complexities. Or maybe not: we must deal with the word *błojoż* in this sentence when we reach English: A na nogah byli sądzili na boku nogę, no prawić z lewą perętana.

(R-E 2-05/10) This one cries out for a genuinely colloquial equivalent in English, mainly the words in bold print: Я просто думаю, что надо больше работать над серьёзными вещами, а не *протирать пыль* в офисе, придумывая галиматью, которая потом промывают мозги честным филологам с экранов телевизоров. Who wants to try this?

(Ro-E 2-05/11) This legal query from a Romanian legal code is really about the words in bold print: “Uzuarul si cel care are *dreptul de abitaţie* trebuie să se folosească de ele ca un bun părinte de familie.” (Art. 567, din Codul Civil.)

(Sp-E 2-05/12) This relates to offshore oil rigs, in particular a 12-inch bend radius for connecting preventer control lines to the preventers, including accessories. Among these was the problem term “unions de golpe.” Other hardware included 1-inch Chiksan joints for connection to the preventers. What to suggest in English for the unknown devices?

Replies to old queries

(F-E 11-04/5) (“métiers mobilisateurs”): Since the former word, as reported by Michele Segina, means *profession, occupation, position*, and the latter means that *stirs people into action*, she goes with *stimulating positions.*
The Translation Inquirer Continued

(G-E 11-04/7) (“Ausbackfett”): Depending on the context, says Charlotte Bauer, this is fat rendered or the actual fat for frying some food. Sibylle Frnka says the term could refer to shortening, but basically it’s any kind of fat that can be heated to a temperature suitable for frying. In a recipe for fried fish, she found “Ausbackfett (Speiseöl, Kokosfett oder Schweineschmalz).” In Germany, “Palmin” is a brand name and the most common form of “Ausbackfett.” It is a naturally hard (and, therefore, “trans-fat” free) shortening made from coconut oil and/or palm oil.

(R-E 9-04/10) (УРОВЕНЬ ОТВЕТСТВЕННОСТИ В СТРОИТЕЛЬСТВЕ): Level and responsibility are not correct in this case, says Leonid Gornik. The original probably deals with the criticality of structures or facilities that are designed or built. A critical structure means anything that is important for safety and/or reliability of the project being designed or under construction. The right term is criticality rating, of which there are two, 1 and 2, in Russian building codes.

(Sp-E 11-04/10) (“sulfilado”): This, says Matilde Farren, is a Gallicism for “sobrehilado,” meaning whipstitch. It is a way to finish the edges of a piece of fabric so they will not unravel. The task is a very boring one, she adds. Michele Segina asserts that it means oversewn in this context (cushion sewn onto the mattress)? The initial query was on page 52 of the November-December Chronicle.

(Sp-E 11-04/11) (“Mma” as a form of address): Michele Segina opines that this is an honorific with no particular meaning, in her opinion. The particular novel in question is The No. 1 Ladies’ Detective Agency. Audrey Feldman notes that this is found in the novels of Alexander McCall (an amateur bassoonist, it turns out, when he is not writing), and is used often in Africa to identify all adult women. It may be an African version of “mademoiselle” or a rendering of “mama,” used by many Africans to address older women. Ana Uqarte went a step farther and wrote to the author to ask him about it. He reported back to her that it means Madam or Mother in the language of Botswana. It is not an abbreviation, but a complete word that is pronounced just as it sounds.

Thanks to all contributors, and I hope the above new queries will stimulate you into writing to me!

The Onionskin Continued from p. 55

California, for a stack of Getting it right brochures. They’re on their way—and could fall on fertile ground. In comments received as this article went to press, Vince Emery (vince.emery@trados.com) mused “What are the lessons learned from this incident? The truism that multilingual marketing introduces complexities, for TRADOS and for all companies, and that these complexities require constant vigilance to manage. When an exceptional case happens, such as this one, use them to define new policies for the future.”

Hear, hear.

The Onionskin Continued from p. 55

New Certified Members

Congratulations! The following people have successfully passed ATA’s certification exam.

<table>
<thead>
<tr>
<th>Language</th>
<th>Name</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Maria A. Black</td>
<td>Miami, FL</td>
</tr>
<tr>
<td></td>
<td>Morella C. Diaz</td>
<td>Miami, FL</td>
</tr>
<tr>
<td></td>
<td>Felix E. Forestieri</td>
<td>Coral Gables, FL</td>
</tr>
<tr>
<td>Spanish</td>
<td>Lois Clark Gillette</td>
<td>Miami, FL</td>
</tr>
<tr>
<td></td>
<td>Sharon Mercado</td>
<td>San Juan, PR</td>
</tr>
</tbody>
</table>

Thanks to all contributors, and I hope the above new queries will stimulate you into writing to me!
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.

Operatic Titles

Gioachino Rossini’s 1812 one-act farce L’occasione fa il ladro, ossia Il cambio della valigia, with an Italian libretto by Luigi Prvidali, is based on a French play by Eugène Scribe. Ronnie Apter and I translated it last summer. Noteworthy in its opening stage direction is the phrase “Notte oscura e tempestosa” [A dark and stormy night], written 18 years before Edward George Bulwer-Lytton’s infamous use of the line to open his 1830 novel Paul Clifford.

Also noteworthy is the opera’s title, which is difficult to translate into English. The literal translation is clunky: Circumstance Makes the Thief, or The Exchange of Luggage. The Italian title begins with a proverb, and the switch of luggage is a big plot point. Translator Amanda Holden came up with Love’s Luggage Lost, and we, after much head-scratching, settled on A Thief by Chance, or Baggage Astray.

Opera titles can present problems to a translator for a variety of reasons. There is no consistent use of them by opera companies. The Magic Flute can refer to a production of Mozart’s opera in the original German, whereas Un giorno di regno can refer to a production of Verdi’s comedy in English translation.

Sometimes, a translation anywhere near literal is just plain wrong. La traviata means “the corrupted woman,” and Il trovatore means “the troubadour.” But the first English title would sink any production all by itself, and the second would imply that the opera is about a 12th-century Occitan singer-songwriter, and it isn’t.

Der Freischütz means “the shooter of bullets that go where the shooter wills,” except for the last one which goes where the devil wills.” Try making an English title out of that. Prodaná nevěsta means “the sold bride,” but the standard English title is the more euphonious The Bartered Bride, though there is really no bartering involved. Another comedy by Czech composer, Bedrich Smetana, Dvě vdovy, is based on the French play Les deux veuves. The definite article is required to be there in French, and required not to be there in Czech. It is optional in English. We omit it: Two Widows, but many others do not.

Even names can present problems. The Russian “Boris,” as in Boris Godunov, with the accent on “is,” is often “translated” into the English name “Boris,” with the accent on “Bor.” But how about Carmen? Is it incorrect to “translate” French CarMEN into English CARmen? The character is not French but Spanish, and the Spanish pronunciation is also CARmen.

Finally, there are titles, such as Mozart and Da Ponte’s Cosi fan tutte, considered to be untranslatable. It means both “all women are that way” and “all women behave that way (with sexual implications).” One particularly horrible attempt at an English title is in The New Grove Dictionary of Opera: All Women Do the Same. A better title is the Martins’ Women Are Like That. Considering what the opera is about, Ronnie Apter has come up with a perfect English title: The Way They’re Made.
### ATA Chapters

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Address</th>
<th>Phone</th>
<th>Email</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlanta Association of Interpreters and Translators (AAIT)</td>
<td>P.O. Box 12172, Atlanta, GA 30355</td>
<td>(770) 587-4884</td>
<td><a href="mailto:aaitinfo@aait.org">aaitinfo@aait.org</a></td>
<td><a href="http://www.aait.org">www.aait.org</a></td>
</tr>
<tr>
<td>Carolina Association of Translators and Interpreters (CATI)</td>
<td>318 Bandock Drive, Durham, NC 27703</td>
<td>(919) 577-0840</td>
<td><a href="mailto:catiweb@pobox.com">catiweb@pobox.com</a></td>
<td><a href="http://www.catiweb.org">www.catiweb.org</a></td>
</tr>
<tr>
<td>Delaware Valley Translators Association (DVTA)</td>
<td>606 John Anthony Drive, West Chester, PA 19382-7191</td>
<td>(215) 222-0955</td>
<td><a href="mailto:devinney@temple.edu">devinney@temple.edu</a></td>
<td><a href="http://www.fortunecity.de/lindenpark/kuenstler/59/dvta.htm">www.fortunecity.de/lindenpark/kuenstler/59/dvta.htm</a></td>
</tr>
<tr>
<td>Florida Chapter of ATA (FLATA)</td>
<td>P.O. Box 14-1057, Coral Gables, FL 33114-1057</td>
<td>(305) 274-3434</td>
<td><a href="mailto:info@ataff.org">info@ataff.org</a></td>
<td><a href="http://www.ataff.org">www.ataff.org</a></td>
</tr>
<tr>
<td>Michigan Translators/Interpreters Network (MiTIN)</td>
<td>P.O. Box 852, Novi, MI 48376-0852</td>
<td>(248) 344-0092</td>
<td><a href="mailto:info@mitinweb.org">info@mitinweb.org</a></td>
<td><a href="http://www.mitinweb.org">www.mitinweb.org</a></td>
</tr>
<tr>
<td>Mid-America Chapter of ATA (MICATA)</td>
<td>6600 NW Sweetbriar Lane, Kansas City, MO 64151</td>
<td>(816) 741-9441</td>
<td><a href="mailto:translate@kc.rr.com">translate@kc.rr.com</a></td>
<td><a href="http://www.ata-micata.org">www.ata-micata.org</a></td>
</tr>
<tr>
<td>Midwest Association of Translators and Interpreters (MATI)</td>
<td>542 S Dearborn Street, Suite 1060, Chicago, IL 60605</td>
<td>(312) 427-5450</td>
<td><a href="mailto:moirapujols@aol.com">moirapujols@aol.com</a></td>
<td><a href="http://www.matiata.org">www.matiata.org</a></td>
</tr>
<tr>
<td>National Capital Area Chapter of ATA (NCATA)</td>
<td>P.O. Box 5757, Washington, DC 20016-5757</td>
<td>(703) 255-9290</td>
<td><a href="mailto:johnvazquez@msn.com">johnvazquez@msn.com</a></td>
<td><a href="http://www.ncata.org">www.ncata.org</a></td>
</tr>
<tr>
<td>New York Circle of Translators (NYCT)</td>
<td>P.O. Box 4051, Grand Central Station, New York, NY 10163-4051</td>
<td>(212) 334-3060</td>
<td><a href="mailto:president@nyctranslators.org">president@nyctranslators.org</a></td>
<td><a href="http://www.nycircle.org">www.nycircle.org</a></td>
</tr>
<tr>
<td>Northeast Ohio Translators Association (NOTA)</td>
<td>33425 Bainbridge Road, Solon, OH 44139</td>
<td>(440) 519-0161</td>
<td><a href="mailto:js@jill-sommer.com">js@jill-sommer.com</a></td>
<td><a href="http://www.ohiotranslators.org">www.ohiotranslators.org</a></td>
</tr>
<tr>
<td>Northern California Translators Association (NCTA)</td>
<td>P.O. Box 14015, Berkeley, CA 94712-5015</td>
<td>(510) 845-8712</td>
<td><a href="mailto:ncta@ncta.org">ncta@ncta.org</a></td>
<td><a href="http://www.ncta.org">www.ncta.org</a></td>
</tr>
<tr>
<td>Northwest Translators and Interpreters Society (NOTIS)</td>
<td>P.O. Box 25301, Seattle, WA 98165-2201</td>
<td>(206) 382-5642</td>
<td><a href="mailto:info@notisnet.org">info@notisnet.org</a></td>
<td><a href="http://www.notisnet.org">www.notisnet.org</a></td>
</tr>
<tr>
<td>Southern California Area Translators and Interpreters Association (SCATIA)</td>
<td>P.O. Box 34310, Los Angeles, CA 90034</td>
<td>(818) 725-3899</td>
<td><a href="mailto:info@scatia.org">info@scatia.org</a></td>
<td><a href="http://www.scatia.org">www.scatia.org</a></td>
</tr>
<tr>
<td>Upper Midwest Translators and Interpreters Association (UMTIA)</td>
<td>University of Minnesota, 218 Nolte Center, Minneapolis, MN 55455</td>
<td>(612) 624-5555</td>
<td><a href="mailto:mtl@tc.umn.edu">mtl@tc.umn.edu</a></td>
<td><a href="http://www.umtia.org">www.umtia.org</a></td>
</tr>
</tbody>
</table>

### Affiliated Groups

<table>
<thead>
<tr>
<th>Group</th>
<th>Address</th>
<th>Phone</th>
<th>Email</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Houston Interpreters and Translators Association (HITA)</td>
<td>P.O. Box 421343, Houston, TX 77242-1343</td>
<td>(713) 202-6169</td>
<td><a href="http://www.hitagroup.org">www.hitagroup.org</a></td>
<td></td>
</tr>
<tr>
<td>Iowa Interpreters and Translators Association (IITA)</td>
<td>P.O. Box 7631, Urbandale, IA 50323</td>
<td>(515) 865-3873</td>
<td>iitanet.org</td>
<td><a href="http://www.iitanet.org">www.iitanet.org</a></td>
</tr>
<tr>
<td>Utah Translators and Interpreters Association (UTIA)</td>
<td>P.O. Box 433, Salt Lake City, UT 84110</td>
<td>(801) 363-6303</td>
<td><a href="http://www.utia.org">www.utia.org</a></td>
<td><a href="http://www.utia.org">www.utia.org</a></td>
</tr>
</tbody>
</table>

### Other Groups

<table>
<thead>
<tr>
<th>Group</th>
<th>Contact Information</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Literary Translators Association (ALTA)</td>
<td>The University of Texas at Dallas, Box 830688 Mail Station JO51, Richardson TX 75083-0688</td>
<td><a href="http://www.literarytranslators.org">www.literarytranslators.org</a></td>
</tr>
<tr>
<td>Association of Language Companies (ALC)</td>
<td>1911 N Fort Myer Drive, Suite 702, Arlington, VA 22209-1605</td>
<td><a href="http://www.alcus.org">www.alcus.org</a></td>
</tr>
<tr>
<td>Austin Area Translators and Interpreters Association (AATIA)</td>
<td>P.O. Box 13331, Austin, TX 78711-3331</td>
<td><a href="http://www.aatia.org">www.aatia.org</a></td>
</tr>
</tbody>
</table>
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) 836-0961
webmaster@chicata.org • www.chicata.org

Colorado Translators Association (CTA)
941 Cedwick Street
Lafayette, CO 80026
tel: (720) 890-7934
kathy@kdtranslations.com
www.cta-web.org

Delaware Translators Network (DTN)
2401 Pennsylvania Avenue #912
Wilmington, DE 19806
tel: (302) 655-5368
levinx@cs.com

El Paso Interpreters and Translators Association (EPITA)
P.O. Box 27157
El Paso, TX 79926
tel: (915) 588-4757 or (915) 256-0590
mhogan@elp.rr.com

The Kentucky Translators and Interpreters Association (KTIA)
P.O. Box 7468
Louisville, KY 40257-0468
tel: (502) 528-3988
E-mail: vapues@yahoo.com

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

National Association of Judicial Interpreters and Translators (NAJIT)
603 Stewart Street, Suite 610
Seattle, Washington 98101
tel: 206-267-2300 • Fax: 206-626-0392

New England Translators Association (NEA)
672 Salls Road
Greensboro Bend, VT 05842
tel: (802) 533-9228
info@netaweb.org • 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

The Translators and Interpreters Guild (TTIG)
962 Wayne Avenue, Suite 500
Silver Spring, MD 20910
tel: (301) 563-6450 • Fax: (301) 563-6456
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)
PO Box 1070
Blackburn North VIC 3130 Australia
tel: +61 3 9597 9958
national@ausit.org • www.ausit.org

CANADA
Association of Translators and Interpreters of Alberta (ATIA)
P.O. Box 546
Main Post Office
Edmonton, AB T5J 2K8
tel: (780) 434-8384
www.atia.ab.ca

Association of Translators and Interpreters of Ontario (ATIO)
1 Nicholas Street, Suite 1202
Ottawa, Ontario, Canada K1N 7B7
tel: (613) 241-2846,
Toll-free: (800) 234-5030
Fax: (613) 241-4098
info@atio.on.ca • www.atio.on.ca

Ordre des traducteurs, terminologues et interprètes agréés du Québec (OTTTAQ)
2101 Union Avenue, Suite 1108
Montreal, Quebec, Canada H3A 2S9
tel: (514) 845-411
Toll-free: (800) 265-4815
Fax: (514) 845-9903
info@otttiaq.org • www.otttiaq.org

Society of Translators and Interpreters of British Columbia (STIBC)
850 W Hastings Street, Suite 514, Box 34
Vancouver, British Columbia, Canada
V6C 1E1
tel: (604) 684-2940 • Fax: (604) 684-2947
office@stIBC.org • www.stIBC.org

ENGLAND
Institute of Translation & Interpreting (ITI)
Fortuna House
South Fifth Street
Milton Keynes
MK9 2EU England
tel: +44 (0) 1908 325 250
Fax: +44 (0) 1908 325 259
info@ITI.org.uk • www.ITI.org.uk

MEXICO
Organización Mexicana de Traductores A.C.
Capítulo Occidente
Av. Vallarta 1525–304
Col. Americana Guadalajara, Jalisco Mexico
tel: +52-33-3124-0236
Fax: +52-33-3124-0237
occidente1@omt.org.mx
www.omt.org.mx

PERU
Asociación de Traductores Profesionales del Perú (ATTP)
Casilla Postal 18-0251
Lima 18 Perú
tel: +51 (1) 264-2214 • Fax: +51 (1) 264-5567
postmaster@attp.org.pe
http://www.attp.org.pe

Note: 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.
DIRECTORY OF LANGUAGE SERVICES
To place an ad contact Drew MacFadyen at 215-321-9662, ext. 37 or dmacfadyen@mcneill-group.com

Over 50 years of professional multilingual translations

Dussault Translation Limited
5 Park Home Ave., 6th Floor
Toronto, Ontario, Canada M2N 6L4
Tel: 416-227-0304  Fax: 416-227-0305
Tel: 1-800-661-5222  Fax: 1-800-387-2555
www.dussault-translation.com

To Advertise call Drew MacFadyen today at 215-321-9662, ext. 37

The University of Arizona
The National Center for Interpretation proudly announces the following interpreter training opportunities
Legal Interpreting
March 4-6, Tucson, AZ
March 25-27, Tucson, AZ
Non-Language Specific Legal Interpreting
March 31 — April 1, Sacramento, CA
July 11-16, Tucson, AZ

For More Information
http://nci.arizona.edu
ncitrp@u.arizona.edu
(520) 621-3615

Medical Interpreter Training Institute
March 31 — April 1, Sacramento, CA

COLORADO LANGUAGE SERVICES BUSINESS — Established 25 years. Real estate included. Ron or Lynn; 800-395-7053; First Business Brokers, Ltd.

Albanian<>English
Magna Cum Laude, Univ. of Tirana, Albania. Twelve years exp. Translating & Interpreting. Voice: (805) 907-9127
info@albanian-language.com
www.albanian-language.com

Czech, Slovak <> English
Highly experienced, reliable, fast translator / conference interpreter. Any work volume. Quality control. (303) 530-9781; Fax: (303) 530-5600, ireznicek@aol.com.

NEED BETTER EXPOSURE?
Contact Drew MacFadyen today for rates and information.
215-321-9662 ext. 37
dmacfadyen@mcneill-group.com

The ATA Chronicle | February 2005
Mastering a foreign language is more than simple translation. It’s about nuance, context, cultural overtones, and dialect.

And at NSA, it’s about national security.

Our Language Analysts have a global impact in providing the fullest and most accurate intelligence to U.S. policymakers, military commanders, and Intelligence Community members.

You’ll also have the opportunity to learn new languages and expand upon current proficiencies through our Language Enhancement Program.

If you’re ready for the responsibility, join NSA, where intelligence goes to work.

NSA has a critical need for individuals with the following language capabilities:

- Arabic
- Chinese
- Farsi
- Korean

And more ...

For a complete list of languages or to apply online, visit our Web site.
ProZ.com is the leading online source of new clients for translators. It is also much more. ATA members use ProZ.com to collaborate on terms, exchange technical tips and support, hold local powwows and save on TRADOS and other software. What’s more, platinum members get top exposure in the directory, websites in their own names and unlimited access to the web’s largest database of outsourcers with feedback. Ready to do more business and enjoy 24x7 support from colleagues throughout 2005? Go platinum by January 30 and pay just $100 for the entire year.

www.proz.com/ata

PROZ.COM – THE TRANSLATION WORKPLACE

© Copyright 2005 ProZ.com. All rights reserved. TRADOS and the TRADOS logo are registered trademarks of TRADOS, Inc.