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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
(See Chronicle editorial policy—under Chronicle—at www.atanet.org)

An Easy Reference To ATA Member Benefits

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

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lmccormick@hayscompanies.com
http://ata.haysaffinity.com

Life and Disability Insurance
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www.mutualofomaha.com

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

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…And, of course, as an ATA member you receive discounts on the Annual Conference registration fees and ATA publications, and you are eligible to join ATA Divisions, participate in the online Translation Services Directory, and much more. For more information, contact ATA (703) 683-6100; fax (703) 683-6122; and e-mail: ata@atanet.org.
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About Our Authors...

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The Changing Tides of Translation

ATA Translation Company Division 7th Annual Conference April 20-23, 2006

See page 48 for details!

Guide to ATA

Continuing Education Points

Check it out at www.atanet.org (click on certification)
SDL Synergy 2006

Redefining CAT - A translation management system for workgroups

Centralize. Automate. Track.

“We now have the ability to share our TMs via the web across our entire organization. Giving our Project Managers and contractors real-time, 24/7 access to our TMs is a huge advantage. We can now split large projects with the confidence that our linguists will be consistent with other team members work as well as legacy translation in our TMs.”

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- Create client profiles for storing language configurations and filter options
- Run customer-specific quotations

Track... current projects real-time
- Powerful project tracking to ensure accurate project management
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With SDL Synergy, language service providers and corporate language departments can start to benefit immediately from reduced project management costs and increased quality of translations.

To find out more visit www sdl com/synergy

Global Information Management
Accelerating Global Content Delivery
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, 2006.

ATA 2006 Lewis Galantière Award

The American Translators Association invites nominations for the 2006 Lewis Galantière Award. This award is bestowed biennially in even-numbered years for a distinguished book-length literary translation from any language, except German, into English published in the United States. (A German translation award is awarded in odd-numbered years.)

To be eligible for the award, to be presented at the ATA Annual Conference in New Orleans, Louisiana (November 2-5, 2006), the published translation must meet the following criteria:

• The work was translated from any language, except German, into English.
• The work was published in the United States in 2004 or 2005.
• The translator’s name appears on the title page, preferably on the dust jacket. (Preference will be given to works that include a translator’s biographical information.)
• The translator need not be an ATA member, but must be a U.S. citizen or resident.
• The nomination must be submitted by the publisher of the translated work.

The nomination must include the following:
• A cover letter with complete publication information for the work being nominated;
• A brief vita of the translator;
• At least two copies of the nominated work with one extra copy of the dust jacket;
• Two copies of at least 10 consecutive pages from the original work keyed to the page numbers of the translation (this item is essential!);
• Two copies of the translated pages that correspond to the 10 consecutive pages provided from the original work.

Nomination Deadline: May 1, 2006. Publishers are encouraged to submit nominations early!

Award: $1,000, a certificate of recognition, and up to $500 toward expenses for attending the ATA Annual Conference in New Orleans, Louisiana (November 2-5, 2006).

This award honors distinguished ATA founding member Lewis Galantière (1894-1977). His translations from French drama, fiction, poetry, and scholarship enriched cultural life during the middle decades of the 20th century, and are still being read a quarter century after his death.

Continued on p.10

CICLing—2006
7th International Conference on Intelligent Text Processing and Computational Linguistics
February 19-25, 2006
Mexico City, Mexico

See www.cicling.org/2006 for more details!
Foreign Language Instructors. One of the most important contributions you can make to meeting the mission of the CIA is enabling others to understand world cultures. Your native-level fluency and expert knowledge of a foreign region’s history, customs, politics and economy will strengthen your students’ ability to communicate with others and work in locations around the world. In return, you’ll earn a competitive salary and receive a hiring bonus — while supporting the efforts of American foreign policy.

Applicants must successfully complete a thorough medical and psychological exam, a polygraph interview and an extensive background investigation. As part of the screening process, elected applicants must take proficiency tests in their native language. US citizenship is required. An equal opportunity employer and a drug-free work force.

To learn more and apply, visit: www.cia.gov
ATA 2006 Student Translation Award

In 2006, 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 New Orleans, Louisiana (November 2-5, 2006), 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.

**Application Deadline:** April 17, 2006.

**Award:** $500, a certificate of recognition, and up to $500 toward expenses for attending the ATA Annual Conference in New Orleans, Louisiana (November 2-5, 2006). One or more certificates may also be awarded to runners-up.

---

2006 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 18, 2006

**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.

---

Please send your nominations and/or applications for any of the above awards and honors to:
Marilyn Gaddis Rose, Chair, ATA Honors & Awards Committee • American Translators Association
225 Reinekers Lane, Suite 590 • Alexandria, VA 22314 • Phone: 703.683.6100, Fax: 703.683.6122, E-mail: ata@atanet.org
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 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 18, 2006, and will be judged by a three-member national jury. The recipient of the award will be announced during the 2006 ATA Annual Conference in New Orleans, Louisiana (November 2-5, 2006).

American Foundation for Translation and Interpretation
JTG Scholarship in Scientific and Technical Translation or Interpretation

This is a $2,500 non-renewable scholarship for the 2006-2007 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 East Michigan Avenue, Kalamazoo, MI 49007; or by e-mail at aftiorg@aol.com.
2. Completed applications must be received by AFTI by June 1, 2006
3. A completed application consists of:
   a) Application cover sheet;
   b) Three letters of recommendation in a sealed envelope with 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 2006. The committee’s decision is final. Disbursement of the award will occur at the beginning of the Fall Semester, 2006.
From the Executive Director
Customer Care Initiative, Membership, and the 2007 Annual Conference

Walter Bacak, CAE
Walter@atanet.org

Customer Care Initiative. This past year, under the direction of ATA President Scott Brennan, the ATA Board and staff have taken a thorough look at our internal practices in serving and communicating with ATA members and potential members. We have taken the next step and are now surveying the entire membership to learn the answers to such important questions like what is important to you in a professional association, how ATA is doing, what needs to be improved, how you would like to see it improved, and more.

If you did not receive a copy of the survey, please contact ATA Headquarters at (703) 683-6100. It will only take about 10 minutes to complete, but will go a long way toward making ATA better for you. We are working with an outside customer care consultant to review and interpret the data and then offer recommendations as to how ATA can better meet your needs.

2005 Membership in Record Territory. ATA membership is in record territory with 9,429 members so far in 2005. The previous record was 9,041, set in 2003. Thank you for joining and for making ATA the thriving organization that it is. Which leads me to....

2006 Membership Renewals. 2006 ATA membership renewal notices are scheduled to be mailed in late November. Once again, you will be able to renew online, by fax, or by mail. To renew online, please go to the members only section of ATA’s website. The renewal application will be posted on the website in late November. Be sure to renew so you don’t miss out on all the valuable ATA member benefits.

2007 ATA Annual Conference Site Change. The conference site has been changed for the 2007 ATA Annual Conference. The 2007 Annual Conference was set for the Fontainebleau Resort in Miami Beach, however, the hotel has notified us that it will be undergoing major renovations from April 2006 through December 2007. However, we were fortunate to find the 2008 host hotel—the San Francisco Hyatt Regency—had availability for the same time in 2007. So, we are going to California a year earlier than planned.

For your reference, the future conference sites are: New Orleans in 2006; San Francisco in 2007; New York City in 2009 (ATA’s 50th anniversary); and Denver in 2010.

We are still investigating our options with the Fontainebleau Resort and other cities for 2008. Once the contract for the 2008 meeting is signed, the information will be published in the Chronicle and posted on the website.

Second Annual School Outreach Contest
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 New Orleans, November 2-5, 2006.

2. Pick the age level you like the best and click on it.
3. Download a presentation and deliver it at your local school or university.
4. Get someone to take a picture of you in the classroom.
5. Send it to ATA’s Public Relations Committee at pr@atanet.org (subject line: School Outreach Contest) or to 225 Reinekers Lane, Suite 590, Alexandria, VA 22314. Please include your name and contact information, the date, the school’s name and location, and a brief description of the class. The deadline for submissions is July 14, 2006.

The best photograph wins free registration to ATA’s 2006 Annual Conference in New Orleans! The winner will be contacted no later than August 18, 2006. You may submit multiple entries, and any member of ATA or of any ATA-affiliated organization is eligible to enter.

Any questions? Contact: Amanda Ennis, germantoenglish@earthlink.net or Lillian Clementi, lillian@lingualegal.com
At its meeting in July 2005, in response to a perceived need for business information relevant to the translation and interpretation industry, the Board of Directors established a new committee specifically dedicated to educating ATA members about sound business practices. Independent contractors, who make up about 70% of ATA’s membership, are at the forefront of a new business model that allows skilled practitioners to sell their knowledge and skills to a variety of clients without the security of a large employer or the availability of other company services. As a consequence, we find ourselves involved in activities such as marketing, accounting, making collection attempts, and vetting customers. But while many of us have outstanding qualifications in our respective fields of expertise and in our language combinations, very few freelancers have formal training in business matters.

Although the growth of the Internet has given freelance translators and interpreters better access to business advice and communication platforms, including opportunities to discuss payment practices, the new Business Practices Education Committee, chaired by ATA Directors Nicholas Hartmann and Dorothee Racette, will look for ways to present this material in a comprehensive format.

Avoidable mistakes can occur when entering into business relationships, leading to complaints and frustration. Under the ATA Bylaws, the Ethics Committee has no authority to resolve individual business disputes or unsatisfactory business relationships unless a gross ethical violation has taken place. The new Business Practices Education Committee is not set up to adjudicate individual conflicts, but wants to provide independent contractors with the tools they need to succeed as businesspersons. It will systematically address a variety of issues related to working successfully as an independent contractor. The committee specifically plans to:

- Offer a Yahoo! group for discussing business issues. This is a list set up exclusively for ATA members and operated by a group of volunteers. You can join this list at http://finance.groups.yahoo.com/group/ata_business_practices.

- Set up a new “question and answer” column in the ATA Chronicle for public discussion of common (or even unusual) business problems in the translation/interpreting industry.

- Publish a series of articles in the ATA Chronicle discussing sound business practices with particular focus on the freelance translation business, possibly to be edited into book form at a later date.

- Compile a searchable knowledge database of information about specific situations.

This new effort can be successful only with contributions from a wide range of members, from newcomers to life-long practitioners. Please send us your questions, suggestions, experiences, and ideas for articles. Together we can identify and promote the practices that let us make the most of our job skills, and help us build successful careers as independent contractors.

For questions and suggestions please contact Nicholas Hartmann (nh@nhartmann.com) or Dorothee Racette (dracette@direcway.com).
We feel compelled to convey our concern as ATA members about the public statement on the Mohamed Yousry case issued by ATA’s Board of Directors and the National Association of Judiciary Interpreters and Translators (NAJIT). The initial message sent to ATA’s membership stressed the complexity of the case and the need for members “to acquaint themselves thoroughly with the transcripts and facts of the case.” Thanks to the links given in that message, we were able to read transcripts and to consult some of the recommended sites. From that reading, it appears that major issues were raised during the trial, including notably the threat to Constitutional protection of client-attorney communication, in which interpreters often play a key role.

In its first message, ATA/NAJIT also wrote, “As a matter of principle our organizations do not take a position about the guilt or innocence of individuals involved in a criminal case.” We agree.

The ATA/NAJIT public statement, however, used language that we find biased: “indications are ... that” or “When interpreters step out of that prescribed role,” without further explanation. Professor Yousry may—or may not—have “stepped out of his prescribed role.” The public statement clearly implies that he did, thereby taking a position on Professor Yousry’s guilt. We have no more expertise in criminal law than the ATA Board does, and, while we appreciate its efforts to inform the association’s membership about the facts in this highly political case, we deeply regret that it chose to take such a clear-cut position against a member of our profession.

We fear that in similarly high-profile cases, lawyers will be reticent to take on the task of defending individuals zealously, however condemnable the acts purportedly committed, and they will not be able to secure the assistance of qualified interpreters.

The statement stressed the need to rely on “interpreters and translators [...] who possess a profound and practical knowledge of their role, professional protocols, and ethical responsibilities.” This is true and well worth stressing, but the best attempt at ethical conduct alone may not suffice. No interpreter should be expected to make decisions on issues of law about which even attorneys disagree vehemently, and then be held criminally liable for those decisions. There appears a genuine risk, in the post-9/11 climate in the U.S., that professional interpreters can no longer “practice their profession secure in the knowledge that their code of ethics and guidelines both serve and protect them and their clients.”

Further, the ATA/NAJIT statement overlooked the role of the federal courts in providing information and direction to interpreters that clearly define their “professional protocols and ethical responsibilities” under federal law. To our knowledge, no such information is routinely provided to interpreters working in the federal courts, and the new federal interpreter contract does not even mention professional ethics and standards of conduct for interpreters. We expect ATA to point out this negligence on the part of the court administration—and work to address it—when failure to comply with such unknown standards and law can land an interpreter in the dock.

We regret that the ATA/NAJIT public statement failed to raise these concerns and, further, repeatedly implied that Mr. Yousry was guilty, in contradiction with ATA principles. We appreciate the Board’s difficult job and hope that our comments will provide food for thought and discussion among ATA members and, perhaps, prevent repeating in the future what we consider an act of misjudgement.

September 28, 2005
Janice Becker
Active Member, ATA
Moira Pujols
Active Member, ATA
Active Member, NAJIT
Jackie Reuss
Corresponding Member, ATA
Member, Société Française des Traducteurs
Nancy Snyder
Active Member, ATA

Board's Response

Dear colleagues:

Thank you for your thoughtful message of concern about the statement issued by the boards of the American Translators Association (ATA) and the National Association of Judiciary Interpreters and Translators (NAJIT) on the Mohamed Yousry case. I would like to respond to several points. Dr. Alexander Raïnof, chair of the NAJIT Board of Directors, concurs in this response.

1. There is no doubt that Mr. Yousry stepped out of the prescribed role for judiciary interpreters while providing interpreting services. The evidentiary transcripts provide ample and detailed instances of actions that do not accord...
with the standard canons of ethics for our profession (see Abdel Rahman prison visit videotape transcripts of May 19-20, 2000 at www.lynnestewart.org/transcripts.html).

This fact, however, says nothing whatsoever about Mr. Yousry’s guilt or innocence. ATA and NAJIT would not presume to make any judgment on that point, and our public statement clearly emphasized that fact.

2. You are correct in pointing out the need for federal courts—and indeed any courts, agencies, or organizations that employ interpreters—to provide information and direction regarding professional protocols and ethical responsibilities. Our statement referred to far more than any single individual’s action. We spoke about organizations—private as well as governmental—because they have a responsibility which, as best we can determine, was not fulfilled in this case. NAJIT is in dialogue with the Administrative Office of the U.S. Courts and has emphasized the essential importance of preparation in ethics. The new federal-level contract will include reference to standards for performance and professional responsibility.

3. At the same time, the responsibility for knowledge of and fulfillment of professional standards ultimately rests on the individual interpreter or translator. In the legal setting, competence goes far beyond linguistic ability and must include knowledge of ethics and protocols. We issued our joint statement in order to help educate individuals, as well as the general public, about the very serious obligations when providing services in this setting.

4. Recognizing and sharing the concerns that you raise about the possible impact of this case on representation and due process for defendants who require interpreters, our two associations have established a working group to study the interpreter’s and translator’s role with regard to “Special Administrative Measures.”

5. We believe that it is proper and necessary for professional organizations to be willing to speak out in cases that may involve a specific individual. To decline to take a stand about these aspects of a case because it involved a colleague would have been to fail in our duty to the members of our profession and to those we serve.

Recognizing that we may have to “agree to disagree” about the ATA/NAJIT statement, I would like to thank you again for taking the time to articulate your concerns. Our associations are the stronger for it.

Sincerely,
Scott Brennan
Immediate Past President, ATA

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The ATA Chronicle | November/December 2005
Language Service Providers (LSPs) and Corporate Translation Departments rely on translation technology to improve the quality of translations, become more productive and reduce costs. SDL has launched SDL Synergy, a translation management system for translation workgroups, to improve the efficiency and productivity of translators and project managers working together by better connecting the translation ecosystem.

SDL Synergy is centered on three core concepts of task automation, central data management and live project tracking, SDL Synergy is the most anticipated release of project management tools for workgroups on the market today.

Core Concepts

- Centralization of Translation Memory which provides real-time connectivity to your local and remote translators for extreme consistency
- Automation of highly repetitive tasks to provide seamless project file creation and easy project maintenance
- Tracking of projects via an intuitive, easy to use but robust web interface which details all current ongoing projects, due date and progress, at the click of a button
- Secure and confidential data hosting services offered to eliminate issues surrounding IT costs, setup and maintenance

Centralized Data Sharing

SDL Synergy Server allows Translation Memories to be deployed over the internet so that any translator with internet access can connect to a Translation Memory, hosted on a Server. SDL Synergy Server allows you to select the number of concurrent users you would like to access your Translation Memories, providing complete scalability depending on your requirements. Each user can be allocated specific levels of access to individual Translation Memories for ease of administration.

Centralized data sharing in SDL Synergy Server includes:

- SDL Synergy Server for easy administration of users and access rights
- Ability to add, modify and delete user access to your translation memories
- Capability of seeing active users accessing your data in real-time
- Seamlessly connect to MS Access, MS SQL Server or ORACLE databases
- Optional hosting of Translation Memories to eliminate expensive IT costs
- Effortless connection process for the translator

Project and Task Automation

SDL Synergy takes project setup and management to the next level. With SDL Synergy, you can eliminate manual tasks such as client project setup, selecting the correct Translation Memories to use, and manually sorting through quoting matrices.

Project and task automation in SDL Synergy includes:

- Create client profiles for storing language configurations and filter options
- Add project files from multiple folders
- Apply one or more TMs to the prepared documents
- Run customer-specific quotations on the prepared documents
- Publish multiple projects to a server for easy and centralized project tracking

Project Tracking

Project Tracking is one of the most important features included in SDL Synergy. Any project created using SDL Synergy will be published to a web interface with live, real-time tracking of your current projects. Once connected, the project manager is presented with a complete list of their active projects.
Clicking on a project will display all the documents in the project along with the status of each one. Clicking on a particular document will provide detailed statistics for that document including segment and word counts for each segment type (untranslated, fuzzy matched, 100% matched and translated).

Project Tracking in SDL Synergy includes:
• Powerful project tracking to ensure accurate project management
• Tracking support of unlimited projects and easy navigation system
• Ability to contact project managers, translators and reviewers directly from the system
• Information on project due date to ensure timelines are being accurately followed
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The resource and complexity surrounding IT requirements can be daunting and costly. SDL provides hosting to hundreds of customers who utilize SDL Technology. With SDL Hosting Services:
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With SDL Synergy, language service providers and corporate language departments can start to benefit immediately from reduced project management costs and increased quality of translations.

For more information visit: www.sdl.com/synergy or contact SDL at productsales@sdl.com.
Veteran Interpreter Has Been at Center of Mideast Talks

By Robin Wright

The following originally appeared on Tuesday, July 26, 2005; Page A17.
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Over the past 15 years, in one Middle East crisis after another, Gamal Helal has served as the mouth of three presidents, five defense secretaries, and six secretaries of state—as well as assorted vice-presidents and national security advisers.

As senior interpreter and guide to the Arab world, Helal is usually the little-noticed man in the middle.

During the first Bush and Clinton administrations, Helal was often the back channel for U.S. mediators to the Arab world. “If I wanted to communicate something private and ensure that it would be conveyed exactly the way I wanted it, I would use Gamal,” said Dennis B. Ross, the former chief of Middle East peace for both presidents. “Most of my meetings with Yasser Arafat would start off with my delegation, but the real work would be done with just Arafat, me, and Gamal.”

After the Sept. 11, 2001, terrorist attacks, Helal was President Bush’s voice as he reached out to the Arab world to confront terrorism and Islamic extremism, conveying Bush’s words during telephone calls and official visits by Arab leaders.

For Helal, the assignments have always involved more than interpreting, particularly in this case. “We were asking countries to do a lot for us as we started to pull together a coalition for the war on terrorism,” Helal recalled in a recent interview. “I had to be in a position to convey not only the words, but the mood, the determination, the ideas and the nuance of what he [Bush] was saying.”

Egyptian-born and U.S.-educated—he became a citizen in 1983—Helal’s career is a living history of U.S. crisis management and frustrated stabs at peace in the world’s most volatile region.

In late 2000, during President Bill Clinton’s last-ditch peace effort before leaving office, Helal was often the only person in the room at Camp David when Clinton pressed Palestinian leader Yasser Arafat to accept terms offered by Israel. In his memoirs, Clinton noted the “unique role” Helal played in the crucial talks.

“He understood the Middle East and the role each member of the Palestinian delegation played in their deliberations, and Arafat liked him. He would become an adviser on my team. On more than one occasion, his insight and personal connection with Arafat would prove invaluable,” Clinton wrote in My Life.

At a critical juncture, as the talks began to collapse, Clinton and Israeli Prime Minister Ehud Barak asked Helal to speak with Arafat about the historic opportunity he faced. Helal spent an hour in Arafat’s cabin, one-on-one.

“I told him it was all now in his hands and that he couldn’t use the excuse of other Arab countries having control,” Helal said. “I told him that if he turned down this historic opportunity, God knows what size the Palestinian territories will be when they had an opportunity [for peace] again. I was trying to tell him that this was an idea that should not be missed.”

But at the end of the hour, Helal said Arafat told him, “I can’t accept it.” Helal told Clinton and Barak that Arafat had refused. “We continued to meet, but it was clear that it was going nowhere,” Helal said.

U.S. diplomats who have devoted their careers to brokering peace say Helal has played a quiet but pivotal role in the Middle East policies of the past three administrations.

“He’s a man of rare insight and original analysis, not only in interpreting Arabs to Americans but in finding a connection point between the two. He’s a bridge between political cultures,” said Aaron Miller, a U.S. negotiator and adviser to six secretaries of state who has worked with Helal for almost 20 years.

“I’ve seen him in both Republican and Democratic administrations take senior officials by the hand and explain remarkably complicated situations and problems. I’ve seen him communicate to secretaries of state and national security advisers in a way that is respectful but firm and direct,” Miller added. “I’ve also seen him offer advice and negotiate with Arabs in an effort to help negotiators solve a problem. I’ve seen him tell Arafat things that his own advisers would never say.”

Helal, Miller said, “has been in the background way too long.”

A genial man noted for his classiness, Helal was deeply involved in the first Bush administration’s attempts to avert war with Iraq 15 years ago. He flew to Geneva with Secretary of State James A. Baker III to issue an ultimatum to Iraqi emissary Tariq

Continued on p.22
And Furthermore ... Still More Things Freelance Translators Can Do to Ensure Payment

By Wendy Griswold

Note: This information does not constitute legal advice or opinion. ATA encourages all translators to make their own independent business decisions and avoid all activities that might be considered anticompetitive or in violation of the antitrust laws, such as agreements on prices or fees or agreements to refuse to do business with any company.

One of the mistakes we freelancers often make is not taking steps to collect until 30 or 60 days after submission of the job. Perhaps we should start the process before accepting the assignment.

For information on protecting yourself through contracts, you may want to refer to Shari Voss’ excellent article, *Good Contracts Make Good Partners*, in the September 2001 issue of the *ATA Chronicle*. A general word of advice: no matter how much you trust the source, read every word and question *anything* that doesn’t seem appropriate. Feel free to request changes to a boilerplate contract.

If a contract is not practical, a purchase order, at least, is indispensable. But before you get to the purchase order, do a little investigating. The fact that a client is a dues-paying member of an organization or group is no assurance that he or she has that body’s stamp of approval. It takes just a minute to check out a client on the Payment Practices List (www.trenterprises.com/payment_practices.htm) or Translator Client Review [TCR] (www.tcrlist.com). Often people will feel uncomfortable blatantly saying, “This client is a problem.” You may have to look for subtler clues. Statements such as, “I had to call the owner four times before I was paid, but she was always courteous,” should tell you what you need to know. You might also call some friends or colleagues to find out if anyone has had experience with the client in question.

Beyond that, ask some questions of the client directly. A reputable concern will volunteer this type of information and welcome your questions. Listen to the answers carefully, especially to what the answers don’t tell you. If a project manager (except maybe a brand new project manager) doesn’t know the company’s payment terms off the top of his/her head, *be aware!* If what the project manager describes is different from what the purchase order says, *be aware!* If you hear anything remotely like, “45 days, but call me if you have any trouble and I’ll jump on them,” *expect trouble*!

If you decide to work with a particular client despite some concerns, keep a record of what they tell you. Keep a copy of every e-mail. You may need it later.

Your invoice should be sent out as soon as possible after submission of the job, and it should look as professional as possible. This will tell your client you’re knowledgeable, you’re organized, and you’re running a business, not a hobby. If your attorney or accountant blesses the wording, better still. Absolutely, positively, indicate when payment is expected and what the late fees are. This suggestion was offered by Rudy Heller in the *Capital Translator* (newsletter of the National Capital Area Chapter of ATA): “Here is a line that ...should be included in every single invoice, as it protects you in the event of a default and subsequent costly collection process: ‘Any unpaid balance over 30 days is subject to finance and collection charges.’” Rudy further advises, “When 30 days are up, we must immediately send out a statement telling the client that he is late in payment. And repeat the statement every 15 days thereafter till the account becomes current.”

There may be danger signs after a job has been submitted. Paying careful attention could nip a problem in the bud.

Let’s say, for example, you hand in a piece of work and the client tells you there are problems with it (often a prelude to withholding or reducing payment). Of course, since you take pride in your work and always try to do a first-class job, you’re likely to react by promising to do anything short of selling your firstborn to make it right. Take a deep breath. Ask questions. *What is wrong? What is dissatisfied? What has to be done to satisfy them? When?* Ask in writing, or at least by e-mail. If you truly did a poor job, you may have to pay the price and learn from the experience. On the other hand, you may learn that the problems aren’t that terrible after all. Find out what changes were made to your work and, most importantly, what was actually submitted to the end client. There is nothing wrong with asking for this information. If the client is reluctant to supply this type of information, you may have a reason to question their assessment of your work. If it happens to turn out that what they submitted to the end client was essentially your work after all, they’re going to have a hard time withholding or reducing payment.

You may find that a client will pay promptly once or twice, and then slide into a disturbing pattern.
Perhaps a couple of months go by. Perhaps they pay only when they have more work for you, and then just some of what they owe. Perhaps they keep sending the work, day after day and week after week, and the checks come less and less frequently.

How you handle these situations will depend, at least in part, on your personal style and your working relationship with the client. But you may want to consider: a) polite reminders; b) using the request that you do more work for them as an opportunity to remind them about the outstanding debt; c) not accepting additional work until the debt is paid; d) requesting full or partial payment in advance for additional work; or e) negotiating a payment schedule for outstanding amounts (a positive response may be a sign of good faith). Of course, you’ll have to monitor their compliance with any such negotiated payment plan.

Perhaps they plead “cash flow problems” and ask for your patience. Well, that may very well be the case, and we all have to bend a little. No good will come of antagonizing a valued client or putting him and his staff out of business. You may be able to work out some terms.

But if they ignore those terms, if the amount of their “cash flow problem” changes drastically every time you talk to them, if the proposed payment date changes every time you follow up, if they “just changed accountants,” if “your check is in the mail” but never comes, if the person you’ve been working with for months is never around when you call—well, there are still lots of things you can do.

I like to assume, at least initially, that the problem is the result of some sort of error, and it generally is. Resend the invoice, perhaps highlighting the late payment charges.

If the reminder doesn’t work, you might try mentioning that you may be forced to send the account out for collection or file a complaint with the Better Business Bureau. There are other organizations, such as The Translators and Interpreters Guild (www.ttig.org), that offer to intervene with late-paying clients on their members’ behalf. Another option would be to have your attorney call. Alerting the client that your attorney is aware of the situation may be all that’s necessary.

If things get to this point, you probably will have made a conscious decision that a continuing business relationship with this client is not possible. When you reach this stage, another option you can consider, short of sending the debt out for collection or suing, is the collection letter. If you and the client happen to be in the same jurisdiction, your attorney can send it. Otherwise, you can call the bar association in the client’s jurisdiction and request a referral to a local attorney who can write the collection letter for you.

If that fails, before you send the debt out for collection, check out several organizations that offer this service and read the fine print. The cost may be higher than you think, and I’ve always found the conditions under which collection agencies refer matters out to attorneys to be vague at best.

But perhaps the most important step we, as freelancers, can take is to work together with our professional organizations to ensure that all members—Independents, agencies, institutions, and students—adhere to the highest ethical standards. As a start, I hereby volunteer to collect readers’ additional suggestions for a future article. You can reach me at gris@erols.com.

**Israel Translators Association 2006 Conference**
February 7-9, 2006 • Crowne Plaza Hotel • Jerusalem, Israel

We welcome all proposals for talks on subjects related to translation, interpreting, editing, language, and professional and technical tools. Papers may be in Hebrew or English (other languages are a possibility). Proposals may be submitted to Alan Clayman, ITA deputy chair and conference organizer, at route1@bezeqint.net. For more details, visit www.ita.org.il.

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I’m a freelance translator. What taxes do I have to pay? When do I pay?

By John Matthews

Note: This article also appeared in the MICATA Monitor, the newsletter of the Mid-America Chapter of ATA (www.atamicata.org). The information in this article is not intended to constitute legal, financial, or other business advice. Each individual or company should make its own independent business decisions and consult its own legal, financial, or other advisors as appropriate. The views expressed here are not those of ATA or MICATA.

As self-employed freelance translators, this is a very important question we face when determining how much we should charge for our services. We may charge so many cents per word, but how much are we going to pay in taxes and how much are we going to keep in our pockets?

We self-employed people pay federal income tax, self-employment tax, and, in most cases, state income tax. Some of us who live in large cities, like Kansas City or St. Louis, also pay an earnings tax or profits tax. In other locales, there may also be other taxes.

Say, for example, Mary Q. Translator has taxable income of $20,000 this year. This will put her in about 34% of her profit in federal, state, and local income taxes.

As you can see in this case, her self-employment tax is greater than her income tax.

The federal and state governments generally require taxpayers to pay these taxes on an “as-you-go” basis. They require us to pay our estimated annual taxes in equal quarterly installments, or in some cases after the quarter of the year in which we receive payment for our services. The first quarter of the year is January, February, and March; and we pay by April 15. The second quarter is April and May, and we pay by June 15. The third quarter is June, July, and August, and we pay by September 15. The fourth quarter is September, October, November, and December, and we pay by January 15.

We estimate what our total annual income and expenses will be. That determines what rate we use to calculate the income tax. We also pay the self-employment tax at the same time.

By the payment due dates above, we need to send our remittances to the U.S. Treasury/IRS and to our state Department of Revenue. Cities generally don’t require quarterly payments, so we pay them by the due date, in many cases by April 15 of the following year.

This is not an easy process, especially in the first or second year of business, so I suggest you check out the IRS website for further information at www.irs.gov/taxtopics/tc355.html or www.irs.gov/publications/p505/ch02.html. You should also check the tax information that pertains to your state and city.

The IRS says that self-employed people should pay estimated taxes if they will owe tax amounting to $1,000 or more. To avoid a penalty, at least 90% of the estimated tax should be paid by January 15, the end of the fourth quarter. States generally follow similar guidelines.

The IRS also says that if we pay at least 100% of the tax we owed last year in estimated taxes this year, they won’t assess a penalty on us. So we can usually avoid any penalty if we pay in estimated taxes the same amount we owed last year.

Once we start paying estimated taxes, the IRS and the state Department of Revenue will usually send us pre-printed estimated tax vouchers to send with our payments. They leave the dollar amount blank for us to fill in. You can get the payment slips you need for 2005, a worksheet, and information at www.irs.gov/pub/irs-pdf/f1040es.pdf.

As always, the information here is general in nature. There are...
some exceptions or variations on these rules. There are some additional deductions that may lower these taxes, but this is beyond the scope of this article. Each taxpayer’s circumstances are unique, so you should always check with your tax advisor.

Aziz to withdraw from Kuwait. Baghdad’s 1990 invasion had thrown the oil-rich Gulf into crisis overnight. By January 1991, the United States had mobilized a coalition of a half-million troops to confront the government of Saddam Hussein.

During the six-hour crisis talks, Baker presented Aziz with a letter from President George H.W. Bush telling Iraq to withdraw—or else, Helal recalled. “As Aziz was reading it, his hand was shaking,” he said. “Aziz claimed it was not written in diplomatic language and was a threat, not diplomatic. He refused to take it, and the letter was left on the table.”

Helal interpreted as Baker warned Aziz that if Baghdad did not withdraw its troops from Kuwait, Iraqi forces would be forcibly ejected and Iraq’s ability to defend itself would return to “the stone age.” Throughout it all, Helal recalled, Baker was “extremely cool.”

Helal has had some unusual rewards for his efforts. At a summit in the Egyptian desert resort of Sharm el-Sheikh in 2003, Helal was the interpreter for Bush’s meeting with Arab leaders. Helal spent more than an hour in a makeshift outdoor interpreter’s booth, as the temperature rose to about 115 degrees, he recalled. “I was in a suit and tie and about to faint,” he said. When he emerged, he was sweating so profusely that Bush came over with a wet towel and wiped Helal’s forehead—a scene captured by a White House photographer.

Just last week in Sudan, when much of Secretary of State Condoleezza Rice’s staff was barred from entering a meeting with the president by aggressive security guards, Helal was among those left outside. Rice spent more than five minutes sitting uncomfortably with the president, Lt. Gen. Omar Hassan Bashir, who speaks no English. Helal, cursing at the guards in Arabic, was finally let in when he convinced them their president might be displeased by his absence.

“People assume you’re like a device that can be turned on and off. But it’s not just interpreting, it’s about establishing full communication, which requires establishing a personal relationship and creating an environment for it to flourish,” Helal reflected. “What constitutes logic in one society does not necessarily constitute logic in another. You bridge the gap by fully understanding patterns of thinking in both cultures… knowing how to structure an argument in a way that makes sense to the other side—all in a split second.”
Teaching Consecutive Note-Taking

By Holly Mikkelson

Consecutive interpreting involves listening to a source-language message lasting anywhere from 1-15 minutes and then providing an interpretation into the target language after the speaker/signer stops. For shorter messages (“short consecutive”), most interpreters are able to develop their listening and memory skills to the point where they are able to recall the full content of the source message and interpret it in its entirety. For longer messages lasting more than a couple of minutes (“long consecutive”), or even for shorter messages containing a lot of names, facts, or figures, most interpreters need to rely on some form of note-taking as a memory aid.

Although studies show that consecutive interpreting tends to be more accurate than simultaneous interpreting (Russell, 2002a, 2003), many consumers prefer the convenience of the simultaneous mode (Russell, 2002b; Patrie, unpublished study, 2005). Many inexperienced interpreters also tend to find the consecutive mode intimidating, since it requires them to retain detailed information before conveying it to the listener. So once interpreters have mastered the necessary techniques for successful simultaneous interpreting, they generally prefer this mode (Mikkelson, 1989; Russell, 2002b). Much of the literature written about teaching consecutive interpreting acknowledges this preference and analyzes ways in which teachers can help students overcome their fears and insecurities (Bowen and Bowen, 1984; Weber, 1984, 1986; Ilg, 1988; Alexieva, 1994; Ficchi, 1999).

**Why Take Notes?**

One of the biggest difficulties facing both students and practitioners of consecutive interpreting is preventing the act of taking notes from interfering with the more important process of listening to and analyzing the source message. No matter how much teachers stress that note-taking is a supplement to human memory and that listening should always take precedence, once they begin writing, students usually have an overwhelming temptation to simply scribble as much as possible so that the speaker’s every word is committed to writing.

Interpreters with inadequate preparation in the techniques of consecutive interpreting may simply resign themselves to interrupting the speaker and performing “short consecutive,” thus limiting their note-taking to jotting down only names and numbers, if anything. Indeed, it is possible to carefully time the consecutive interpreting intervals in a way that is not perceived as disruptive, and is even appreciated by the participants (especially in a dialogue), because it allows the interlocutors to respond to each other quickly. Yet there are times when a speaker needs to go on at length without interruption, and on these occasions interpreters need to be capable of handling statements that last longer than a minute or two. This is why it is important to master a note-taking system.

**When to Introduce Note-Taking**

As indicated previously, once students have a pen in their hands, it is difficult for them to resist trying to write down everything the speaker says. Therefore, it is important to give them confidence in their listening and memory skills before allowing them to try taking notes of any sort. Most teachers of consecutive interpreting spend many hours of class time on exercises such as summarizing, gisting, visualization, chunking, and mind mapping to build a solid foundation in active listening and analysis skills before introducing note-taking (Weber, 1984, 1986; Gile, 1995; Ballester and Jimenez, 1992; Alexieva, 1994; Witter-Merithew, 2002). It is generally recommended that intralingual exercises (i.e., English-to-English, Spanish-to-Spanish, etc.) be practiced before any interlingual interpreting is done, so that the entire focus is on processing, and language issues are minimized (Weber, 1984, 1986; Schweda Nicholson, 1990; Gile, 1995). After students begin practicing with notes, they need to return periodically to exercises that do not allow any note-taking, which will remind them to trust their memory.

Much has been written about consecutive note-taking and how to teach it. The first codification of a note-taking system was written by J. Rozan (1956), who described the common features of methods that had been developed over the years by working conference interpreters in Europe. Almost all schools of interpreting teach the principles that were identified by Rozan, although it is always stressed that each interpreter has to develop his or her own system based on the languages involved, the way the individual interpreter processes information, and personal preference.

“...Although studies show that consecutive interpreting tends to be more accurate than simultaneous interpreting, many consumers prefer the convenience of the simultaneous mode...”
Teaching Consecutive Note-Taking Continued

(Weber, 1984, 1986; Schweda Nicholson, 1990; Gonzalez et al, 1991; Seleskovitch, 1975; Seleskovitch and Lederer, 1995; Ilg, 1980, 1982, 1988; Jones, 2002). All note-taking systems are based on the idea that the interpreter should write as little as possible, or just enough to trigger recall of what the speaker said. The universal principles of note-taking taught in most schools of interpreting can be summed up as: 1) abbreviation; 2) verticalization; 3) indentation (sometimes referred to as diagonal note-taking); and 4) symbols or pictures.

Abbreviation
There are many different ways to use abbreviation in consecutive note-taking. The most obvious one is to take advantage of common abbreviations that already exist in a language, such as OK and ASAP. Abbreviations from different fields of knowledge, such as chemistry, biology, medicine, and music, can also be incorporated into an interpreter’s notes. Another type of abbreviation is finding the shortest possible way to express a thought by using keywords. The keyword chosen to represent an idea may not be a word that was used by the speaker. In fact, it may not even be a word in the source language. (There is no consensus regarding the language in which notes should be taken; literature on the subject has examples of those advocating taking notes in the target language exclusively, in the source language exclusively, or using a combination.) An example of a keyword would be an interpreter writing the English words “got it” to sum up the speaker’s assertion in Spanish that the public appears to have fully understood the message contained in the president’s speech.

Any long words that an interpreter chooses to write should be abbreviated as well, and techniques for doing that in a strategic manner are often taught. For example, it is important to avoid abbreviations that focus on common prefixes, such as “pre” or “ref,” because there are so many words that begin with these letters. Focusing on consonants is usually more effective, because they make the word easier to identify. Grammatical markers can be identified with an abbreviated superscript, for example, with “g” representing the present participle “-ing” and “d” representing the past tense.

Verticalization
Verticalization refers to the practice of listing ideas or concepts of the source message up and down, rather than side by side, to keep them separate from each other on the page. Most interpreters either use steno pads or draw a line down the middle of a legal pad to confine themselves to a vertical format. Many of them also use a horizontal line to separate the main ideas of the source message; others simply space them further apart on the page.

Indentation
Indentation allows the interpreter to show the relationship of ideas without having to write connecting phrases. This format is often called diagonal note-taking because the beginning of the idea is written on the left side of the notepad, and successive notes on subordinate ideas are indented progressively below and to the right, yielding a diagonal line of notes. Others refer to this technique as an outline format, because it is based on the same concepts that are taught to schoolchildren when they are required to make outlines to prepare papers. Some teachers advocate a grammatical approach, instructing their students to take notes according to subject-verb-object, which means that the notes are not necessarily written in the same order as the source text.

Symbols
Symbols are an aspect of note-taking that everyone finds fascinating, be they students of interpreting or observers watching a professional interpreter take notes. The advantage of symbols is that they are not word-based, so the interpreter is able to stay focused on the ideas contained in the source message and not become caught up in words. The danger is that novices will become so enamored of the idea that they will develop a symbol for everything. As a result, they will end up with so many symbols that they won’t be able to read their notes or remember what each symbol stands for when it is time to interpret. It is possible to obtain lists of symbols from different sources (e.g., Rozan, 1956; Mikkelson, 1983), but most interpreter trainers emphasize that each person has to develop a short list of symbols that are truly meaningful and memorable to him or her. Lines and arrows are also symbols that interpreters find useful. They can represent movement, cause and effect, change, relative position, and many other important concepts in a very succinct way. Rozan (1956) and Mikkelson (1983), among others, discuss in detail the many uses of lines and arrows.

Literature Review
In 1996, Ilg and Lambert (see reference list at the end of this article) wrote an excellent review of the literature on this subject that had been published during that year. One oversight in that bibliography is the pro-
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preparing in real-world interpreting. In consecutive and simultaneous interpreting, the role of the interpreter in different settings and situations is discussed. Lim (2004) analyzes the role of the interpreter in different settings and situations, shedding light on the controversial issue of whether notes should be taken in certain circumstances. Choi (2004) provides a comprehensive introduction to conference interpreting, among many other things.

Since 1996, a number of new books and articles on consecutive interpreting and note-taking have come out that are worthy of mention. Ficchi (1999) proposes a new approach to teaching consecutive interpreting based on common errors made by students, one that involves students directly in their learning experience. She advocates having students organize “an autonomous course which is complementary and parallel to what they do during the official course” so that they ease their dependence on teachers for their learning (Ficchi, 208). Choi (2004) recommends a similar approach, and it is interesting to note that this article refers to the training of Korean interpreters. One sign of the maturation of the interpreting profession is that it is moving away from its Eurocentric origins as educators and researchers focus on a wider variety of languages.

Jones (2002) has written a practical introduction to conference interpreting that includes tips on consecutive interpreting, among many other things. Dam’s (2004) article in a recent issue of Interpreting sheds more light on the controversial issue of whether notes should be taken in the source or target language. Lim (2004) analyzes the role of the interpreter in different settings and discusses the differences between consecutive and simultaneous interpreting in real-world interpreting. In keeping with the increased interest in consecutive interpreting among sign language interpreters, I have included two works on consecutive interpreting (Debra Russell’s dissertation [2002a] and related articles [2002b, 2003], and Carol Patrie’s guide for teachers [2004]) in the reference section at the end of this article.

Recommended Exercises

To enhance students’ ability to recognize linkage words and to connect ideas in processing, note-taking, and reformulation, Ballester and Jimenez (1992) recommend providing a series of unlinked, scrambled sentences or phrases that must be put together in a cohesive text. This can be done with written or oral prompts, and the students’ output can be produced orally or in writing. Another common exercise aimed at helping students grasp the main idea of a message and to economize on words is to have them write a newspaper headline or a telegram that conveys the meaning as succinctly as possible.

To further develop students’ awareness of lines of reasoning and cohesiveness in discourse, some instructors in the Graduate School of Translation and Interpretation at the Monterey Institute of International Studies occasionally require their students to repeat a speech in reverse order, based on the notes they have taken. Some speeches can be given backwards without sacrificing their impact, whereas others make no sense when given in reverse order. In the latter case, the students’ ability to express ideas coherently is challenged to the extreme.

Many teachers of consecutive interpreting describe exercises they have developed to encourage students to use imaging as a mnemonic technique. The most obvious way to do this is to choose speeches or texts that describe processes or events that can easily be visualized, as opposed to abstract or philosophical presentations. Another visual aspect of note-taking is the placement of notes on the page. In this regard, Ilg and Lambert (1996) allude to the notion of mind mapping in their discussion of teaching consecutive interpreting, but spoken language interpreters appreciate this technique primarily as a means of emphasizing a pictorial approach to note-taking. Sign language interpreters, who rarely take notes when interpreting, seem to have made more use of mind mapping for encouraging students to develop a greater awareness of the relationship of ideas. Ford (1988) presented a paper on mind mapping at a conference of the Association of Visual Language Interpreters of Canada, and Winston and Monikowski (2000) wrote about what they call “discourse mapping” as a method for training interpreters. Witter-Merithew (2002) has been employing the concept in her teaching for several years.

Much of the practical writing on teaching consecutive interpreting stresses the need to give students practice with authentic oral discourse rather than texts that were meant to be read (Ilg, 1982; Weber, 1984; Gile, 1995). The teachers themselves give speeches designed to illustrate key aspects of consecutive interpreting, or else they invite guest speakers to address topics they want students to become familiar with, and also have students make their own speeches. The latter approach heightens students’ awareness and appreciation of the structure of a good speech, and it gives everyone in the class an opportunity to hear a variety of speaking styles and accents.
References
Note: The bibliography contained in the Ilg and Lambert (1996) article is the most definitive list of works on consecutive interpreting up to 1996. This list contains only the articles cited above, plus works published after 1996.


Lim, H. 2004. “Revisiting the Role of Interpreters.” Conference Interpretation and Translation, 6:2, pp. 81-96.

Interpretation.” The Reflector. A Journal for Sign Language Teachers and Interpreters [University Park, Maryland], 6, pp. 5-9.


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**Attention**

**Korean Language Translators and Interpreters!**

A special interest group has been formed to explore the possibility of establishing a **Korean Language Division** within the American Translators Association. If you are interested, please subscribe to the discussion listserv by sending an e-mail to ata-Korean-subscribe@yahoogroups.com.

Note: You must be an ATA member to belong to any of its divisions.

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Translation editors do just that—edit text that’s already been translated. Besides the obvious i-dotting and t-crossing, a good translation editor will be on the lookout for translation-related errors: poor turns of phrase, awkward prepositions, things that are grammatically correct but just don’t sound right. When the match is good, your editor becomes your second set of eyes and ears, finely tuned to catch the small details that turn an average translation into a terrific one. And because a translation editor’s per-word rate tends to be much lower than typical translation rates, you can focus your energies on what you do best—translating. A good editor can dramatically increase your productivity by allowing you to spend more time actually translating text.

Some translation editors are fluent in the source languages of the translators they work for; some have reading knowledge only, and some are—gasp!—monolingual. What’s most important in an editor is that he or she be an EXCELLENT editor, speaker, and writer of the target language. An excellent translation editor can also help you accept opposite-direction jobs with confidence. One of my clients speaks excellent English, and has lived in the U.S. for many years. But 99% of his translation work was into his native language. Using an English editor has allowed him to translate into English with confidence, and to translate portions of jobs he previously had to subcontract out.

When working with an editor, it’s good to remember some ground rules:

- **Choose what to use.** Editorial suggestions are just that—suggestions. I normally make extensive use of Microsoft Word’s Track Changes features, leaving comments and offering alternate wording suggestions. The translator can then quickly sift through the document, accepting or rejecting my changes. Ultimately, the translator still has control of the final document.

- **Give your editor some background.** Whether the document is a transcript from a trial, pages of lab notes, or the introduction to a botany textbook, let the editor know the context. A good editor will have multiple dictionaries and style guides available; knowing more about what the document is and how it will be used will help him or her use appropriate reference resources.

- **Communicate about deadlines.** Most editors offer quick turnaround as a matter of course. But if you don’t need the text for a week, don’t insist on getting it back in two hours. Being able to juggle deadlines for multiple clients will help keep your editing rates lower and ensure a solid working relationship with your editor.

- **Make time zones work for you.** Using an editor in a different time zone may effectively lengthen your working day; your clients will certainly appreciate your quick turnaround.

- **Translate, don’t polish.** Don’t be afraid to leave the polishing work for your editor to do—that’s what you’re paying for. If you need a word double-checked, or a phrase comes across as funny, highlight it and leave an electronic “note” for the editor. How many more words could you have translated during the hours you were cleaning up formatting and double-checking page numbers?

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I am honored to have participated in the Symposium on Teaching Consecutive Interpreting, held in Portland, Oregon, June 12-14. It was gratifying and exciting to be part of a stimulating and productive interaction between sign and spoken language interpreters.

The idea for this symposium was born at ATA’s 2004 Annual Conference in Toronto, Canada. This was the first ATA conference for Julie Simon, my sign language interpreting colleague from Western Oregon State University, and it was here that she became aware of the great similarities between the work of sign and spoken language interpreters. Consequently, she decided to host a symposium that would offer an environment in which interpreters from both fields could share expertise and knowledge.

The resulting Symposium on Teaching Consecutive Interpreting achieved this purpose, allowing a diverse group of interpreters from signed and spoken language to come together to attend a wide variety of plenary sessions exploring ways of providing relevant training in consecutive interpreting. The presentations given were: History and Overview of Consecutive Interpreting (Carol Patrie); Memory Training (Julie Johnson); Teaching Note-taking (Holly Mikkelson); and Pulling it Together: Enhancing Your Teaching Skills in Consecutive Interpreting (Debra Russell). Sharon Neumann Solow moderated the opening panel discussion, each of the sessions, as well as the wrap-up.

The symposium also drew a wide array of sponsors that included, among others, ATA, the Conference of Interpreter Trainers, DawnSignPress, the National Association of Judiciary Interpreters and Translators, and Western Oregon State University. I think I can safely speak for the other conference attendees in describing the symposium as a landmark event, and I look forward to additional interactions between sign and spoken language interpreters at future symposia.

What follows is a brief synopsis of some of the major points I brought up during the talk I contributed to the symposium. The topics I’ll touch upon include: a description of consecutive interpreting and the settings where it is used; comparisons between simultaneous and consecutive interpreting; Gile’s model of consecutive interpreting; Gile’s Effort Model; and the results of an informal survey on consecutive interpreting.

**Basic Assumptions**

There are many difficult interpreting assignments in the real world that pose significant challenges. One way to improve our students’ overall skills to help them meet real world challenges is to provide sound instruction in consecutive interpreting so that students can learn to use it effectively. I base the following on several basic assumptions which underlie the notions related to the teaching of consecutive interpreting: 1) teachers of consecutive interpreting must be able to interpret consecutively; 2) teachers must understand where consecutive interpreting fits into the curriculum; and 3) teachers must know how to provide and evaluate appropriate practice exercises.

**What is Consecutive Interpreting?**

Consecutive interpretation (CI) is one type of language transfer whereby the interpretation is delivered after the source message has stopped. Holly Mikkelson says: “Consecutive interpreting is a procedure by which the interpreter listens to a message and concurrently reorganizes the information by means of a highly personalized note-taking system that enables him or her to cast off the external linguistic structure of the message and then transfer its essence to another linguistic structure that is intelligible to his or her audience” (Mikkelson, 6). Sometimes interpreters using CI work without notes when the utterances are short. The interpreter has the option of taking notes when it seems necessary and appropriate. For more information on note-taking, see the article by Holly Mikkelson in this issue of the *ATA Chronicle* (page 23).

**Historical Perspective**

Ilg and Lambert (1996) provide a concise introduction to some of the remarkably accomplished interpreters who used and taught CI, but left no written record of their methods or teaching strategies. Most interpreters who worked prior to World War II were self-taught and interpreted in the consecutive mode. Some of these interpreters trained others, who, in turn, went on to write important works that influenced the field. For example, Marie-France Skuncke taught at the still-famous school for interpreters in...
Geneva, Switzerland, the Ecole de Traduction et d’Interprétation, and was one of the interpreters who began her career working at the Nuremberg trials. She also taught Danica Seleskovitch, who would later become an influential teacher in her own right (her works on interpreting are still in use today). “She was one of the first educators to define the need to teach and practice consecutive interpretation prior to simultaneous interpretation, believing it to be the foundation for all accurate interpretation work” (Russell, 35).

Among the interpreters mentioned in the historical review by Ilg and Lambert is Georges Lafrance, who interpreted a full hour-long, uninterrupted speech using CI and “earned more applause for his tour de force than the speaker himself” (Ilg and Lambert, 70). This performance is notable because the interpretation began after the speaker had completed the hour-long presentation.

Consecutive interpreting was commonly used prior to the 1940s in the spoken language interpreting community in Europe and as far back as we have records (Gonzalez et al., 1991). At the time of the Nuremberg trials, it became necessary to shorten the amount of time used for interpretation. It is generally believed that simultaneous interpreting (SI) first began to be used in professional settings during this time. Due to the needs of the court systems in Europe and advances in technology, SI became more widely used than CI after World War II.

In sign language interpreting in North America, CI has had an equally important, but unacknowledged, place in the history of practice and training. A significant body of literature from spoken language interpreting suggests that CI allows for a greater degree of accuracy, provided that interpreters are sufficiently trained in its use. Therefore, if we, as teachers, are aware of the benefits of CI, we will be able to do a better job of teaching it to our students so they will be adequately prepared to enter the profession.

### Consecutive and Simultaneous Compared

Gile (2001: 3) describes the differences between CI and SI by making the following five comparisons:

1. In the production effort, the interpreter can devote more attention to the target language output when using CI rather than SI.
2. Target speech occurs under heavier time pressure in SI. This variable is especially relevant when the source text contains very dense material and the rate of speech is rapid. In the consecutive mode, interpreters can better pace themselves.
3. During CI, the interpreter must decide what to write down and how to write it. The processes associated with note-taking are only found in CI, as this technique is generally not used in SI.
4. The note-taking process and the slowness of writing during CI creates a demand on working memory that does not exist in SI. Learning the specific strategies for note-taking can reduce the cognitive load imposed by this process during CI.
5. Consecutive interpreting requires more long-term memory involvement than the simultaneous mode.

### How often is consecutive interpreting used?

When Seleskovitch (1978) wrote on the topic of CI, she suggested that it was used only about 10% of the time. It should be noted, however, that we really do not have an official way to measure how often CI is actually used.

*In which settings can consecutive interpreting be used?

Consecutive interpreting can be used in medical, legal, escort, diplomatic, and interview settings, or in any setting demanding a high level of precision. It is also occasionally used in conference settings.

*Who should use consecutive interpreting?

Consecutive interpreting can be used by any interpreter who wants to reduce the risk of error, knows how to use this mode effectively, and has sufficiently developed memory and interpretation skills to handle the task.

*Advantages

Consecutive interpreting allows for greater accuracy than SI and enables the interpreter to include more information, such as intonation and pausing. Consecutive interpreting also allows more time for reformulating the message without the pressure of incoming source messages. However, these advantages can be lost if the interpreter’s memory is poor or the text is long. Seleskovitch (1995) says that CI is more reliable than SI for extremely technical discussions.

* Differences Between Sign and Spoken Language Interpretation

The main difference is that signed language CI involves both a spoken and signed mode, while spoken language interpreting only involves a spoken mode. Another difference that has already been mentioned is that note-taking only happens during CI.
Advantages of Learning CI while in Training

Learning CI while still in training allows students to practice separating listening and reformulation without the heavy burden of time constraints usually associated with this task. CI also allows more time to focus on “translating” the message, with special emphasis on attending to the fidelity, linguistic choices, and the reformulation process. In CI there is a more careful focus on the listening component in order to detect any missing information. This increased listening effort leads to a deeper analysis of the message that provides a foundation for a faithful interpretation. Although it may appear at first that CI is more time consuming than SI, it may be more economical in some instances because this process usually allows participants to spend more time planning what to say.

Effort Models

Gile (1995) suggests that since interpreting is fundamentally so difficult, studying models may help the interpreter select and develop effective interpreting strategies. Gile’s model has two basic principles. “Interpretation requires mental energy that is only available in limited supply. Interpretation takes up almost all of this mental energy, and sometimes requires more than is available, at which times performance deteriorates” (Gile, 161). Gile explains that some mental operations are non-automatic and require attention, while automatic operations do not.

Gile’s CI Model: Phase I
Listening Phase: This phase includes the effort directed toward comprehension. Comprehension is a non-automatic process for interpreters. Because it is non-automatic, it is subject to capacity restrictions and saturation.

Production (Note-taking): In this phase of the model, the interpreter creates a written set of notes. The purpose of taking notes is to help the interpreter remember the message.

Short-term Memory Effort: During the interpreting process, working, or short-term, memory and long-term memory are necessary and interact continuously. Both the cognitive operations that deal with short- and long-term memory occur continuously during interpreting and are non-automatic.

Gile’s CI Model: Phase II

In phase two of this model, Gile explains that the interpreter does not have to share processing capacity between varieties of tasks, such as listening, analysis, and note-taking. Capacity requirements for the first stage of the model are greater than those in the second stage of the model. The second phase of the model includes three efforts (Gile 2001: 2).

Note Reading Effort: Some processing capacity (PC) is required to read and decipher one’s own notes. In order to reduce the PC needed to decipher notes, it is important to practice note-taking and reading one’s notes in advance of the CI event.

Long-term Memory Effort: The long-term memory effort allows for retrieving information from long-term memory.

Production Effort: Related to the product of interpretation, this effort refers to producing the message in the target language. In CI, there are two kinds of production. During the first phase, the interpreter listens to the speech and produces notes. In the second phase, he or she produces the target language speech.

Visual Memory: Interpreters often rely on visual memory, either in the arrangement of their notes to reflect aspects of the source message, or by tapping visual memory storage mechanisms to help them sequence the order of events in the speech. This is especially true of sign language interpreters, who receive a signed message via visual mechanisms.

The Uses of Consecutive Interpretation in the Deaf Community

If interpreters are trained to use CI in situations that demand the highest accuracy, then they will have the confidence and skill to use CI appropriately. In general, users of sign language interpreting services have come to expect only SI services. This expectation results from the widespread and nearly exclusive use of SI. “Despite the significant body of literature from spoken language interpreting which suggests that consecutive interpretation allows for a greater degree of accuracy, the predominant practice of American Sign Language/English interpreters is to provide simultaneous interpreting” (Russell, 41). SI often has a detrimentally short processing time. In some settings CI would better serve all participants.

In preparation for the Symposium on Teaching Consecutive Interpreting, I conducted an informal survey of the members of the Conference of Interpreter Trainers (www.cit-asl.org) in order to answer the following questions:

- Is CI being taught in interpreter education programs?
- Do graduates use CI after graduation?
- Do consumers prefer SI or CI?
- Does the use of CI cause consumers to lose confidence in the interpreter?
The results showed that CI is taught in some interpreter training programs, but this training varies from a few weeks to a full course. Current tracking systems did not permit respondents to say with certainty if graduates use CI in the field. The survey had 13 respondents, 9 of whom said that deaf consumers prefer SI and are puzzled by CI, but that consumers can adjust to CI with some time and if the interpreter provides an appropriate explanation. Overall, consumers seemed to be more comfortable with SI, but this doesn’t necessarily indicate an actual preference for SI over CI. This response may just be due to the fact that consumers have become more accustomed to the simultaneous mode. One respondent suggested we need to increase consumer awareness of the benefits of CI and to teach our students how to explain these benefits adequately. There was some concern expressed over the amount of time it would take to carry this out.

Conclusion
As I mentioned earlier, this is only a brief overview of a complex topic. A more detailed paper covering the issues I have outlined here appears in the symposium proceedings. The contents of this article and the paper in the proceedings was excerpted from a larger work I wrote entitled The Effective Interpreting Series: Consecutive Interpreting from English (www.dawnsignpress.com). For a complete description of the symposium, including a summary of each presentation and panel discussion, please see the Conference of Interpreters newsletter, CIT News, Volume 25, Issue 3, July 2005 (www.cit-asl.org).

References


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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; Media; Medical Translation and Interpreting; Science 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 10, 2006. There’s no time like the present!
Healthcare Interpreting Education: Are We Putting the Cart Before the Horse?

By Claudia V. Angelelli

An article in the November/December 2000 ATA Chronicle entitled “Interpreting Pedagogy: A Bridge Long Overdue” (Angelelli, 2000) discussed the relationship between theory, research, and practice. It noted the risks involved in any domain when research and practice are not synchronized, when a field does not turn to research to inform practices, or when practices do not set directions for research to help the field move ahead. It also argued for an interdisciplinary approach for interpreting pedagogy and stated the risks of staying within the confines of a closed circle, wherein a field draws only from the knowledge of its own experts and practitioners, thereby developing new ideas and strategies from within one limited perspective.

In his seminal work in pedagogy, D. Brown claimed that, “by perceiving and internalizing connections between practice (choices made in the classroom) and theory (principles derived from research), teaching is likely to be enlightened [emphasis in the original]” (Brown, 54). This statement can certainly be applied to the teaching of all types of interpreting, since the divorce between research and practice to which Brown alerted us not only occurs in the teaching of healthcare interpreting, but also still occurs to some extent in interpreter education in general. This article aims to continue that discussion, although due to editorial constraints, it will focus specifically on the pedagogy of healthcare interpreting.

Healthcare interpreting (sometimes called medical or community interpreting) has gained significant attention in the U.S. since 1964, when Title VI of the Civil Rights Act established the need for competent interpreters in order to ensure meaningful access to healthcare for patients with limited English proficiency. Such attention, unfortunately, did not center on the availability (or lack thereof) of educational opportunities for those individuals who wish to pursue them. Title VI called for the need of the professionalism of cross-linguistic communicators. During the last decade of the 20th century, medical interpreter organizations (e.g., the California Healthcare Interpreting Association and Massachusetts

“…The focus is not on educating well-rounded interpreters as much as it is on training in specific areas, such as information processing skills or terminology…”

Medical Interpreters Association) were duly constituted and later published codes of ethics (CHIA, 2002; MMIA, 1995). They are currently discussing certification efforts (CHIA, 2005). Once again, in this discussion of professionalism, the issue of education, which is at the basis of any profession, has been overlooked.

Funding agencies have also participated in this discussion by either encouraging and supporting research in the healthcare interpreting field, or by channeling efforts toward professionalization. Two examples of agencies that have supported the issue of linguistic minorities in the healthcare setting are The California Endowment (TCE) and Robert Wood Johnson Foundation (RWJF). TCE has generously supported CHIA for the writing and publishing of the Code of Ethics and Standards of Practice. Additionally, TCE funded dissemination of the CHIA Code through limited professional development opportunities, such as the training programs for healthcare interpreters offered by San Francisco City College and Mount San Antonio College. TCE also organized research symposia at the national level, and it partially funded the development of national standards of practice and a code of ethics that built on previous efforts at the state level. Exploring the link between empirical research in healthcare interpreting (Angelelli, 2001, 2003, and 2004a; Davidson, 2001 and 2002; Meztger, 1999) and assessment, TCE supported the development of the first empirical tests for healthcare interpreting in Cantonese, Hmong, and Spanish (Angelelli, 2003 and 2005), as well as the corresponding reliability studies. In 2001, the RWIF funded Hablamos Juntos, a national initiative to improve patient-provider communication for Latinos in the United States. The national project called for 10 sites to develop affordable models for healthcare organizations to offer language services in Spanish, with a focus in the areas of signage, written, and oral communication. Only one of those projects has directly targeted education (cf. with professional development or “training”) and pedagogy for healthcare interpreting.

As a result of Title VI, government-funded programs for healthcare institutions have been mandated to provide interpreting services to limited-English-speaking patients (Allen, 2000). Additionally, legislation banning the use of children in healthcare institutions (Yee, Diaz, and Spitzer, 2003) and publications denouncing the use of bilingual janitors and untrained interpreters (Allen, 2000; Cambridge, 1999; Marcus, 2003) have fueled the debate on the quality of access to healthcare available
to speakers of non-societal languages in a multilingual society. Quality of access definitely assumes professional healthcare interpreting. As a result, healthcare organizations as well as individuals who want to use their talents to serve the needs of linguistic minorities are grappling with various important questions, including: How does one become a professional healthcare interpreter? Where do individuals who want to serve the needs of linguistic minorities in the healthcare setting get their education? Where can one find professional healthcare interpreters? What makes one a professional healthcare interpreter? Is it simply experience in the field? What is the difference between a gifted bilingual and a professional interpreter? Is it education in the field, or is it just membership in a professional organization? Can passing a test guarantee professionalism? Or is a professional an individual with a degree who can demand higher fees?

Up until the 1990s, healthcare interpreting was perceived as a less prestigious variety of interpreting, practiced mostly by ad hoc interpreters. The fees charged by healthcare interpreters were (and are) significantly lower than those received by conference and court interpreters. Certainly this perception was not linked to the field’s lack of complexity (cf. Angelelli, 2001, 2003, and 2004a; Bolden, 2000; Cambridge, 1999; Davidson, 1998, 2000, and 2001; Kaufert and Putsch, 1997; Metzger, 1999; Prince, 1986; Wadensjö, 1995 and 1998), but perhaps to the fact that the practice lacked standards and was not recognized as an academic field. While there were opportunities for conference and court interpreters to further their education (e.g., Monterey Institute of International Studies and the University of South Carolina at Charleston, respectively), up until recently (see Jacobson: in Kennen, 2005), there was no graduate program (not even an undergraduate one) that would allow students to pursue an education in healthcare interpreting. Consequently, individuals practicing in the medical field could not show evidence of an advanced degree (which generally guarantees higher pay), and therefore the laws of supply and demand ruled.

I have argued elsewhere (Angelelli, 2004a and b) that standards and regulations applicable to one type of interpreting cannot be blindly transferred to others, since there are significant differences among the settings where interpreting is performed. However, there is one element common to all: the need for education. Conference interpreting identified this need in 1953. By the following decade, conference interpreters, who used to consist mostly of graduates of university linguistics programs, had graduated from university interpreting programs in their field (Seleskovitch, 1962). In the U.S., when discussing professionalism and meeting minorities’ linguistic needs, the issue of education, which, as I mentioned earlier, is the basis of any profession, has been almost overlooked.

A characteristic of a profession is the access to a body of knowledge shared by its members. This body of knowledge is constituted by theories and research that, in turn, inform pedagogy. In the interdisciplinary field of healthcare communication, healthcare interpreting falls at the intersection of cross-linguistic/cultural healthcare. Students gain access to this body of

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knowledge through education, since, as noted by Gile (1995), only a few individuals can perform interpreting tasks without education.

At present, most of the courses offered by institutions (e.g., universities, community colleges) or organizations (hospitals, community agencies) devoted to the teaching of interpreters for any setting in the U.S. do not focus as much on the education of the individuals who facilitate communication across cultures as they do on the training of how to interpret. Regardless of the length (from a 40-hour to a one-semester course) or mode (face-to-face, online, via telephone) of instruction, the truth is that courses are limited and, for the most part, of a pragmatic nature. The focus is not on educating well-rounded interpreters as much as it is on training in specific areas, such as information processing skills or terminology. Education is confused with “training.”

But how did this happen? And, most importantly, is there a difference between education and training?

In the early days (immediately after World War II), the education of interpreters was triggered by the need to ensure communication between heads of state or delegates of international organizations. Since the need was urgent, no research preceded implementation and no theory guided the practice. Consequently, many of the curricular decisions were made on the basis of trial and error. The picture is not very different from what we see today. Immigration waves, economic forces, or new legislation result in imminent needs on the part of linguistic minorities who have limited proficiency in the societal language to access healthcare. By definition, linguistic minorities do not share equal or similar socioeconomic status with speakers of the societal language.

Differences between speakers who belong to different speech communities (Angelelli, 2000) result in interactions where power differentials are extremely salient, such as those we observe in bilingual hospital encounters (and court cases, or teacher-parent conferences). Research questions about this practice, its practitioners, and their education, which are essential to guiding pedagogy and to understand the underlying complexities of the interpreted communicative event in a medical setting (Angelelli, 2000; Metzger, 1999; Roy, 1989 and 2000), are deferred to the market need of practitioners.

Logistical questions directed to conducting training take priority over questions that are designed to understand what a well-rounded education of interpreters may look like and how it would account for the differences in settings where interpreters work. For example, as a result of personal experiences and opinions, many courses on healthcare interpreting are limited to the teaching of terminology related to the field. While it would be pointless to argue that terminology is not relevant, it is not sufficient and should definitely not drive the curriculum. A focus on de-contextualized terminology, a bilingual list of terms stripped from the discourse in which it was embedded, may mislead students. Terminology and glossaries derive from ways of speaking in a contextualized setting. They need to be studied in this way and should not constitute the centerpiece of any curriculum. Once again, education gets confused with training.

While education is the act or process of imparting or acquiring general knowledge of a field or particular knowledge or skills for a trade or profession, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for such a profession, training implies practical learning to do, or practice, usually under some type of supervision. Reducing the education of healthcare interpreters (or any type of interpreter for that matter) to training: 1) assumes that their knowledge of the field is sufficient enough for them to contextualize the newly acquired information; and 2) provides a limited opportunity to focus specifically on an objective (e.g., tips on how to use portable equipment). But then again, why could this be a problem?

Let’s imagine the case of specific learners, such as circumstantial or elective bilinguals (Valdés and Figueroa, 1994) who have had experiences in facilitating communication for their friends and family. Existing programs vary significantly in what they offer students, from a quick overview of healthcare interpreting ethics, to medical terminology, to exposure to a few interpreting exercises in the form of scenarios, to a full-fledged graduate program on healthcare interpreting at the master’s degree level. According to Jacobson (in Kennen, 2005:30), “programs available vary widely from 240-plus-hour classes complete with role playing and practicum to six-hour crash courses of dubious value.” If the bilinguals of our example are not provided with a broader education and, instead, only have access to a course on ethics, they probably will exit the course with a good grasp on the behaviors that are considered ethical, but they may still not know how to put their bilingual talents to work for this specific job. They will not have the opportunity to reflect on how language for communication differs from language for work (Angelelli and Degueldré, 2002), nor will they acquire note-taking or active listening strategies, learn about
Healthcare Interpreting Education: Are We Putting the Cart Before the Horse? Continued

anatomy or physiology, or about the ways of speaking to patients and providers. The same would happen if a course only exposes them to medical terminology.

While all of these elements are important, they are only specific pieces of a puzzle, the solution to which may not be as simple as just having access to a master’s program in healthcare interpreting. (Of course, such a program is not only desirable, but would also guarantee the recognition and professionalism of the field, which would definitely materialize into higher fees). Since healthcare interpreters could be “crossovers” from other settings (individuals with academic careers in other areas, such as conference interpreting, nursing, or social work), education for healthcare interpreters needs to be flexible enough to accommodate competent bilingual individuals who may already possess a background in healthcare, interpreting, or other areas of applied linguistics.

With meaningful testing in language proficiency and specific healthcare interpreting skills (similar to the TCE testing project), these individuals could complete graduate coursework in their areas of need to complement the education they already possess. So, for example, students who have completed courses on the skills and strategies of interpreting (e.g., crossing over from conference or court interpreting programs) or coursework in other related fields would benefit from courses on interpersonal relations or social psychology. These subjects would expose interpreting students to the types of interactions in which they will eventually be participating (the contextualization of interpreting). Courses in sociolinguistics and discourse analysis would empower students to problematize meaning and how it gets co-constructed by the parties. Problematizing the co-construction of meaning, rather than teaching students that there is only one meaning which is automatically constructed, would not only groom students to be more analytical and critical, but it would also raise awareness about the crucial role played by interpreters in this construction. Courses in dialectology, the varieties of language, and language register would help students contextualize language use and language users. Courses on issues specific to the healthcare setting in which medical interpreters work (e.g., power imbalance, institutional cultures, protocol, or ethics) would enhance student preparation.

Regardless of whether a student crosses over to healthcare interpreting from a related field or if this is the starting point for his or her education, an individual characterized as a professional in this field needs to have been educated in at least six different areas: 1) information processing; 2) interpersonal; 3) linguistic; 4) professional; 5) setting-specific; and 6) socio-cultural. If an individual only gets some “training,” that person will be holding pieces of the puzzle, but may not be able to solve it. For example, attending short courses may provide students access to terminology or the ethics of the profession, but they may not have time to learn about information processing skills. Longer programs may focus on information processing and linguistic skills (such as active listening or memory, or language enhancement and register), but may not cover the specifics of the medical setting and the interpersonal role of the healthcare interpreter.

Students must become aware of the power they have as interpreters, how to use their skills effectively, and the responsibilities and duties that arise from their charge. For example, healthcare interpreters, like interpreters in general, are co-participants who share responsibility for effective communication (Roy, 2000). This responsibility needs to be made explicit to students. The professional education area informs professionals-to-be on matters such as ethics for the job, testing processes, and the rules and regulations upheld by professional associations. Students need to learn as much as possible about the discourse community they will eventually be working in. This may mean studying anatomy and physiology, understanding a medical interview, as well as mastering the most frequent expressions and terms that occur during a specific speech event (Hymes, 1974) or interview (e.g., a doctor’s consultation with a patient prior to surgery). Finally, at the sociocultural level, healthcare interpreting students need to be aware of the impact that both the institution and society have on the interaction they broker, and to realize its constraints and cultures.

If these six areas discussed above are either present in one program, or are offered as pieces of various programs, we can clearly see how we move from the narrow concept of training to the education of well-rounded professionals who will be respected and compensated as any other professionals with an acquired expertise.

Since this broader conceptualization of education is essential to all providers in the bilingual medical encounter, a word must be said about healthcare providers (HCPs). Since HCPs practice in a multicultural environment, it is essential that they be educated about cross-cultural issues, including how to work effectively
with an interpreter. Therefore the education of HCPs should include aspects of speaking with, to, and through an interpreter. As we look at ways in which HCPs can enhance their education to include the presence of the interpreter as a key player in a bilingual interview, we may also look at course offerings and successful pedagogies in medical schools that could be included in healthcare interpreting programs.

One of the most successful pedagogies in healthcare educational settings is problem-based learning, a pedagogical strategy in which students are confronted with significant, contextualized, real world situations. Students are provided with the resources, the guidance, and instructions to solve the problem. By doing this, they develop both content knowledge and problem-solving skills (Mayo, Donnelly, Nash, and Schwartz, 1993). Students also work together to study the issues of a problem as they strive to create viable solutions. Students also assume greater responsibility for their own learning (Bridges and Hallinger, 1991). In problem-based learning, the information is processed by the students; it is not imparted by faculty (Vernon and Blake, 1993). The instructor’s role remains very important as he encourages student participation, provides appropriate information when needed to keep students on track, avoids negative feedback, and assumes the role of a fellow learner (Aspy et al., 1993).

Problem-based learning can be an important part of the education of interpreters. Although we may argue that in many interpreting courses today students are presented with a problem to solve, in general it is carefully structured and it is confined to the safe environment of the classroom. Oftentimes there is only one (or a very limited number of) right answer(s), and the focus is on solving the problem, not on working through the process. However, real (professional) life problems seldom parallel those discussed in the classroom. They are generally more complex and can be addressed through a variety of approaches. It is equally important that students be guided to reach both the objectives involved in solving the problem and the objectives related to the process. In the field of interpreting studies, many times the discussions on pedagogy characterize some of the skills and strategies that students need to acquire to adequately solve problems they will face on the job. Teachers of interpreting would find that problem-based learning can prove to be a useful tool when conceptualizing curriculum.

In short, this comprehensive education plan would also affect how student interpreters are assessed and certified. Currently, the interpreter certification process for other settings (e.g., the court) measures interpreters’ ability to interpret consecutively and simultaneously and to sight translate. Certification also tests memory and terminology in both languages for which the interpreter is seeking certification. The underlying assumption is that the only skills that are worth testing are linguistic and information processing. Certification procedures should not overlook the fact that interpreting is an interaction (Wadensjö, 1998) as well as a discourse process (Roy, 2000). The interpersonal role of the interpreter needs to be integrated in the assessment of the profession. Issues of alignment, affect, trust, and respect should be present in the certification and assessment of interpreters, rather than simply ignored (Angelelli, 2004a). This broader view of assessment, aligned with integral education, would result in healthcare interpreting professionals who are better prepared to serve the communicative needs of individuals at all levels of society. However, the implementation of a comprehensive assessment program cannot afford to ignore education. It should be firmly rooted in a comprehensive education that would provide student interpreters with opportunities to hone their existing skills.

Conclusion

It is evident that a serious discussion on healthcare interpreting education is long overdue. Confusing education with training will not take us far. The laws of economics are quite clear: it is difficult to imagine professional recognition (and, thus, adequate monetary rewards) without formal education. A profession cannot be characterized as such without an education. Confusing training with education, encouraging interpreters to demand professional fees without offering them access to educational opportunities, or taking a leap to certification without educating for the intricacies of the field may result in putting the cart before the horse. Hopefully we know better.

References


Continued on p.55
Using Reference Resources for Haitian Creole: Some Advice for Translators

By Sharon M. Bell

As part of my doctoral dissertation, I translated from the French Jacques-Stephen Alexis’ Romancéro aux étoiles (Alexis), a collection of nine short stories based on Haitian oral tradition. Alexis was one of Haiti’s foremost novelists and intellectuals at the time of his death in 1961.

Working slowly over a period of years, I recently revised the translation for circulation to publishers. Through this effort, I became familiar with a number of dictionaries and other references for Haitian Creole. As part of my preparation for the original project, I had visited Haiti and spent six weeks studying Haitian Creole. My studies sensitized me to the fact that a number of words, phrases, and expressions in Romancéro aux étoiles that might strike the reader as being highly metaphorical or archaic French are actually Haitian Creole expressions Alexis embedded in his French narrative. The text is rich in Haitian Creole-French cognates, many of which are false. Other terms that might be challenging to the non-creolophone translator are quite specific to Haitian culture (e.g., names of plants and animals, references to customs and beliefs, and references to Haitian history).

The challenges that arose during my translation of this literary text—deciding whether lexical items and even whole phrases were French or Haitian Creole; researching them in both French and Haitian Creole to determine whether they had different meanings in the two languages; weighing how such differences would affect translation choices—might not be the same as those faced by non-literary translators of Haitian Creole. Moreover, the reference needs of an anglophone translator may prove quite different from those of translators who are native speakers of Haitian Creole. Still, with those caveats in mind, I believe that the following strategies for using Haitian Creole dictionaries effectively are applicable to both literary and non-literary translation and to native and non-native speakers of Haitian Creole. Throughout this article, I will also comment on reference works I have used and found to be valuable.

“…It is clear, then, that for one who translates French informed by Haitian Creole, dictionaries of continental French may lead to error, if they are able to provide any information at all…”

Creolized French and the Haitian Literary Tradition

In the case of the translation of Alexis’ Romancéro aux étoiles, the presence of Haitian Creole in the French-language narrative serves a number of purposes. One reason for its presence is the multilingual nature of Haitian society. Carrol Coates asserts that Alexis’ liberal use of Haitian Creole expressions, most of which are not explained in glosses or footnotes, reflects literary practices Haitian writers have used to some degree for generations as they reproduce in writing the oral phenomenon of code-mixing that is common among bilingual speakers (Coates, 277-278; Pompilus [Problème], 66). Pradel Pompilus also observes that the unexpected use of a Haitian Creole word within the framework of a French sentence serves Alexis’ literary style, as it leads to Roman Jakobson’s “thwarted expectation” (Pompilus [Problème], 67; translation mine).

As I have stated elsewhere, Alexis’ use of Haitian Creole expressions, which might prove incomprehensible to the non-initiated reader, creates an intimate text. It assures for his narrative a certain level of comprehension open to creolophone readers alone, even though it is probable that his text’s publication by Editions Gallimard, the prestigious French press, assured that the majority of his readership would reside outside Haiti (Bell, 60; Coates, 278). Thus, there are lexical, cultural, and affective dimensions in the text that will be foreign, and therefore closed, to the non-creolophone reader or translator, if indeed they are recognized at all.

The instances of code-mixed Haitian Creole, then, required skillful translation in keeping with their importance to the text. But before translation choices could be made, before they could be placed into the network of meanings and intertexts generated by the fact of their positioning in a literary text, it was necessary to “unmask” the Haitian Creole and to understand what those words and phrases might signify to an audience of Haitian readers.

French-Haitian Creole False Cognates

Many terms in Alexis’ works look like standard French when they are actually Haitian French terms that, because of the reality of code-mixing, are informed by Haitian Creole forms. This masking can result in inaccurate translations by those who do not recognize this fact. Here are some examples taken from the text:

1. “Août a bu tout le vin des fleurs. Il est saoul comme un mardi-gras” (Alexis, 71).
While Mardi Gras in French and Haitian Creole is the familiar celebration that precedes Lent, in Haitian Creole (as in Haitian French), *an madigra* is either a masked and costumed participant in a Mardi Gras band, or a masked reveler; by extension, it means a clown or fool. Thus: “August has drunk all the flowers’ wine! He’s as drunk as a masked man at Mardi Gras!”

2. “*Juin…vint à la tête de toutes les pluies qui se puissent imaginer: les farines roses*…” (Alexis, 69)

In French, *farine* means flour or meal. While *farin* has the same meaning in Haitian Creole, the incongruity of using either of these words to translate this phrase should alert the translator that a problem exists. As it happens, *farin* also means a drizzle, mist, or light rain in Haitian Creole. Thus: “June…came in leading all the rains imaginable: the pink sprinkles…”

3. “*…votre fiancée était bien trop belle, bien trop musquée et appétissante*…” (Alexis, 27).

In French, *musqué* means “musky” and refers to odor. In Haitian Creole, however, the word forms part of the name of a “variety of good quality banana” (Bryant, 531), and, according to Laroche, refers to touch and texture rather than odor (Laroche, 44). Thus: “Your fiancée was much too beautiful, too silky smooth and appetizing…”

4. (In a characterization of winter)

“*…carrousel des lézards du temps dans les zibeliniers pâles*” (Alexis, 57).

In French, *zibeline* means the sable. Since *zibelinier* is not listed in dictionaries of continental French, it is up to the reader who assumes it is French to figure out what it might be. My first, unfortunate guess was “ermine trap.” But this translation struck me as too bizarre even for Alexis’ highly metaphorical writing. In the Caribbean, however, *le zibelinier* is the carambola tree. I was able to find this and many other names of plants and agricultural products by consulting Pierre-Noël’s multilingual dictionary of Haitian plant names and then confirming what I found in other Haitian Creole dictionaries. Thus: “…carousel of the lizards of time in the pale carambola trees…”

5. “*…Moi, j’étais en pyjama fantaisie*” (Alexis, 229).

In French, the phrase could be taken for a poetic metaphor in keeping with the oneiric theme of “The King of Dreams,” the short story in which it appears. But in Haitian Creole, *fantezi*, when applied to clothes, means one’s ordinary, everyday clothes; *pyjama fantezi*, then, would be one’s everyday pajamas. Thus: “I was wearing ordinary pajamas.”

6. “*…festoyait nuit et jour, donnait audience*…” (Alexis, 33)

This term is a calque from Haitian Creole, where “*bay odyans*” means to tell jokes and stories, hold forth on the day’s events, and otherwise verbally entertain one’s friends, while in French, *donner audience* means to grant someone an audience. Thus: “He…partied day and night, cracked jokes…”

It is clear, then, that for one who translates French informed by Haitian Creole, dictionaries of continental French may lead to error, if they are able to provide any information at all. Fortunately, however, in the 20-odd years since I began working with the translation of Haitian literary texts, the number of dictionaries of Haitian Creole available to translators and researchers has begun to increase exponentially.

Potential Problems in Dictionary Searches

Still, using Haitian Creole dictionaries can pose some problems, one of which arises from the history of Haitian Creole orthography. For much of its history, Haiti had no standardized way of writing Haitian Creole. Most writers of the language simply used self-devised spelling, usually based on the French orthographic system. The use of such spelling can make reading older source texts daunting for anglophones (and also sometimes suggests that Haitian Creole is a kind of broken French). When spelling systems began to be developed, their elaboration provoked a debate between proponents of phonetic spelling, where each graphic symbol has one sound only, and those of etymological spelling, which tends to reflect the French origins of Haitian Creole words.

The McConnell-Laubach orthography, a largely phonetic system based on the International Phonetic Alphabet and devised for literacy work in the Haitian countryside, first appeared in 1941. It was bitterly resented by many Haitian intellectuals, who believed that its phonetic spelling could not fully represent the sounds of Haitian Creole and was, moreover, very difficult to decode for readers educated in French. The ONAAC (or Faulbas-Pressoir) orthography, elaborated by Haitians in the late 1940s by revising the McConnell-Laubach orthography, was better received, as it enabled francophone readers to bridge the gap between reading and writing French and Haitian Creole. This system was used well into the 1980s (although individual writers might still use self-devised systems). In 1979, Haiti’s Institut Pédagogique Nationale (IPN) introduced a revision of the ONAAC orthography that became the official spelling system of the country by government decree (Mason, 2). Nevertheless, even some post-1979 Haitian Creole documents show some
variability in spelling. Marilyn Mason points out that the official system was not followed by everyone without deviation. She observes that in the years following the introduction of the IPN spelling system:

...a number of idiosyncratic and individualistic ‘hybrids’ arose because 1) the orthographic standard could not treat all the issues regarding written language, and 2) native-speaking Haitian kreyòl writers were led to pick and choose between the elements that they preferred of the different spelling systems (Mason, 2).

Thus, source texts may pose difficulties for the reader/translator because of spelling, making terms in a text very difficult to look up. Dictionaries themselves, however, may also pose problems. Faine’s French-Haitian Creole dictionary is an extreme example. Published posthumously in 1974, it was probably compiled over several decades before Faine’s death in 1958. Faine’s etymological orthography, devised before the McConnell-Laubach orthography, is completely idiosyncratic (see the example below).

Another issue is polysemy, that is, when one word has a number of meanings. Even though a word might have several polysemes, smaller dictionaries can sometimes include only a few of the possibilities because of space constraints. This circumstance might explain the fact that definitions for some terms I have found in Haitian Creole dictionaries can vary widely from dictionary to dictionary, and even native speakers do not always agree on definitions.

Dictionaries in Use: A Sample Search

Here is an example of how I searched Haitian Creole dictionaries to understand terms and then verify my findings. The main characters in the first of the nine stories of

<table>
<thead>
<tr>
<th>Table 1: I. Malis</th>
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<tbody>
<tr>
<td><strong>1. Bentolila (Haitian Creole&gt;French; c. 5,000 entries):</strong></td>
</tr>
<tr>
<td>not listed.</td>
</tr>
<tr>
<td><strong>2. Vilsaint (Haitian Creole&gt;English; c. 10,000 entries):</strong></td>
</tr>
<tr>
<td>Malis: not listed</td>
</tr>
<tr>
<td>Ti Malis: folk character (known for his cleverness).</td>
</tr>
<tr>
<td><strong>3. Rincher (Haitian Creole&gt;English and French; c. 17,000 Haitian Creole entries’):</strong></td>
</tr>
<tr>
<td>Malis/mechanize/rankin</td>
</tr>
<tr>
<td>Malisyale/malin/koken/mechan</td>
</tr>
<tr>
<td>Ti Malis/négfo/entelijan</td>
</tr>
<tr>
<td><strong>4. Valdman (Haitian Creole&gt;French and English; c. 10,000 entries):</strong></td>
</tr>
<tr>
<td>Malis: var. of Ti Malis</td>
</tr>
<tr>
<td>Ti Malis: folk character known for his cleverness.</td>
</tr>
<tr>
<td>ti malis: [French] personne rusée</td>
</tr>
<tr>
<td><strong>5. Targète and Urciolo (Haitian Creole&gt;English):</strong></td>
</tr>
<tr>
<td>Malis: not listed</td>
</tr>
<tr>
<td>Malisyòs: deceitful, malevolent, malicious</td>
</tr>
<tr>
<td><strong>6. Freeman and Laguerre (Haitian Creole&gt;English; 57,000 entries):</strong></td>
</tr>
<tr>
<td>Malis: cunning, craftiness, slyness, malice; shrewd or cunning person (see Timalis).</td>
</tr>
<tr>
<td>Timalis, Malis: famous character of Haitian folklore, usually characterized by shrewdness.</td>
</tr>
<tr>
<td><strong>7. Faine (French&gt;Haitian Creole; c.17,000 entries):</strong></td>
</tr>
<tr>
<td>Malice: Tit Malice; malcité (p[our] duplicité, dissimulation). Malice ou Tit Malice est un héros de contes populaires. V. bouchée. (Malice: Ti Malice; malcité [for duplicity, dissimulation]. Malice or Ti Malice is a folk tale hero [Translation mine].)</td>
</tr>
</tbody>
</table>
Romancéro aux étoiles are named Bouqui and Malice. As part of a literary analysis of this tale, I needed to know if the two names had any particular significance in Haitian culture. Tables 1 and 2 present the results of a search for the two names in several dictionaries.

From this search and many others I executed, I have identified some strategies for doing word searches in Haitian Creole dictionaries.

Making the Most of Dictionary Searches
Get all the information you can.

Non-native speakers need all the assistance of an active dictionary (that is, a dictionary designed to enable them to encode into the foreign language), which can provide them with usage labels, field labels, derivatives, synonyms, antonyms, examples of the terms in use, and encyclopedic information. Most of the dictionaries I consulted provided at least one of these features, and a few provided several; none provided them all. Because each dictionary adds a piece to the puzzle, I recommend consulting as many dictionaries as possible when searching for definitions. Taken all together, their various definitions can indicate which equivalents are possible in translation and which are not, and can help the translator understand the sometimes elusive network of lexical fields in which words exist. In the search for “Bouki,” for example, all the dictionaries tell us is that bouki can mean “stupid.” But while some of the definitions imply that this term applies to men only, Targète and Urciolo specify that bouki can be applied to anyone. Most of the entries for malis emphasize cleverness and intelligence, but in

Table 2: Bouki

<p>| | |</p>
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| 1. | Bentolila:  
Bouki (personnage central des contes haïtiens): sot, imbécile |
| 2. | Vilsaint:  
bouki: stupid.  
bouki: folk character (fool). |
| 3. | Rincher:  
Bouki/nègsôt: [English] stupid man [French] homme sot |
| 4. | Valdman:  
Bouki: [French] personnage du folklore haïtien (sot).  
bouki: [French] sot  [English] stupid |
| 5. | Targète et Urciolo:  
Bouki: the name of a legendary, stupid, foolish person in Haitian folklore. Any stupid person can be called “bouki.” |
| 6. | Freeman and Laguerre:  
bouki: stupid; imbecile.  
Bouki: famous character of Haitian folklore, usually representing a fool. Se you nonk Bouki: He’s such an ass/stupid or disagreeable person. |
| 7. | Faine:  
[Bouchée [mouthful]: bouchée, bouquie, gobe, dent plêne. Etymology: The Norman French form of *bouchée* has given us *bouquie*, the legendary hero of Haitian folk tales. He incarnates gullibility, naiveté, stupidity, and greed. But he is also considered an ogre, whence the name “Noque-Bouquie” (CAP [a dialect of the north of Haiti]) (incorrectly pronounced Nonk Bouki [Translation mine]).]
longer entries we see that the extensions of intelligence include shrewdness, slyness, duplicity, and dissimulation and that two other meanings of malis are malice and maliciousness.

**Take advantage of thesaurus-like features.** Dictionaries like Valdman and Rincher, which include definitions for Haitian Creole headwords in two languages, are especially useful to the translator who knows both languages. Being able to see suggested equivalents in two languages helps to clarify the extensions of meaning in each, adding depth to the user’s sense of what the word can mean. Rincher’s inclusion of several synonyms for each headword before he supplies the English and French equivalents also adds to the thesaurus-like usefulness of his dictionary.

**Take context into account.** Whenever possible, dictionary users need to see the defined terms used in example sentences. The size of the dictionary is not, however, an indication of whether or not the user can expect examples. Bentolila, the smallest dictionary surveyed here, uses example sentences in Haitian Creole and translates them into French. Both Valdman and Vilsaint use example sentences in Haitian Creole, but do not translate them—a drawback for the user whose proficiency in Haitian Creole is still limited. Nor do Freeman and Laguerre, authors of the largest dictionary now in print, provide example sentences, explaining that not doing so allowed space for 57,000 headwords. Moreover, they assume a target audience that is in Haiti, or at least, one that has had considerable experience there (Freeman and Laguerre, ix).

**Try more than one search strategy.** Creative search strategies might be necessary to find certain words. For example, as the case of malis illustrates, a knowledge of Haitian culture is sometimes needed to find words that may not be listed in the expected way. Thus, to search for the names Bouki and Malis, which are very specific to Haitian culture, one needs to know that they are characters from folklore and that they are often called Oncle, Tonton, or Nonk Bouki and Ti Malice. (I might add that Faine’s inclusion of Bouki in a discussion of the headword bouchée, probably because of a questionable etymology, is so odd as to be completely unpredictable. On Faine’s etymology, see Pradel Pompilus’ *La Langue Français en Haiti*, 124). Sometimes searching a synonym of the word can yield information. Take the word *plim*, which means a hair from the body, but not the head. In Rincher, when *plim* itself is the headword, it is defined as “feather” and “pen.” But, as seen in the above examples, Rincher lists synonyms of most headwords immediately after them, and *plim*, meaning a hair, is listed as a synonym of *pwèl*, a cognate of French *poil*, which means, among other things, a body hair.

**Try several possible spellings.** A difference in the spelling systems of the source text and the dictionary can affect the dictionary user’s ability to find particular words. For example, Alexis, who devised his own spelling conventions for Haitian Creole, used the word *marodème* in one of the stories included in *Romancéro* (Alexis, 54). I was unable to find this word in any print or online French or Haitian Creole dictionary, even though I did confirm its existence in a study of race and class by Micheline Labelle, who spelled it *marodèm* (Labelle, 124). Nor were native speakers of Haitian Creole able to provide help. I finally found it in Pierre-Noël, spelled *mahodèm* and meaning balsa wood. Armed with that knowledge, I did eventually find the word in Freeman and Laguerre and in Targète and Urciolo. But between them, they listed six different spellings: *mawodèm, mawodèn, mawodenm* (Freeman and Laguerre), *marodèm, mahodenm,* and *marodenm* (Targète and Urciolo).

**Read the front matter.** Almost all the dictionaries surveyed here contain front matter, varying in length and content from a simple introduction and acknowledgements (Vilsaint, for example) to several pages explaining in detail how to use the dictionary. In Bentolila and in the larger dictionaries, the front matter tells the user what spelling conventions are used and, just as importantly, how the entries are alphabetized. Thus, Freeman and Laguerre point out that “[t]he official spelling system permits either wo, wò, won, wou – or ro, rò, ron, rou. However, we have observed the far more frequent practice of using a w in each of these cases” (Freeman and Laguerre, xii).

As for the alphabetical order of the entries, some dictionary compilers consider nasalized vowels and certain accented ones (à, è, ò) to be separate letters of the alphabet, as they represent different sounds than the same letters when they are not followed by n or written with an accent. Their dictionaries list entries that begin with nasalized vowels after all the entries for words beginning with the same vowels non-nasalized—for example, in Bentolila, the word *an* follows *Ayiti*. Similarly, headwords beginning with accented vowels follow those with unaccented ones. Thus, in Valdman’s dictionary, the word *è* follows *Ezili*, the word *en* follows *ô*.
veying, etc. The same system is used to alphabetize words where nasalized or accented vowels fall within word boundaries. But other compilers feel that this system is unduly difficult for users, so they use standard alphabetical order (Freeman and Laguerre, xii)—thus, in Vilsaint, for example, words and phrases beginning with an follow amwenske, and anyen precedes ap, etc.

Another important feature of front matter is its explanation of how to find phrases and idioms. Yet another is the dictionary compiler’s explanation of sound-to-writing correspondence, as sounding out a word and then looking it up by its sound rather than its spelling may sometimes prove fruitful when an obsolete or idiosyncratic orthography is used in the source text. Thus, it is imperative that a user read the front matter for instructions on how to use the dictionary.

Don’t blindly trust any dictionary.
Be aware that dictionaries are not error-free, which is another reason to check definitions in more than one source. Sometimes inaccuracies arise with the translation of entries from Haitian Creole into English or French. Thus, for example, the word chabin is correctly defined in Targète and Urciolo as “Creole girl, light skin with green or blue eyes.” Also: chabin dore.” Yet Rincher defines it as follows:

Chabindore/famn albinos
[English] Albino
[French] Albinos

Check and double-check. Yet again, check your findings in more than one place. Besides dictionaries, other resources written about Haitian Creole or Haitian culture can provide useful information as well. At a time when Haitian Creole dictionaries were still rare and limited in scope, translators learned that studies of the language itself (Comhaire-Sylvain; Pompilus) and glossaries included with such studies (Hall), as well as anthropological writing (Métraux; Herskovits; Hyppolite; Courlander), histories (Heinl and Heinl), Haitian fiction in translation, and even some travelers’ accounts (Cave), could confirm the meanings of some terms, explain terms, or at least confirm that more than one meaning was possible.

Today, the Internet can also be a source of parallel texts, where words from a given source text can often be found in context. For example, the websites of nurseries, woodcrafters, and environmentalists have helped me verify the English names of trees, fruits, and birds found in French or Haitian Creole in my source text. Some of these sites provided the Latin names of plants or animals, enabling me to verify what I found in more than one reference source. Other similar sites, which sold tropical plants or woods on the international market, named their products in several languages.

Finally, native speakers of Haitian Creole can be a rich source of information about definitions, spelling, culture, and other matters, and, in my experience, have been very willing to provide such assistance.

Notes
1. Albert Valdman gives the example of a Haitian Creole word that means “large.” A phonetically based writing system might represent the word as gwo, as it is typically pronounced, while an etymological system might write it as gro, showing its relationship to its French cognate, gros.

2. Another of their concerns grew out of the assumption that the ultimate goal of alphabetization in Haitian Creole was to permit the newly literate to proceed to learn to read and write French. A spelling system too far removed from that of French was felt to be useless for that purpose.

3. Rincher’s dictionary has three sections: Haitian Creole, English, and French. Each section has headwords in its respective language. After each of the estimated 17,000 Haitian Creole headwords, an average of three synonyms are listed. If these are also counted, it boosts the headword count to over 50,000.

4. Two other reference works, Prophète Joseph’s Dictionnaire des synoymes de la langue haïtienne and Emmanuel Védrine’s Dictionary of Haitian Creole Verbs: With Phrases and Idioms, should prove immensely useful in helping users to see words in the context of their lexical fields. However, I was not able to examine either dictionary as I prepared the present article.

5. In a second volume, Valdman provides an English and a French index to the Haitian Creole headwords. Each index is a glossary in itself, but refers the reader back to the main dictionary for a more detailed definition. Rincher’s dictionary has three different sections of headwords: Haitian Creole, French, and English. In each section, the headwords are defined in the other two languages.

6. Valdman explains that, regrettably, his team was not able to supply translations because of time pressures and space limitations, and expresses the hope that future editions of the Haitian Creole-English-French Dictionary will be
able to include them (viii). While size may also have been a consideration for Vilsaint, his target audience may well be native speakers of Haitian Creole.

7. This is the precise definition that was provided to me by a native speaker of Haitian Creole before I consulted Targète and Urciolo.

8. This list of sources does not pretend to be complete; nor are any guarantees as to the quality of their information implied. They are simply sources I was able to obtain early in my project that provided some lexical solutions at a time when dictionaries of Haitian Creole were quite difficult to obtain outside of Haiti, and the Internet was still a gleam in its parents’ eyes.

References

Dictionaries


Other Sources


University of California Press.


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Dictionary Reviews  Compiled by Boris Silversteyn

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Vera Pyle’s Current Medical Terminology
Publisher:
Health Professions Institute: Modesto, California
Publication date:
2005 (10th edition)
ISBN:
0-934385-82-3
Price:
$41.95
Available from:
InTrans Book Service (http://intransbooks.com)
Softcover (907 pages, plus 30 pages of introductory material)

Reviewed by:
Sharlee Merner Bradley

If you benefitted from Rafael Rivera’s “Glossarium” in the Summer 2005 issue of ATA’s Medical Division’s journal Caduceus, you will surely find a treasure trove in Vera Pyle’s Current Medical Terminology. Although principally written for medical transcriptionists, and secondarily for court reporters, health information professionals, legal secretaries, and nurses, medical translators (and possibly interpreters) will find this updated (2005) tenth edition to be a valuable reference. Since it is revised every two years, its material will help translators dealing with contemporary texts, especially doctors’ reports in English.

The greatest contribution the book makes is perhaps the definitions, which are brief, clear, and written for the layman, not the doctor (who has presumably dictated the term or acronym). A medical translator is surely a layman in the majority of cases, a physician-translator being a highly desired but relatively rare bird.

This wonderful volume comes with several pages of fascinating introductory matter. Attracting newcomers, the biography of the late Vera Pyle, originator and lifeblood of the glossary, is entitled “Savoring Vera Pyle.” Her accomplishments recall those of Edie Schwager, who, since 1978, has published a column in the American Medical Writer’s Association Journal called “Dear Edie” that contains queries and discussions of “issues both subtle and relevant to the professions of writing and editing.” Edie is revered as the last word on medical usage and abuse.

With the discovery of Vera Pyle, another great resource can be added to a translator’s armory. Here, the research required for an Internet search has already been done. Other sources of terms and their spelling and definitions include catalogs from medical instrument manufacturers, informants in the medical professions and allied industries, medical dictations by physicians, transcriptionist inquiries, medical and research journals, to give a few examples.

Here are some excerpts to give the flavor of the definitions and comments.

1. **Mirroring**—a phenomenon in which one extremity cannot move without the other moving in an identical manner.

2. **Plafond**—the undersurface of a plateau, as in tibial plafond.

3. **Scalloping of vertebrae** (Radiol)—sometimes seen on the x-rays of patients with sickle cell anemia.

4. **Snuffles**—not a mispronunciation of *sniffles*, but actually a medical term for a hemorrhagic nasal discharge, generally associated with congenital syphilis in infants. [original italics]

5. **Synovial frost** (Ortho). [Note: no definition; the term is included for spelling]

In addition to such simple entries, there are a number of quick-reference lists. In the list of grafts we can see how carefully capitalization is indicated. *Dermagraft*, for example, is capitalized, implying that it is a trade name and not just a skin graft. *Cotton cartilage* is capitalized since the term is eponymous, but *mitral valve homograft* is not. Other convenient lists are found under *bandage*, *device*, *disease*, *MRI terms*, *operation*, *pathogen*, *syndrome*, and *test*.

Medical jargon and slang found in medical transcriptions is also explained here. Here are some cute examples:

- **beetle** or “bee-toll”—phonetic for BTL (bilateral tubal ligation). Usage: “G3, P3, status post VBAC and beetle,” or “beetle for contraception.”
- **gents**—slang for *gentamicins*
- **banana bag**—a detox “cocktail” administered via intravenous tube to alcoholics. The solution contains thiamine, dextrose, and vitamins, the latter of which give it a yellow banana-like tint.

Who said medical translation was boring? Just look in “the silver bullet.”

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Dictionary Reviews Continued

Elsevier’s Dictionary of Containers and Dangerous Goods
Terms in English–French–Spanish

Author:  
L. J. Zilberberg

Publisher:  
Elsevier B. V.

Publication date:  
2004 (first edition)

Number of pages:  
581

Number of entries:  
6,673

ISBN:  
0-444-51485-6

Price:  
$175 (hardcover)

Available from:  
Elsevier B.V.

Reviewed by:  
Eduardo Hermosilla

With the advent of containerization, the world has seen an immense influx of new words coming into use in the field of goods transportation. Having been born and raised in a major seaport in Chile, I became familiar at an early age with maritime terms that are completely foreign to people not in constant contact with maritime transport vocabulary. Anyway, some years ago when I began the translation of a temperature control system for containers and its impact on merchandise marketing, I was distressed to find that many of the terms now familiar to me in English were not readily available in any Spanish dictionary. Thanks to the Internet, and my many contacts in South America, I was able to meet the challenge, but I wish now that this dictionary had been available at that time, as it would have saved me many hours of research, looking for terms like container lashing systems, container packing, containerized freight, among others.

This approximately 600-page dictionary is divided into the following sections, where it ambitiously tries to cover not only container terminology, but also associated fields like medical terminology related to dangerous materials.

1. Containers and dangerous goods.

This section contains approximately 5,800 entries, rich on container and safety information related to the transport of dangerous goods, in English, French, and Spanish, and represents half of the 600-page volume. This section is quite complete with only minimum examples of words commonly appearing in other standard electromechanical technical dictionaries. You will find words such as: “boxship” or “containership” (buque portacuentenedor; navire porte-conteneurs); containerization (conteneurisation; contenedorización); “reefer container” (contenedor frigorifique; contenedor frigorífico or, as it is sometimes referred to, conteneur frigo); “supply chain” (cadena logística; chaîne logistique); TEU (équivalent vingt pieds, or EVP in French; unidad equivalente al contenedor de 20 pies, or TEU, in Spanish); and many other terms that would be difficult to find in standard technical dictionaries.

Unfortunately, you will also find strange terms such as “pantalán de carga” for loading pier (where “muelle,” “malecón,” or “espigón de carga” would have been better choices), or “altura de obra muerta” for air draught (while “tiro” or “corriente de aire” would have been more appropriate). There are errors like “visual localización,” for locating by sight (it should have been “localización visual”), and “point de combustion,” for fire point, in the Spanish section (probably a typesetting error as this is the French version). There are also orthographical mistakes such as “órigen” (should be origen) and terminología (terminología). Furthermore, the Spanish section could benefit from more terms from Latin America. For example, besides “buque tanque” for tankers, the terms “buque cisterna” and “buque petrolero” (oil tanker) are also used. A “buque mineralero” (ore carrier) is also referred to as a “buque metalero”; a warehouse is not only “almacén, depósito,” but a “bodega.” The dictionary uses the word “puesto” in Spanish for any kind of berth (puesto de amarre, puesto de atraque, etc.), while the word “sitio” (as in “sitio de atraque,” “sitio de carga”) is also widely used.

2. Medical terminology.

The list of medical terms normally used in material safety data sheets is not only quite short, but this information is readily available in other dictionaries. This section has a few errors, particularly in Spanish: “terminología medical” for medical terminology (should be “terminología medical”).
medical”); “toxicidad aguda en caso de contacto con la piel” (acutemoder toxicity) could be better expressed as “toxicidad cutánea aguda”; “exposición aguada” (acute exposure) should be “exposición aguda,” not “aguada,” which actually means watered down. Pupils (eye) in Spanish is “pupilas,” not “pupillas” (this appears in several places).

3. Acronyms and organizations. The list of acronyms and organizations is very practical, the latter representing the names of major international organizations involved in the transport of goods, such as FIATA (Federación Internacional de Asociaciones de Expedidores de Carga), OMI, and several others. I must point out that the listing for the abbreviation LAM is incorrect. The dictionary says it stands for Latina America, but it should be América Latina or Latinoamérica. I would like to see many other abbreviations that are used internationally in the shipping field, such as FAS (Franco al costado de la nave), CIF (Costo, seguro y flete), and FOB (Franco a bordo).


5. Appendices. The dictionary concludes with several appendices listing such items as IRPTC (International Register of Potentially Toxic Chemicals) terms, environment and health hazard parameters, the names of chemical data banks, codes and regulations, conventions, guidelines, ship’s documents and certificates, and the segregation of dangerous goods in transport by sea.

In summary, due to the special vocabulary used in the containerization field, this dictionary could be quite useful not only to translation professionals, but to personnel involved in international trade (freight forwarders, customs officials, etc.) and in the international transport of goods (shipping agents, etc.), especially for those shipping chemical products. Finally, as I pointed out earlier, the Spanish section could benefit from the inclusion of more terms used in Latin America, particularly in major maritime countries like Argentina, Chile, Mexico, and Panama.

Eduardo Hermosilla has been a senior editor at Accurapid Translation Services, Inc. since 1995. His technical and managerial career covers 25 years of experience in microelectronics manufacturing and testing with IBM, including a three-year assignment in Germany. He translates and edits technical and scientific reports and manuals, software packages, and financial reports. Contact: ehermosilla@accurapid.com.

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New Queries

(E-F 11-05/1) The words in bold print were the problem for this English-to-French translator: In the case of a partial termination or cancellation, an upward price adjustment for quantities remaining after the termination to reflect the appropriate quantity-price break difference. Her question was whether or not this text is talking about the fact that economies of scale are no longer realized if the quantity is reduced, and if they need to reflect that in the case of cancellation.

(E-R 11-05/2) This one, provided by a ProZ user, might be tough. It is a positive or negative turning handle mounted on a metal lathe. The text states that if these are located at the neutral (middle) position, power feed will stop (except the high-speed feed). How do you convey the terms for this piece of hardware into Russian?

(F-E 11-05/3) In a job description for a human resource manager, a Lantra-L user discovered that the duties included making sure applicants have the necessary training for the job at hand. One of the means for doing this is to conduct "evaluations à chaud et à froid." What does this mean?

(F-E 11-05/4) This query has to do with the medical field, but no further details can be obtained. As asked by a ProZ member, the term in question is "une pepinière d’entreprises." What is it? Chinese Mandarin is the target language.

(G-E 11-05/5) A Lantra-L user found a list of car specifications in a marketing report. The document included the following phrase, unfortunately embedded in a context-poor list: "bestes Leistungsgewicht im Wettbewerbsumfeld bei der NWB (Positionierungsaggregate)." What does the last word mean?

(G-E 11-05/6) Here’s a cluster of terms in German for which English is wanted, and they all relate to the sport of hunting.

(6.a) "In der Regie jagd der Oberförsterei Krausnick kamen im letzten Jagdjahr 501 Stücke Schalenwild zur Strecke."

(6.b) "Zum Einsatz kommen überwiegend einge jagte deutsche Wachtelhunde mit großer Erfahrung an Schwarzwild."

(6.c) "Das Stechen der Waffen ist bei der Drück jagd untersagt!"

(6.d) "Nach der Jagd bitte Anschlüsse für die Nachsuchen verbrechen und eine Meldung an den Jagdführer."

(6.e) "Wild bergen, Kontrollsuchen durch die Hundeführer, sammeln auf dem Streckenplatz, Schüsseltreiben." Good English, please, for all the items in bold print.

(I-G 11-05/7) The terms "scarpe da passeggio uomo" and "scarpe da passeggio donna" appeared in a list of export statistics related to the area of textiles, clothing, and shoes. To provide at least a little more context, some additional items in the list were "stivali, scarponcini, sandali." English is acceptable as a response for this ProZ query.

(Lt-E 11-05/8) Welcome aboard to Latvian, which has not appeared in this column since at least April 1993, when I assumed editorship. The term, taken from the area of law, patents, and real estate, is "nostiprinajuma līgums," and here’s some more context that was supplied by the ProZ user posting this query: "... jājiesniedz notariāli apstiprināts nostiprinājuma līgums" pirmās hipotēkas reģistrēšanai bankas labā." Who wants to try it?

(Po-E 11-05/9) A Lantra member stumbled over “PKN Orlen” in a request by an individual to have his file declassified. Here is the context: "Wcześniej prezydium komisji śledczej ds. PKN Orlen zadecydowało, że nie wystąpi do IPN z wnioskiem o odtajnienie teczki premiera. Nalegał na to XXXXXX XXXXXX z LPR po tym, jak do prasy przedostaly się informacje, jakoby w latach 80. Belka podpisał instrukcje, w której znalazły się m. in. hasła do nawiązania kontaktu z polskim wywiadem w USA." Who can shed light on the term in bold print?

(R-E 11-05/10) Here’s an abbreviation that puzzled a Lantra-L member. The overall phrase was: В случае если результаты работ используются ОИС, права на которые принадлежат Исполнителю, Исполнитель обязан представить об этом в известность заказчика. What to make of the bold-print abbreviation?

(Sp-F 11-05/11) “Laboratorio gestor” was a stumper for a ProZ member. English may be substituted for the originally-sought-for French. The context medical sentence: "Para cada bolsa de concentrado de hematieos los hospitales abonan al lab-
oratorio gestor 94 euros.” What is it?

Replies to Old Queries

(E-H 1-05/1) (vice president for financial affairs): Gila Blits believes that David Goldman’s assertion about “nasi” and “sgan nasi” (found on page 58 of the June issue) is half right. These days, says Gila, the top person in a large corporation in Israel is sometimes styled President and CEO on the English side of his business card, even if he is only a “mankal” in Hebrew. The latter word literally means general manager, but no self-respecting “mankal” wants to be known as anything other than the CEO. Whenever Gila sees “samankal kesafim,” yet another acronym in Hebrew, which literally means deputy general manager for financial affairs, she always translates it as CFO, and the clients are satisfied with it.

(G-E 9-05/7) (Bündelpfeiler): According to Maria Snyder, this architectural feature is best rendered as clustered pier or compound pier.

(G-E 9-05/8) (Bremsenknurpse): John Kinory consulted an experienced automotive engineer who assured him that this, in U.S. English, is called brake clutch, a sound generated by interaction during braking with the drive shaft when a driver downshfits as he or she applies the brakes.

(G-I 6-05/7) (Brötchenhalterung): Anette Gralla explains that this is a rack which is integrated into a toaster, or else mounted on top and then propped up, as a device to warm rolls and other items that don’t fit into normal toaster slots. In English, it would be a rack for rolls. Anette went into a store in Wetzlar and found other English translations for it with different brands: bun warmer, bread roll warmer, roll attachment, toasting attachment, and even integrated bun warmer. Not a speaker of Italian, Anette can’t help with the intended target-language rendering.

(G-E 8-05/5) (Schweinemett): This, says Ann Marie Ackermann, who lives in Germany, is pork tartar, as opposed to beefsteak tartar. It consists of raw pork hamburger seasoned with herbs, salt, and onions. Under German law, it must not consist of more than 35% fat. It is used to stuff the German sausage called “Mettwurst,” as well as (combined with spinach) the Schwabian version of ravioli, “Maultaschen.” Gee, that sounds like an authoritative answer!

(Hu-E 9-05/5) (sávos ütemterv szerint dolgozunk): Denes Marton corrected the spelling on this one, and replies that it means something like they work according to a graduated schedule. He is no expert in power generation, but hopes that this is meaningful for someone who is.

The second phrase, which Denes also corrected, really reads “hálós védőelem.” This fragment is in accusative, the root being “hálós védőelem.” The meaning is something like network protecting element or possibly protecting device with grid. It is hard to tell when there is no context provided.

(I-E 9-05/11) (Ufficio Tavolare): A lot of interesting cultural history goes into the answer to this one, kindly supplied by Franco Zearo. It seems that in 1919 Italy annexed some provinces in its northeast from the former Austrian Empire. These areas had a property-based cadastral system called the Tabular System (“Ufficio Tavolare,” Tabular Office). This method contrasted with a system of property registers (“Conservatoria dei Registri Immobiliari”) used in the rest of Italy based on personal data. The Italian government decided to keep the former Austrian system in place. Franco suggests that “Ufficio Tavolare” be kept as is in Italian in any translation in order to reflect this unique cultural feature and prevent it from being confused with the method used in the rest of the country.

(Sp-E 7-05/11) (Rico Vaclión): Part of a cha-cha tune, the latter word did not have a fully definitive descriptive translation until Franco Gamero responded. Franco is a man who listened to, danced to, and was aware of the environment and spirit of this particular 1955 song (see page 45 of the July 2005 issue): “Cha cha cha, iqué rico Cha cha cha! Vaclón, iqué rico Vaclón! A la rubia hay que darle un besito, a la negra, un tremendo apetén, - - - - - - pero todas gozan del Cha cha cha.” The rhythmically compatible word “Vaclón” can be literally translated as hesitation. It can mean a break in the step, which is one of the characteristics of the cha-cha. It also is the slang term for a dance party. And thirdly, in Peru, it insultingly refers to a non-serious relationship. So, an attempt to translate the word into English would face difficulties, since it would have to have the same triple-syllable rhythm as “Cha cha cha” and would have to take into account which of the above meanings was paramount. Franco does not even attempt to provide the English!

Thanks to all who provided material for calendar year 2005. Half of the first decade of the new century is over, just think of it!
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, 1409 E. Gaylord Street, Mt. Pleasant, MI 48858-3626. 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.

Limericks II

Last month I printed Arthur Graham's set of 1,024 macaronic lyrics in four different languages. This month, I print my own much more limited efforts in the genre. (See below.)

It’s really a very old story: translators deprived of their glory. If they’re bad, that’s expected. If good, they’re rejected because traduttor’ traditore!

You don’t have to be a Cassandra to predict that a double entendre will scandalize some. To translate or keep mum is the question translators must ponder.

It’s truly beyond comprehension that translators don’t receive mention when their work is successful; those making a mess ’ll be given the closest attention.

The Victorian translator Fiske censored lewdness with three * * *, thus alerting the reader–er to pay careful heed to the smut and exclaim “Tsk tsk tsk!”

False cognates, the translator’s bane, drive some in our business insane! Beware solecisms with French idiotismes, German gifts, and the actual Spain.

When translator Sam from Sri Lanka tried to kiss sweet Cancunian Bianca, he knew just what to do, for he quickly got through to the girl with adept lingua franca.

Is everything truly translatable? Some say yes, some say no. It’s debatable. But strict logic dictates that what one mind creates is translatable if it is statable.

To add to the number of impossible-to-translate texts with repeated word strings, Celia Bohannon submitted this sentence learned by her son in his elementary school German class: “Wenn Fliegen hinter Fliegen fliegen, fliegen Fliegen Fliegen nach. [When flies fly behind flies, flies fly after flies.]” To “translate” it into English, Ronnie Apter and I came up with: “Should fly spy spy fly, fly, fly, fly high!”

Two New ATA Divisions Coming Soon?

Join your colleagues to discuss the establishment of an ATA Financial Division and an ATA Legal Division.

If you would like to register your interest, please e-mail Mary David at ATA Headquarters (financial@atanet.org and/or legal@atanet.org).


Don’t deposit it—report it!

Report fake check scams to the National Fraud Information Center/Internet Fraud Watch, a service of the nonprofit National Consumers League, at www.fraud.org or (800) 876-7060. That information will be transmitted to the appropriate law enforcement agencies.
ATA Certification Exam Information

Upcoming Exams

There will be many more exam sittings scheduled for 2006, but these are the only sites confirmed at this time.

<table>
<thead>
<tr>
<th>Location</th>
<th>City</th>
<th>Date</th>
<th>Registration Deadline</th>
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<tbody>
<tr>
<td>California</td>
<td>San Francisco</td>
<td>April 15, 2006</td>
<td>March 31, 2006</td>
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<tr>
<td>Nicaragua</td>
<td>Managua</td>
<td>March 4, 2006</td>
<td>February 17, 2006</td>
</tr>
<tr>
<td>Uruguay</td>
<td>Montevideo</td>
<td>January 4, 2006</td>
<td>December 16, 2005</td>
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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.

New Certified Members

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Candidate Name</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>English into Chinese</td>
<td>Michael Yu Zhu</td>
<td>Fremont, CA</td>
</tr>
<tr>
<td>English into Russian</td>
<td>Elina Tsidrin</td>
<td>Hercules, CA</td>
</tr>
<tr>
<td>English into Finnish</td>
<td>Tapani J. Ronni</td>
<td>Arlington, MA</td>
</tr>
<tr>
<td>English into Portuguese</td>
<td>Eliana Serikako</td>
<td>Sao Paulo, Brazil</td>
</tr>
<tr>
<td>English into Italian</td>
<td>Teresa M. Gomez</td>
<td>Genova, Italy</td>
</tr>
<tr>
<td>English into Spanish</td>
<td>Maria T. Arias</td>
<td>Buenos Aires, Argentina</td>
</tr>
<tr>
<td>English into Russian</td>
<td>Alejandra A. Vucetich</td>
<td>Buenos Aires, Argentina</td>
</tr>
<tr>
<td>English into Portuguese</td>
<td>Andrew A. Hammel</td>
<td>Houston, TX</td>
</tr>
<tr>
<td>English into Spanish</td>
<td>Darrell J. Ledger</td>
<td>Brownsville, TX</td>
</tr>
<tr>
<td>English into Russian</td>
<td>Kathy A. Ogle</td>
<td>Washington, DC</td>
</tr>
<tr>
<td>Japanese into English</td>
<td>George F. Leslie, Jr.</td>
<td>San Jose, CA</td>
</tr>
<tr>
<td>Spanish into English</td>
<td>Diana A. Sherer</td>
<td>Placerville, CA</td>
</tr>
</tbody>
</table>

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The Active Membership Review Committee is pleased to grant active member status to:

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginia Anderson</td>
<td>Beaverton, OR</td>
</tr>
<tr>
<td>Enrica J. Ardemagni</td>
<td>Indianapolis, IN</td>
</tr>
<tr>
<td>Michael W. Collins</td>
<td>Chapel Hill, NC</td>
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<td>Vicki C. Santamaria</td>
<td>Longmont, CO</td>
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<tr>
<td>Mina Seat</td>
<td>Silver Spring, MD</td>
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<td>Ted R. Wozniak</td>
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Lexus-Nexis/Martindale-Hubbell Law Directory
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SDL International
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Association of Language Companies
www.alcus.org

LTC - The Language Technology Center
www.langtech.co.uk

Sinometrics
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CLS Communication, Inc.
www.cls-communication.com

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Graduate School of Translation and Interpretation
www.miis.edu/gsti-about-dean.html

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www.teletalk.com

Idem Translations, Inc.
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Multicorpora R&D
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Terminotix Inc.
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MultiLing Corporation
www.multiling.com

Translation.net
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MultiLingual Computing, Inc.
www.multilingual.com

Translation Bureau/Bureau de la traduction
www.termium.com

Idem Translations, Inc.
www.idemtranslations.com

National Center for Interpretation,
University of Arizona
nci.arizona.edu

Translation.net
www.translation.net

NetworkOmni Multilingual Communications
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InTrans Book Service
www.intransbooks.com

TransPerfect Translations
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TripleInk
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Defense Language Institute,
Foreign Language Center
www.dllf.edu

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www.state.gov

Dunwoody Press
www.dunwoodypress.com

WordFinder Software International
www.wordfinder.com

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www.dlc-usa.com

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<tr>
<th>ATA Chapters</th>
<th>Affiliated Groups</th>
<th>Other Groups</th>
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<tr>
<td><strong>ATA Chapters</strong></td>
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<td><strong>American Literary Translators Association (ALTA)</strong></td>
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<td>Association of Language Companies (ALC)</td>
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<td><strong>ATA Members Website Development</strong></td>
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<tr>
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<td><a href="mailto:jcalleman@aol.com">jcalleman@aol.com</a></td>
<td><strong>Two Rad Technologies</strong></td>
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<td><strong><a href="http://www.atanet.org/radtown">www.atanet.org/radtown</a></strong></td>
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