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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 2,500 words. Articles containing graphics or words or phrases in non-European writing systems (e.g., Japanese, Arabic) should be submitted as a PDF file or mailed.
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 short author biography (three sentences maximum). If you wish to include your photo (color or B/W), please e-mail it as a JPEG or TIF file. Do not mail irreplaceable photos.
6. E-mail submissions (Word or PDF files) to Jeff Sanfacon at jeff@atanet.org.
7. All articles are subject to editing for grammar, style, punctuation, and space limitations.
8. 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: 750-2,500 words; Column: 400-1,000 words
(See The ATA Chronicle editorial policy—under Chronicle—at www.atanet.org)

An Easy Reference To ATA Member Benefits

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Guide to ATA
Continuing Education Points
See page 55 or visit www.atanet.org (click on certification)
About Our Authors...

Angie Carrera is the language access coordinator for Fairfax County in Virginia. She oversees and monitors organization-wide language initiatives, provides guidance, information, and resources to agencies serving limited-English-proficient customers, and conducts ongoing assessments of language challenges and the use of current resources by county employees. Contact: angie.carrera@fairfaxcounty.gov.

Lillian Clementi is a partner in LinguaLegal, a translation consultancy based in Arlington, Virginia. She translates from French and German into English and specializes in law and commerce. She serves on ATA's Public Relations Committee. Contact: lillian@lingualegal.com.

Frank Dietz, Ph.D., is an ATA-certified English-German translator living in Austin, Texas. He specializes in technical translation and software localization, particularly of computer and video games. His website at www.frankdietz.com contains a glossary page with links to over 2,500 online glossaries. He is currently working on a search engine optimization of the site www.lovebeadsunlimited.com, which is where most of his Internet search engine optimization experiences come from. Contact: mail@frankdietz.com.

Nicholas Hartmann earned a B.A. and M.A. in classics at Brown University and a Ph.D. in classical archaeology at the University of Pennsylvania. He began working full-time as an independent technical and scientific translator in 1984, and now specializes in translating patents and related documents for attorneys and corporate clients in the U.S. and Europe. He has served ATA as director and secretary, administrator of the Science and Technology Division, chair of the Client Education Committee and the Science and Technology Information Committee, and co-chair of the Business Practices Education Committee. He has also been a member of ATA's Terminology Committee and The ATA Chronicle Editorial Board. He holds ATA certification in French-English, German-English, and Italian-English. Contact: nh@nhartmann.com.

Ettien Koffi served as a translation consultant in West Africa. He is currently a professor of linguistics and French at St. Cloud State University in St. Cloud, Minnesota, and an adjunct professor of translation in the translation and interpretation program at the University of Minnesota. He has a Ph.D. in linguistics. Contact: enkoffi@hotmail.com or enkoffi@stcloudstate.edu.

Heidimarie Nelson is a native of Braunschweig, Germany, and holds a diploma in business administration/foreign languages from a private business school in Hannover, Germany. She has lived in the U.S. and worked as a freelance translator/editor for about 10 years. She is an ATA-certified English-German translator. Contact: heidemarienelson@sbcglobal.net.

Carolyn Quintero is an ATA-certified Spanish-English translator who also does interpreting. She is the president of Inter Lingua, Inc., a translating company in Tulsa, Oklahoma. The daughter of an Oklahoma oil driller and 15-year resident of Venezuela, she has been translating in the oil and gas field for 22 years. She holds a Ph.D. in linguistics from the University of Massachusetts, Amherst, and is a researcher in Native American languages. In 2005, she published the Osage Grammar, and her Dictionary of Osage will appear soon. She currently resides in Los Angeles. Contact: cquintero@interlinguainc.com.

Michael Ring is an ATA-certified English-Spanish freelance translator specializing in software localization and technical fields. He also translates from French and Hebrew into Spanish. He has many years of experience in the translating industry, including part-time as an in-house news editor and translator from English and French into Hebrew. He is also a member of the Tel-Aviv Journalists Association. For the last few years he has worked as a full-time freelance translator. Contact: miguelr@netvision.net.il.

From the President
Reaching Out to Government and Industry

As announced by e-mail, ATA co-sponsored the March 20 Translation Summit in Salt Lake City, Utah, intended to bring together government, industry, and academia to discuss the burgeoning language services industry and how we all can work together to help business and government get translation and interpreting right.

As one of the two keynote speakers—Everette Jordan, of the National Virtual Translation Center (NVTC), was the other—I had the opportunity to stress ATA’s message on the importance of following best translation and interpreting practices.

The keys to getting it right I stressed were:

• Understanding the message and conveying it in culturally appropriate terms in the target language.
• Hiring native speakers of the target language with the proper background and specialization.
• Communication between the client and the translator or interpreter.
• Taking translation into account when writing source text, including avoiding culture-bound clichés.
• Translator/interpreter training and experience.
• Acknowledging the skills required by paying appropriately, because buying translation/interpreting solely on price virtually guarantees disaster.

I explained that ATA’s primary goals are fostering and supporting the professional development of translators and interpreters and promoting the translation and interpreting professions, and discussed the various ways we do that. I spoke in-depth about how we can help translation buyers get it right and about our online service directories.

The audience was extremely receptive to our message and virtually every one of the other speakers supported these same points and spoke of how ATA and other organizations fostered best practices. Everette Jordan and Glenn Nordin, the language and culture advisor in the Office of the Under Secretary for Intelligence, were particularly supportive of ATA’s efforts.

Glenn had some very positive reports on developments in government, including funding to provide foreign language training in the public schools and for continuing education for foreign language teachers and recognition of translation as a job description within the defense department. One particularly positive note that Glenn mentioned was that these days www.usajobs.gov lists translation jobs virtually every week. Check it out if you are interested in a government translation job.

There was a lot of interest in joining ATA, and among the various associations and government agencies represented—particularly the American Council on the Teaching of Foreign Languages (www.actfl.org), the Association of Language Companies (www.alcus.org), the National Association of Judiciary Interpreters and Translators (www.najit.org), and NVTC (www.nvtc.gov)—in working with ATA on business, government, and school outreach to educate potential clients and future language service providers.

The one area that was lacking was attendance by representatives of industry, but the proceedings were recorded on DVD (which will likely be available for sale), and hopefully the message will get to them through its distribution and serve to attract them to the next summit.

I was interviewed by The Deseret Morning News, Associated Press wire service, and the local affiliate of National Public Radio, giving me the opportunity to disseminate our message (for the AP story, see www.heraldextra.com/content/view/171034).

The upshot of the summit was that all the translation and interpreting associations, government officials, and academia need to work together to raise the profile of translation and interpreting, to get buyers to understand the importance of getting it right, and to educate them about how to do so. The feeling was that the summit should be an annual event, so let’s hope there will be progress to report over the next year and from the next summit.
From the Executive Director
New ATA Website Online and More

Walter Bacak, CAE
Walter@atanet.org

New website. After years of planning, the new ATA website—www.atanet.org—went online last month. The new site presents a much-enhanced image of ATA to the business community, the general public, and the membership.

The current site reflects the feedback we have received from members and users over the years. One simple but important example we heard: Do a better job of promoting the online services directories. Now we have a “Find a Translator or Interpreter” button on every page. In redesigning the site, we focused on updating the look, improving the navigation, and establishing a consistent style.

Within the hundreds of pages on the site, there are bound to be typos and other “gremlins,” even though several staff and Board members plus other volunteers have worked through the site. If you find a typo, a bad link, or some other bug, please let me know. Send your corrections and comments to walter@atanet.org.

There are several volunteers who need to be recognized for all the time they put into developing the new site: ATA President Marian S. Greenfield, immediate past ATA President Scott Brennan, President-Elect Jiri Stejskal, Secretary and Chair of the Translation and Computers Committee Alan K. Melby, Director Nicholas Hartmann, Director Jean Leblon, and Members Michael Wahlster, Nora Favorov, Caitilin Walsh, Giovanna Lester, Kim Vitray, Jost Zetsche, Jill Sommer, David Heath, Corinne McKay, and Tuomas Kostiainen. We worked with an outside Web design firm to develop the look and navigation. Once we had most of the site set, we took a step back. We walked through each section to not only update it, but to really think through the placement, value, and presentation of the information. While all the staff were involved in reviewing the site, I would like to single out Mary David and Roshan Pokharel for their hours of reviewing, re-writing, and re-programming.

Finally, as noted in the March issue of The ATA Chronicle, ATA Director Jean Leblon is heading up an Ad Hoc Website Content Review Committee. This committee will look at the content and see what should be reworded, added, and/or deleted. Please send your comments on the content to jean_leblon@msn.com before May 1, 2006.

Enjoy the new site. I am confident that you will find it easier to use and be pleased with the new look and feel that better promotes the translation and interpreting professions.

Membership. Thank you for renewing your membership. The membership year to date has significantly surpassed last year’s figures at this time. For 2005, we finished with a record of 9,554 members. Will we top 10,000 members this year? I will keep you posted.

Related, don’t forget that new for 2006 you can join any or all ATA divisions at no additional cost. Many of you have taken advantage of this opportunity. For example, with the change in the structure, the Literary Division has seen its membership swell by over 200%. Divisions are a great source of subject area- or language-specific information and contacts. To join a division, please log in to the Members Only section. You will see the link there. You can make changes to your membership files at any time.

Annual Conference. Last month, ATA President Marian S. Greenfield, ATA President-Elect Jiri Stejskal, Teresa Kelly (ATA meeting planner and administrative coordinator), and I visited New Orleans in preparation for the ATA 47th Annual Conference, November 1-4, 2006 at the Sheraton Hotel. Jiri does a terrific job of capturing the essence of our visit in his column on page 9. I cannot stress enough how important it is that ATA agreed to re-commit to holding the conference there. The people and the city need our support and want our business. Besides, the Sheraton is in great shape for hosting the conference. Nearby, you will find plenty of fantastic restaurants and bars that New Orleans is famous for. So, mark your calendar now and make plans to attend; it will be a special conference.

Take a Look at the New Website

Now that the new ATA website is online, we want to know how you like it. Please visit the new website and tell us what you think of it. Are the sections clearly delineated? Is the language direct and easy to understand? What would you like to find that is not on the website now? What information is hard to find? Please address your mail to Jean Leblon at jean_leblon@msn.com any time before May 1, 2006, but the sooner the better. Thank you!
From the President-Elect
Katrina or Not, New Orleans is Ready for You

Our 47th Annual Conference is scheduled to take place in New Orleans, Louisiana, on November 1-4, 2006. At last year’s conference in Seattle, just a few weeks following the Katrina disaster, immediate past ATA President Scott Brennan announced that ATA would do its best to hold its 2006 conference in New Orleans as planned, as our way to support the devastated city. In my role as this year’s conference organizer, I visited the Big Easy in mid-March, together with ATA President Marian S. Greenfield, ATA Executive Director Walter Bacak, and ATA Meeting Planner & Administrative Coordinator Teresa Kelly, to figure out the answer to a question we have never had to ask before: Is the city ready to host our conference? As you can surmise from the title, the answer is “Yes!”

The tour of the devastated areas of the city is not for the faint of heart. Seven months following Katrina, sailboats are still seen scattered in places they clearly don’t belong, and abandoned cars are found in awkward positions around destroyed homes. Some of the affected houses have holes in the roof through which hurricane victims were airlifted, and all of them bear the sign of an “X” with the following information inscribed in each quadrant: a date, identification of the rescue team, the number of persons rescued, and the number of persons for whom the rescuers came too late.

In the French Quarter, however, it’s business as usual, and the recent Mardi Gras was a great success. The conference hotel, the Sheraton New Orleans on historic Canal Street, overlooks the French Quarter, the Warehouse Arts District, and the Mississippi River. The hotel is within walking distance of the Aquarium of the Americas, IMAX Theater, Riverwalk Marketplace, Harrah’s Casino, and a number of award-winning restaurants. It is located only 16 miles from the Louis Armstrong New Orleans International Airport.

The Sheraton was the first fully operational, full-service hotel to reopen to the public after the Katrina disaster. It also played a crucial role during the disaster, serving as the police headquarters; it still serves as the media headquarters. Today it offers the usual amenities, including breakfast, lunch, and dinner in Roux Bistro, a Starbucks, a fitness center, high-speed Internet access in each room, and free wireless Internet access in the lobby and on the second floor, where some of the conference activities will take place. Visit www.sheratonneworleans.com

Plan To Attend!

The conference hotel, the Sheraton New Orleans on historic Canal Street, overlooks the French Quarter, the Warehouse Arts District, and the Mississippi River. The hotel is within walking distance of the Aquarium of the Americas, IMAX Theater, Riverwalk Marketplace, Harrah’s Casino, and a number of award-winning restaurants. It is located only 16 miles from the Louis Armstrong New Orleans International Airport.

American Translators Association
47th Annual Conference

New Orleans, Louisiana
November 1-4, 2006

and see for yourself!

When inspecting the conference venue in the wake of the Katrina disaster, we were also concerned about weather and health hazards. The hurricane season officially starts June 1 and lasts until November 30. With the conference at the tail end of the hurricane season, I was curious what the chances would be of experiencing one up close, and was repeatedly assured that our conference was late in the season and that hurricanes do not come to New Orleans in November. Further research showed that New Orleans is visited by a hurricane once in 12 years on average, and that those hurricanes usually occur in August or September. According to the Atlantic Oceanographic and Meteorological Library, New Orleans has been hit by two major (Category 3 or above) hurricanes. Those were Hurricane Betsy (Category 3) in September 1965, and Hurricane Katrina (Category 4) in August 2005.

Another concern is water and air pollution. Dr. Kevin Stephens, director of the New Orleans Department of Health, recently stated that they have tested, retested, and continue to test land, water, and air in the New Orleans area, and the test results show that the city is safe for citizens and visitors. At the time of our visit (March 11-12, 2006), New Orleans had an OZONE level of 16 and a PM2.5 level of 35 (with the following rating scale: Good 0-50, Moderate 51-100, Unhealthy 101-150). For more information, see www.airnow.gov.

So much for the elements. As for the people, we spent a wonderful Friday evening and Sunday morning with Beth Nazar, an ATA member, New Orleans resident, and Katrina survivor. She not only showed us around and provided a fascinating personal account of the disaster, but she also offered help in a variety of ways to make our New Orleans conference a great success, and I would like to express our thanks for her enthusiastic support. Watch for her articles on New Orleans in future issues. We are also looking forward to having local groups from Austin and Houston coming to town and helping out.

New Orleans is a fascinating multicultural city with superb food and music, and I encourage all of you to come and sample coffee with chicory and some beignets in Café du Monde, or Chef Darin’s Turtle Soup and Gumbo Ya Ya in the Palace Café just across the street from the hotel. The House of Blues is one block away from the hotel, and street performers and jazz clubs are back. Let us all enjoy what the city has to offer and let us offer back what the city will enjoy—a colorful bunch of translators and interpreters as well as the much-needed boost which an event like ours will bring to the city.

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New York City Mayor Bloomberg Announces Expansion of Translation and Interpretation Services for City Schools

On February 27, 2006, New York City Mayor Michael R. Bloomberg and City Council Speaker Christine Quinn, joined by Schools Chancellor Joel I. Klein, City Council Member Hiram Monserrate, and Commissioner of the Mayor’s Office of Immigrant Affairs Guillermo Linares, announced the establishment of a regulation to formalize and expand translation and interpretation services for non-English-speaking parents of children in New York City public schools. This formal regulation will build on services currently provided to parents through the New York City Department of Education’s (DOE) Translation and Interpretation Unit and funding provided directly to schools for these services. Mayor Bloomberg also committed an additional $2 million in future funding, bringing total spending on these services to more than $12 million. For complete details, go to www.nyc.gov (click on Office of the Mayor and then News and Press Releases, and select February 2006).
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School Outreach Profile: Anne Connor

By Lillian Clementi

A freelance translator who works from Spanish and Italian into English, Anne Connor specializes in the business, legal, and medical fields and has a total of 25 years’ combined experience as a translator and interpreter. Since 1994, she has served on the board of the Delaware Valley Translators Association (www.dvta.org), and currently serves as DVTA’s liaison to the Greater Philadelphia Chamber of Commerce.

Although Anne has been speaking at her children’s school for five or six years now, last May was the first time she had ever used material from ATA’s School Outreach website.

“…I’ve never seen so many children interested in translation…”

“The PowerPoint presentation for middle school students was very helpful. In the past, I only had audio, and the visual material in the presentation really livened things up.”

“It’s a wonderful idea to get this information out to students,” she added. “I’ve never seen so many children interested in translation as I did last May. Many of them had just seen the movie *The Interpreter,* and they were fascinated by the field.” Her energy and enthusiasm paid off: in a warm thank-you note, the school complimented Anne’s professionalism and thanked her for an inspiring presentation.

If you’re feeling inspired, start planning a presentation at your local school today. And take a camera. Entering the 2006 School Outreach Contest could win you free registration to ATA’s Annual Conference in New Orleans, November 1-4, 2006.

Here’s all you need to do:
2. Scroll down to the LINKS section, 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. (See page 54 for tips on getting a good photograph.)
5. Send it to ATA’s Public Relations Committee with your name, the date, the school’s name and location, and a brief description of the class.

The 2006 Contest deadline is July 17, 2006. The winner will be contacted no later than August 18, 2006.

If you’re not sure how to go about getting a speaking engagement, check out “Getting the Gig” at www.atanet.org/careers/ata_school. For other questions, contact Lillian Clementi at lillian@lingualegal.com.

And don’t forget that each hour of school outreach presentation time can earn you two Category B Continuing Education (CE) points, subject to a maximum of four points in each three-year reporting period. Two or more presentations of less than 60 minutes may be combined to reach the one-hour mark, and no advance approval is required. Forms and additional information on school outreach and CE points are available on ATA’s website on both the School Outreach Welcome Page (www.atanet.org/careers/ata_school) and the Continuing Education page (go to www.atanet.org/bin/view.pl/285.html and scroll down to About Continuing Education Points).

Visit www.atanet.org today!
Collaboration and Community Abroad: ATA and the Israel Translators Association International Conference

By Michael Ring

The Israel Translators Association (ITA) held its annual conference in Jerusalem on February 7-9, 2006. This was ITA’s first international conference and the venue chosen was the Regency Jerusalem Hotel, which is located on the slopes of Mount Scopus with breathtaking views of the Old City.

Distinguished guests included ATA President Marian S. Greenfield and ATA President-Elect Jiri Stejskal. This marked the first time ATA representatives had participated at an ITA conference. Other distinguished guests included Jasminka Novak, assistant minister and director of the Translation Centre at the Croatian Foreign Ministry, and Yissakor Beyene, chairman of the Ethiopian Translators Association. In addition to the Israeli members of ITA, attendees and speakers included those from Canada, the U.K., U.S., and Japan. Local ATA members, among them Ury Vainsencher, Eliezer Nowodworski, and Michael Ring (the only ATA-certified translators in Israel and all members of ATA’s Spanish Language Division), had the opportunity to meet with ATA’s president and president-elect.

Further interaction took place early the next day at an informal breakfast meeting, where you could find local ATA members Jaime Eder and Cathie and Henoch Wajsberg catching up with their ATA colleagues from abroad, including Rina Ne’eman (U.S.), Graciela Wachtel (Peru), and Josephine Bacon (U.K.). Although the breakfast meeting was informal, a number of more serious topics were also discussed, including the possibility of holding certification exams for ATA members in Israel and the feasibility of a Hebrew certification exam. Various ATA membership benefits not available to members outside the U.S. were also mentioned, namely collection services (through Dun & Bradstreet), overnight delivery and express package service (through UPS), and professional liability insurance (through Hays Affinity Solutions).

Conference activities began with a plenary session and a welcome address by ITA Chairwoman Sarah Yarkoni. The first day focused on localization and was divided into two tracks: one designed for seasoned practitioners to hone their skills, and the other geared toward those just beginning in the profession. These two tracks were conducted in Hebrew, while visitors from abroad had the opportunity to enjoy a guided tour in English of Jerusalem.

ATA President Marian S. Greenfield delivered the keynote address during the plenary session on the second day, where she related her experience as an in-house financial translator and her subsequent transition to freelance work. She emphasized the business nature of the translation industry, recommending freelancers take a more business-like approach to their daily work. She also presented a lecture on the third and last day of the conference on “Translating for the Capital Markets,” which offered a remarkable and interesting overview of financial translation that concentrated on equity markets, with an in-depth discussion of prospectus and bond terminology.

Continued on p.18
A Perspective on Humane Editing

By Heidemarie Nelson

Throughout many years of working on countless projects as a freelance translator and editor, I have learned one important detail about the etiquette of editing: Editing is not a popularity contest. There will be no medal for the most amount of red marks in the translated document.

It is a painful experience that most translators have been through at least once or twice in their professional lives. A translation comes back from an editor littered with tracked changes, and the comments in the margin read like a draft for the publication of a new thesaurus.

My task as an editor is to correct and improve, not to find other options. Synonyms are wonderful, but it is not fair to use them to try to impress the project manager with my competency or to justify my paycheck. If I feel very strongly about using a synonym, I make sure I mention this. I add a comment expressing my reason for my preference, and how it might serve to enhance the text, while at the same time pointing out that the original solution was also perfectly valid and good. Other than that, I try to catch myself on those occasions when I feel tempted to use a different word or phrase simply because “that is the way I would write this.” I have to remind myself that this is not my translation. It is someone else’s flowerbed, and all I am in charge of is pulling weeds. I do not rearrange the rosebushes or plant tulips instead.

In the publishing business, any professional editor is trained to go through documents with the intent of finding things “right”; to preserve as much of the original text as possible without compromising on correctness, grammar, content, or style. While this principle might not be seamlessly transferable to the translation business, it definitely carries a certain validity. If I treat someone else’s translation with respect for the translator’s different style and usage of language, he or she will most likely be more receptive to my comments on the occasion that I have to make valid changes. Cooperation and teamwork are thus greatly enhanced.

With every little red mark that I apply to the translator’s work, I am casting a tiny shadow of doubt on it, at least with regards to a reviewer/project manager who does not know the language and has to take my word for the truth. Does that mean that I try to be as lenient as possible and let a few things slide? No, absolutely not. It simply means that I have to continually ask myself, is this really an issue, or is it a matter of taste. I also continually remind myself that there is a person behind the document I am reviewing.

Freelance translators often work in a feedback vacuum, particularly when it comes to the expression of approval and appreciation. Judging a translator’s work by the number of edits made is about as fair as judging Tom Brady’s qualities as a quarterback by the number of interceptions he has thrown. Since the project manager oftentimes does not read or write the language in question, the amount of editing might be the only measure he has to assess a translator’s workmanship. It is thus my responsibility as an editor to point out a translation well done and to give the project manager feedback beyond the marks I leave on a document.

In order to minimize the visual impact of these marks, an editor should be able to properly and considerably use the word processor’s “track changes” function. For example, format change comment boxes that appear in the margins because the editor has changed a language setting do not need to appear in the review document delivered back to the translator. Yet this is an issue that is commonly overlooked. Sometimes a single page may be graced with 10 such boxes in the margin in addition to the couple of valid changes and comments. A little effort on the part of the editor with regards to cleaning up such visual clutter will go a long way in preserving the translator’s confidence in his work.

In the rare case that a translation crosses my desk that needs serious improvement, I still try to find something positive to say about it, preferably a specific detail rather than general, hollow-sounding praise before I launch into my list of critical comments. For criticism to be constructive, it has to be delivered in a manner that lets the translator still feel professional about his work. Once I alienate a translator into a defensive position, particularly in front of a virtual audience of team members and project managers that have been copied on the e-mail, it will be psychologically almost impossible for him or her to accept my changes without engaging in a battle of minds. But if the translator knows that I generally approve of his work, he will in all likelihood be more willing to approve of my suggestions in return.

“…My task as an editor is to correct and improve, not to find other options…”

Continued on p.18
Walking the Talk: Building Trust and Translation Competency

By Angie Carrera

During last year’s ATA conference in Seattle, I presented a workshop entitled “Local Government’s Changing Expectations of Translation Services.” This presentation was well received and further confirmed my belief that the relationship between local government entities and language vendors (who include individual translators and the translation companies/agencies they work for) is critical to the success of public document translation.

In my role as language access coordinator for a local government entity in Fairfax County, Virginia, my primary responsibility is to inform over 11,000 county employees about the language resources that are available to help them conduct business with and provide services to our very diverse resident population. With over a million residents, Fairfax County is committed to providing quality customer service to everyone. This includes the approximately 25% who are foreign-born residents, of which around 15% are limited-English-proficient (LEP) individuals.

In 2003, we conducted a language access survey asking county employees about their knowledge regarding language issues and resources. The results told us that employees had many questions concerning these resources and several suggestions on service delivery to LEP customers. Survey respondents also expressed a serious commitment to improving their skills in this area.

As I look back on my goals for conducting this survey, it is clear that the challenges I thought would be large, complicated, and long-term are, in reality, huge, multi-level, and forever. However, I continue to be heartened by the positive changes I see taking place among management and the frontline workers whose day-to-day operations are most affected by our foreign-born residents. We have certainly learned a lot about each other in both a linguistic and cultural sense, and I expect this to continue for the “duration.”

The education of county employees began with employee group meetings to encourage discussion and answer questions about the county’s policy regarding our LEP customers. For example, employees wanted to know about the interpretation and translation resources available and how to access training opportunities for foreign-born employees and those serving specific language populations. These meetings also helped promote the use of contracted vendors for interpretation and translation when a bilingual employee could not provide the service directly. This also served to discourage the use of employees or volunteers as interpreters or translators, as well as the use of online or software product translations.

Today, an internal language access website provides county employees with information on anything related to language. The site includes access to county approved interpretation and translation vendor services along with explanations of how to use those and other resources most effectively, such as transmitter equipment for conference or meeting interpretation, language identification cards, census information, and a “Language by Country” link. Besides continued “language education” at staff meetings throughout the organization, employees routinely get “updates” on topics related to language and culture in our internal e-newsletter, and are invited to attend workshops on these issues and to view language vendor exhibits.

The fact that employees contact me on a daily basis tells me that they are committed to learning new ways of strengthening their skills on issues related to language and/or culture. Nowadays, some contact me before they even start creating an English-language document to ask about facilitating the translation process.

County department heads are continuing to do their part in this endeavor as well, including: exploring ways to maintain or improve staff knowledge of language issues; working to recruit, retain, and recognize bilingual employees as direct service providers; developing protocols for the use of vendors of language services; and striving to ensure employee access to the tools they need to interact effectively with LEP customers beyond interpretation and document translation. Additionally, in response to the increased demand for training in the Spanish language, some departments have initiated internal training programs, such as the Spanish Immersion Pilot Program (police department) and the Library Spanish Program (Reston [Virginia] Regional Library).

Recalling my meetings in early 2003 with other local jurisdictions representing counties and cities in Virginia, Maryland, and...
Washington DC, I could see that all forms and levels of government in our region were grappling with the same concerns regarding the logistics of providing quality customer service to LEP customers. In terms of the translation of public documents, the department heads of each jurisdiction were asking: What are we obligated to do? Must all documents be translated, and if so, in what languages? What services will meet our needs? How can we most effectively and economically provide information to our LEP customers?

These are all important questions that will require a new way of thinking about policy, protocols, and practices. However, the real challenge is twofold. We must develop competent users of language services (local government) who understand the need for professional language vendors and why their ability to hire, train, monitor, and evaluate highly competent interpreters and translators consistently is critical to the translation process. Understanding what translation/interpretation entails will go a long way toward developing the trust that is necessary for a beneficial working relationship between all parties involved in the process, which includes both sides communicating expectations and sharing responsibility for the outcome.

In years prior, completed translations for Fairfax County were routinely sent from the translator to the original author and then to the printer with no review other than that provided by the language vendor’s editor, if a professional service was used at all. Having received feedback about incorrectly translated publications, it was clear that a system was needed to subject publications to an internal review process prior to printing.

To help move closer to achieving this objective, I began by working with our purchasing department to educate them on what quality could or should be expected from professional translators. Together, we crafted a proposal and selection system for language vendors applying for the 2003 county contract, to include more comprehensive parameters of service and accountability. We also recognized that the county would have to take more responsibility in the product outcome. It was during this process that I instituted the “Translation Verification Teams (TVTs)” for review of all public documents. These teams, composed of specially trained bilingual employees and community volunteers, would help ensure that the county’s message was being delivered in accordance with the original author’s intent.

Currently, two to five verifiers work on each language team, which include Arabic, Chinese, Farsi, Korean, Spanish, Somali, Urdu, and Vietnamese. As translations are completed by our vendors, the author sends a TVT request by e-mail with a copy of the English version, the translated version(s), and any deadline information. After the request is logged in, the verifiers in that language group are sent the request by e-mail with both the English and translated document as attachments. After careful review, the verifiers provide annotations to the documents. To eliminate any bias about the work of a particular vendor, verifiers are never told the name of the vendor whose work they are reviewing.

The annotations are reviewed by our office prior to delivery to the author, with instructions for the author to share concerns with the translator over the phone rather than forwarding the actual e-mail containing the verifiers’ comments. This is because authors are often directed to make decisions regarding word choices the translator made that may affect the final message received by the target reader. It is the author’s responsibility to confirm or reject any annotations made by the verifiers.

The annotations made by the TVT are focused on two areas: outright errors and context barriers. Verifiers are prohibited from providing replacement text or making judgments about style (“I think a better/nicer word would be…” or personal comments (“I don’t think this translator is very good”). Sometimes, however, the line is thin and an author may be directed to make a decision about certain phrasing (i.e., “Does it matter to you if the word for roaches was rendered as bugs?”). We remind authors when a simple outright error is discovered, such as “14” being transposed as “41,” that, like them, translators are only human. We are lucky to have the services of a professional translator, because it is that human factor that provides the authentic flow and accuracy necessary for the reader to get our intended message.

In the course of reviewing translations by both professionals and non-professionals, the TVTs have found some areas of concern that have not always been related to translator incompetence, but are errors born of
differing cultures and phraseology. Not knowing our business language, our unique organizational culture, or our internal geographic references, even highly skilled translators are apt to provide translations that, although linguistically correct, are inaccurate given the context. For example, a translation of a transportation brochure directing riders to a new South County bus service was rendered (in various languages) as the “County of South.” Our county is so large that employees consistently refer to its southern part as South County, its northern part as North County, and so forth. Without a review, how would the translator know this internal reference, especially given that many translators are nowhere near the authoring entity’s geographic location? Without a review to pinpoint these errors, how would the author know that this had been a problem for the translator, or might continue to be an issue in the future?

Another example comes from a translation of a brochure encouraging older residents to utilize services at various recreational sites. The text made reference to “taking fun seriously” and added a quip about having “senior moments.” The Korean verifier asked why readers were being told to be serious (“We are already serious!”) and the Spanish verifier questioned the translation indicating “moments of senility,” since Spanish-speaking readers generally do not share the same bemusement when referring to the forgetfulness of age. Yet another example comes from a verification of a memorandum from our county executive, in which the verifier expressed a concern that the word for “county” in Farsi rendered a description that was more in keeping with a city or town. Also commented on was the fact that, in Farsi, the words for “county executive” did not signify a person of authority, but a middle manager. The verifier also indicated that there was no equivalent for this position in the Iran governmental system.

Will the government customer know if something was not caught by the vendor’s editor? A Spanish-speaking colleague laughingly remembered a recreation program flyer in which a space had been inadvertently inserted into its enthusiastic announcement “Verano esta aqui!” (Summer is here!), thus rendering it “Vera no esta aqui!” (Vera is not here!). This year, the issue of font and software interference with the final product became evident when a final copy of a printed flyer presented garbled Vietnamese text. Had it not been for the review by our verifiers, the author would have assumed that these characters were correct. The vendor had sent the correct version of the text so their project manager was confused when we came back to her saying that some portions were not Vietnamese. It was only after we sent her a fax copy that we were able to convince her that the product we were getting was not the product she was sending!

Even though the TVTs can offer some measure of clarity, the review process still represents new and unsettling territory. When we first began the process, having their work reviewed by TVTs was an arduous transition for language vendors, and working with translators unaccustomed to having their work reviewed continues to be a challenge in diplomacy, compromise, and a willingness to learn from each other. I am fortunate to be working with very professional vendors who are eager to help us cross this bridge, but this process is not as simple as it seems. One day I spent the better part of the morning working out a compromise between the translator, who felt his rendering was absolutely correct, and the verifier (from the same country and background as the issue in question), who said that the rendering was not accurate since the concept in question did not yet exist in their part of the world and recommended that a description be added. In another case, we discovered that an English title was not understandable to most readers in any language, and worked with the author to come up with a usable descriptor. In the end, we recommended that the translator include the name in English (Alcohol Safety Action Program), to be followed by a more accurate description to be translated as “Program for the Prevention of Alcohol Related Accidents.”

More and more, departments in local government are beginning to recognize the role of the language vendor’s project manager as the person who works out request details between the government customer and the translator. Besides gathering and transmitting information—type of translation desired (premium or standard), payment process, intended reader-audience (such as potential day care providers who are foreign born), file formats, and deadlines—the project manager can work closely with the language access coordinator from the government department to provide a bridge for translator questions along the way or to educate the author on areas of concern (such as “Have you seen the U.S. Health Department’s brochure on the same issue, and do you want us to use their terminology?”). Project managers can also encourage translators to question and probe words or phrases that could create barriers to understanding. Project managers can
Walking the Talk: Building Trust and Translation Competency Continued

educate the customer about the need for standard titles throughout the life of the organization or program, as well as update the organization on new technology that is the industry’s “state-of-the-art.”

Local government has an opportunity to better utilize the services of language vendors when it recognizes that the project manager must protect the integrity of the translation product and the reputation of his or her translators. And language vendors and their translators benefit when they understand that the language access coordinator must protect the integrity of the message and the reputation of the government entity he or she represents in its provision of quality customer service. Either way, both coordinator and project manager act as go-betweens to ensure satisfaction for the government customer, the LEP customer, and their translator employee. This will require a high level of professionalism and objectivity as we build our relationship with each other. Over the course of time, trust will be the best measure of our success as we work toward providing high quality products for our LEP customers.

Collaboration and Community Abroad: ATA and the Israel Translators Association International Conference Continued from p. 13

ATA President-Elect Jiri Stejskal also spoke on “Certification Around the World,” presenting a comprehensive overview focusing on the survey recently conducted by the Fédération Internationale des Traducteurs (FIT).

Other lectures presented by ATA members during the conference included: “Introduction to Technical Translation,” co-presented by Cathie Wajsberg; “Getting (and Keeping) Translation Clients: How to Market Your Business and Make it Grow,” by Rina Ne’eman; and “American English and British English,” by Josephine Bacon. Unfortunately, Eve Hecht’s session on translating personal documents had to be cancelled, since she was unable to attend the conference.

Besides localization, the conference consisted of a wide range of subjects, such as language, interpreting, legal translation, Foreign Service translation, poetry and theater, financial translation, accounting, technical translation, and science fiction and literature. To fit such variety into three short conference days, each day was divided into a number of parallel sessions, thus allowing a maximum number of speakers to be heard.

Overall, the full and diversified conference program resulted in a successful international event, while the presence of ATA President Marian S. Greenfield and ATA President-Elect Jiri Stejskal contributed to encouraging closer ties between ITA and ATA.

About ITA

The ITA was established more than 20 years ago. Within the past few years, and mainly due to the work of ITA Chairwoman Sarah Yarkoni, Deputy Chairman Alan Clayman, and a devoted team, the organization has undergone a radical transformation into a vibrant and modern body. Over the past three years, ITA membership has increased from about 90 members to close to 450 members at the time of this writing. For more information, go to www.ita.org.il.

A Perspective on Humane Editing Continued from p. 14

Like most other freelance translators, I offer both editing and translating services. I know what it is like to be the other team member, and I try to treat a translation the way I would like to see my own work treated. With this attitude I hope to keep emotional stress out of the process of jointly producing the best possible solution for a client, and to nurture and maintain a good professional relationship with my colleagues that will serve both of us well for future projects, because that is what ultimately wins. And if I am lucky, the editor who will review my next project is not the type who is on a quest for a medal either.
The Challenges of Translating Academic Records

By Ettien Koffi

The U.S. still remains a promised land for those in search of better educational and employment opportunities. In order to be granted the chance of a better life, however, foreign students from countries where English is not the official language must first have their application materials for American colleges and universities translated. With so much at stake, the translator charged with rendering foreign academic documents into English should not take his or her task lightly. Indeed, translating academic records may seem simple and straightforward at first, but it is fraught with difficulties of all kinds, including, but not limited to, issues pertaining to format, untranslatable elements, grade computation, academic distinctions, degree equivalencies, and professional ethics. The following offers insights to translators to help them translate academic records more successfully.

Even though this article deals specifically with the difficulties encountered in translating academic records from French into English, in particular the experiences of French-speaking Africans applying to American universities, the lessons learned can benefit translators in other language pairs.

Bilingualism and Biculturalism: Prerequisites

Traditionally, the destination for French-speaking Africans in pursuit of higher education used to be France. However, for more than a decade American colleges and universities have been attracting French-speaking students from Africa. Unfortunately, many students who need their transcripts and diplomas translated from French into English are the victims of costly translation errors. Some students have been denied admission because the in-country translator lacked the cultural understanding necessary to translate their academic records for an American audience. Those students who are finally admitted are often placed lower than they deserve because of an inadequate translation of their records. This situation is not limited to translations done in other countries, since students who have their transcripts translated in the U.S. do not fare any better. Either way, the client ends up being the loser.

"...The conversion of a grade from one academic system to another does not do justice to the academic performance of the applicant…"

To translate academic records successfully, the translator must not only be a bilingual, but he or she must also be fully bicultural. The translator must have a thorough knowledge of both the American university system and the higher education system of the source country where the document originated. Unfortunately, the number of translators who attain such a high level of cultural proficiency is not as high as it should be. Consequently, translated academic transcripts often do not make sense to school admission officials.

The following sections detail some key aspects of these types of documents that translators need to address. Examples are drawn from records from Francophone universities.

Format Matters

With minor exceptions, the format of academic transcripts from French-speaking universities include some or all of the following information:

- The listing of courses;
- The grade point average (GPA) and the grading scale;
- The official motto or logo of the institution;
- The official seal of the university;
- The signature of one or more university officials; and
- Some stipulation on how to obtain a valid notarized copy of the diploma.

In some instances, the student’s biographical information also appears on the transcript. These elements are not, for the most part, hard to translate. However, since transcripts are official documents, one should be careful to translate every bit of translatable information that appears in the original document. Though graphic elements such as logos and official seals cannot be duplicated, it is important to indicate on the translated version the exact position where they appear in the original document. Some translators scan the original logo, seal, and signature into the translated document. Others simply indicate on the translation where the official logo and seal of the institution and the signatures of officials appear. In a nutshell, the format of the translated document should look identical to the original document.

Untranslatable Elements

For historical and cultural reasons, English and French have borrowed hundreds of words from each other. Some of these words have undergone semantic shifts. As a result, there is a fair amount of false cognates in academic jargon. Unsuspecting translators are often caught off guard by words such as “college” and “rector.” As important as false cognates...
are, they do not appear to create as many difficulties as certain elements of Francophone academic culture that do not have an equivalent in the American system of higher education. A case in point is the Francophone institution of “Grandes Ecoles.” There is not an adequate term in English to convey this notion. Burton Bollag, in an article in the Chronicle of Higher Education, refers to such schools as “elite schools.” The Larousse: French-English, English-French Dictionary does not have an English equivalent for “Grande Ecoles,” but includes the following lengthy explanation:

The ‘grandes écoles' are relatively small non-university establishments awarding highly respected diplomas. Admission is usually only possible after two years of intensive preparatory studies and competitive examination. ...A diploma from a ‘grande école' is comparable in prestige to an Oxford degree in Britain.

Admission to these “Grandes Ecoles” is based on a rigorous entrance examination that only a few can pass. In some instances, once admitted, the student must maintain a grade point average of B+ or higher in every course in order to graduate. Graduates of these prestigious schools include diplomats, judges, and higher echelons of Francophone administration. The mission of these institutions is to prepare students for immediate employment.

Unfortunately, this is not always the case, since in a number of instances, graduates have had their academic records translated erroneously, making it look as if they graduated from vocational or technical colleges. An example that comes to mind is a student from Côte d’Ivoire who graduated from one of the “Grande Ecoles” of engineering, but was forced to enroll as a freshman at a Midwestern university because the name of the institution was incorrectly translated to imply that he graduated from a technical school. In spite of the student’s numerous appeals, admission officials at the university have remained inflexible. In order to do justice to the graduates of these elite schools, it is appropriate to translate “Grandes Ecoles” as “Advanced School of ....” Thus, if a student graduates from “l’Ecole Nationale d’Administration, (ENA),” the title of the school should be rendered as “Advanced School of Management.” The translator can go one step further and write a note highlighting the prestige of the institution from which the student graduated.

The Shortness of Academic Transcripts

American graduate admission officers are often surprised by the brevity of transcripts from French-speaking universities. They wonder how a college graduate can have such an uninformative transcript. The reason for this is that applicants often send only the transcripts of their graduating year. Francophone higher education systems are divided into three cycles. The first complete cycle lasts two years. The second cycle of higher education includes “la Licence,” which is equivalent to the American bachelor’s degree, and “la Maîtrise,” which is roughly equal to the master’s degree. The bachelor’s degree is earned after three years of college, as opposed to four at American institutions, because Francophone students spend one more year in high school than American students. Consequently, the class designations given to American college students (freshman, sophomore, junior, and senior) cannot be adequately translated into French. Usually, “la Maîtrise” has two parts: two semesters of coursework and a year for writing and defending the thesis. The third cycle of higher education also has two components: the “Diplôme d’Études Approfondies (DEA)” (Advanced Graduate Studies) and “le Doctorat.” Unlike American universities, where a student’s academic transcript contains the listing of all the courses the student has taken throughout the undergraduate years, in a number of French-speaking universities, a transcript is generated for each academic cycle of higher education. Translators who know both systems should encourage applicants to American colleges and universities to secure all their transcripts in order to make their application complete.

Translating Grades

Admission to colleges and universities hinges to a large extent on the student’s grades. In American and Francophone universities, grades are seen as the premier evidence of academic success. Yet, misunderstandings of how grades are computed in the two systems of higher education can adversely affect the applicant’s chances of admission. In the American system, students are usually given grades based on a numeric scale of 100 points. The numeric grade is then converted to a letter grade of A, B, C, D, and F. Usually, 90-100 corresponds to an A, 80-89 to B, 70-79 to C, 60-69 to D, and 0-59 to F. In French-speaking universities, on the other hand, the numeric grade system is based on a 20-point scale. Usually no letter grade is assigned. Commenting on the grading system in...
France, Jay Siskin and his colleagues made the following observation:

Les élèves reçoivent des notes qui peuvent aller de ‘0’ à ‘20’. Mais on dit quelquefois que ‘20 est pour le Bon Dieu et 19 pour ses anges’... In Côte d’Ivoire, students jokingly add that 18 is for Saint Peter, 17 for all the junior saints, and 16 is for the Pope. It is extremely rare in most disciplines for a student to have a cumulative GPA of 15 over 20. Only students with exceptional abilities manage to earn this grade.

Some admission officials convert the 20-point grading scale into a 100-point scale in order to interpret the applicant’s scholastic abilities. However, such conversions without a prior understanding of the academic culture where the grades were earned have resulted in unintentional distortions of students’ scholastic achievements. A mechanical conversion of grades from a 20-point scale system to a 100-point system would yield the following results:

15 over 20 = 75%
14 over 20 = 70%
13 over 20 = 65%
12 over 20 = 60%
11 over 20 = 55%
10 over 20 = 50%.

Admission officials are often baffled as to why a person with such poor credentials would want to apply to a U.S. college or university. Indeed, if the figures above are not interpreted in their cultural academic context, but instead are judged by the standards of the American grading scale, the outstanding performance of the French-speaking student who earns a cumulative GPA of 15 over 20 is made to look like a C or C- student. The conversion of a grade from one academic system to another does not do justice to the academic performance of the applicant. A better solution must be found.

“…Relying on a dictionary to translate an academic distinction makes the degree unintelligible…”

Translating Academic Distinctions

In addition to translating grades, the translator should also endeavor to convert the 20-point grading system into an academic distinction. The American education system and the French-speaking system interpret academic distinctions similarly. Thus, the translator should include the following in the translated version of the transcript. Generally, a cumulative GPA of 10-11 over 20 earns the academic distinction of “Mention Passable” (the equivalent to a “pass” in English). Students who earn grades between 12 and 14 over 20 are given the academic distinction of “Mention Assez Bien” (the equivalent to the American “cum laude”). The extremely gifted and talented earn the coveted “Mention Bien” if they earn a grade of 15 over 20, which is the cultural equivalent of “magna cum laude” in America. The distinctions of “Mention Honoruable” or “Mention Très Honorable” are given in rare cases to very bright students who earn a GPA of 16 or above. This distinction should be translated in English as “summa cum laude.”

In some instances, the phrase “Majeur de promotion” appears on the transcripts of truly outstanding students, and should be translated into English as “valedictorian.” If the transcript bears the phrase “Deuxième majeur de promotion,” it should be rendered as “salutatorian.” Unfortunately, these honors are usually mistranslated by awkward phrases. For example, “second major promotion” was found in the English version of a Senegalese transcript, and the clumsy phrase “upper second class honor” appeared on a Congolese transcript translated from French into English. In both instances, the translators did not know the American equivalents of these academic distinctions. Cases such as these underscore the fact that translators of academic records must be bicultural. Relying on a dictionary to translate an academic distinction makes the degree unintelligible.

Translating Degree Equivalencies

Translating the names of degrees and diplomas is also extremely challenging. High school diplomas and even bachelor degrees from other countries are often readily recognized and accepted by employers and academic officials. However, there is a great degree of reluctance in accepting the Ph.D. and master’s degree earned in another country. The dreams of three applicants from Francophone Africa were crushed when the prestigious university where they applied for their Ph.D. programs refused to admit them unconditionally. All three had earned their “doctorat 3ème cycle” from French universities: one in mathematics, another in physics, and the third in industrial psychology.
They had all taught for many years as assistant professors in universities in their countries of origin, and had all won the much coveted Fulbright scholarship to complete their Ph.D. programs in America. After finishing their intensive English language program, they applied to three departments at the same university where they did their English studies. The mathematician and the physicist were admitted on condition that they start at the master’s level. The industrial psychologist was asked to take undergraduate courses in mathematics and statistics before being admitted into the master’s program in psychology. Needless to say, all three felt humiliated because their hard earned doctoral degrees from very respected universities in France were deemed insignificant in the States.

The Translator’s Role

The preceding analysis has highlighted two important issues in translation: the responsibility of the translator and the importance of cultural proficiency as a prerequisite for a good translation. As I stated at the beginning, transcripts are legal documents that should not be translated lightly. This realization puts translators in a quandary with regards to their ethical responsibilities. Should the translator adhere rigidly to a professional code of ethics and translate literally what appears in the original document? Or should the translator assume the role of an advocate in translating academic records, knowing full well that a detached attitude can jeopardize students’ chances for admission into the academic institution of their choice? Some translators, including myself and my colleagues at the Minnesota Translation Laboratory, have concluded that the translator must intervene in the translation of academic records because of the greater chance of cultural misinterpretation. However, there is no consensus on how to proceed. Some prefer attaching a cover letter to accompany the translation while others, fearing that the letter might be lost or not be read, make annotations directly on the translated version of the transcript. One such annotation reads as follows: “Translator’s note: On the scale of grades in France, 10 out of 20 is passing, and a score of 12 or over qualifies the student with distinction.”

Conclusion

The translation of academic records brings to the forefront a number of issues. First and foremost, it underscores the inseparability of language and culture. Cultural norms and presuppositions are embedded into different layers of the language. Only culturally proficient bilinguals can peer behind the surface structure forms of academic records and authenticate their worth. Secondly, translating academic transcripts raises ethical issues. For instance, should the translator withhold cultural information and translate only verbatim what is written?

Notes


3. There used to be two types of doctorates: “le doctorat 3ème cycle” and “le doctorat d’état.” In the late 1980s, the higher education system was reorganized, which paved the way for a single doctorate.


5. They all earned their degrees prior to the reforms in higher education alluded to in the previous footnote.

6. I’m grateful to Dr. Larry Bogoslaw for sharing his translated materials with me.
The Beginning of Wisdom: Some Practical Aspects of Technical Translation

By Nicholas Hartmann

It has been said that no one but the author reads a document as carefully as the translator does. What if that same detailed consideration were applied to a piece of business correspondence that a freelance translator might receive and read every day, for example an e-mail message from a regular customer? That analysis is taken here as an opportunity to discuss some of the attitudes and habits that technical translators should cultivate.

The Message

The names in the “message” below are fictitious, but its content and tone are typical. “Stanislaus Tweek” is a composite of several of my regular patent attorney customers, and “Huber & Meyer” stands for a German patent law firm that represents German companies and inventors and must work through a U.S. attorney in order to apply for a U.S. patent. “Prior art” is that which is already “known” in the strictly patent-related sense, i.e., the universe of existing knowledge to which a patentable invention must constitute a novel addition. “Declaration” refers to a translator’s formal statement of accuracy, and is discussed in more detail below.

Dear Nick:

Confirming our conversation of earlier today, please find attached the German text of another Jos. Schmidt GmbH electronic motor control system patent from Huber & Meyer in Munich. Please prepare an English translation of this text and e-mail it to Herr Meyer for review no later than June 21. My thanks again for accommodating the short deadline.

I have enclosed two prior art documents that are referenced in the specification, for whatever terminological assistance they may provide.

Please note that we will require a Translator’s Declaration for this application.

Best regards,

Stan

Stanislaus Tweek
Tincker, Fiddel & Tweek, LLP Intellectual Property Law

“…Our ultimate purpose is always to convey what the words themselves are carrying: ideas, concepts, meanings, and thoughts…”

More Relationships

“…e-mail it to Herr Meyer for review…”

Herr Meyer is the attorney at Huber & Meyer who actually writes the German applications that I translate. I am asked to send my translations to him so that he can make sure I am using the client’s preferred terminology and suggest other minor procedural adjustments. He and I have learned to adapt to one another’s idiosyncrasies and preferences, and to Mr. Tweek’s as well.

A few years ago, after disagreeing vigorously with some of Herr Meyer’s proposed changes that, in my opinion, went well beyond what the original German text actually said, I contacted Mr. Tweek and asked him to clarify the responsibilities, roles, and obligations of the three parties involved. His response was, in part (emphasis mine):

You and I and Herr Meyer are all working for the ultimate client, Schmidt GmbH, and our primary responsibility is to exercise our professional judgment in such a way that Schmidt GmbH obtains U.S. patents which will stand up in court.

You clearly cannot certify, as
an accurate translation, wording which you believe introduces forbidden 'new matter.' If an infringer did manage to invalidate a Schmidt patent on the basis of an inaccurate translation of the text, this could destroy protection of one or more products from competition. People could lose jobs.

We must therefore continue to exercise our respective professional judgments while maintaining a cooperative spirit, since we are all on the 'Schmidt team' together.

Because I communicate directly both with Herr Meyer (who originates the texts and who in turn is acting on behalf of Schmidt GmbH, which is ultimately affected by the quality of my work) and with Mr. Tweek (whose reason for wanting the best possible translation is to maximize his success in obtaining U.S. patents for Schmidt GmbH so he can retain them as a client), I am no longer simply a "service provider," but one of the participants in a cooperative endeavor. Each participant derives the same advantages from working together as effectively as possible: we retain our respective customers, earn their respect, and enhance our professional reputations.

Therefore, I function as part of an explicitly defined "team," each member of which makes a specific contribution that is acknowledged and respected by the others. This requires that each team member not only possess the appropriate expertise, but also have the confidence to assert it. That, in turn, requires experience. My triangular relationship with Messrs. Tweek and Meyer is not one in which I could have functioned successfully at the very beginning of my translation career.

**Translation**

"...Please prepare an English translation of this text...

ATA's Code of Business Practices refers to a translator as a "bridge for ideas from one language to another and one culture to another...." A real bridge, however, is inorganic and immobile, a static and non-living structure. Translators are none of the above: we are alive and active. What we really do, as the Latin root of "translate" implies, is to act as carriers across bridges.

But what do we carry? Translators might seem to carry written words, as interpreters carry spoken words, but our ultimate purpose is always to convey what the words themselves are carrying: ideas, concepts, meanings, and thoughts.

Words and language, after all, are just containers. They are conventions and agreements among groups of people that certain noises (spoken language) and squiggles (written language) have certain meanings.

The translator must look at one set of squiggles, understand what they mean, and express that meaning as another set of squiggles. It might appear that the squiggles are the end product of translation (since words are often the unit by which we get paid). But the real product, the reason for making all the squiggles, is what they mean. The quality of a translation is determined by how well the translator turns source symbols into meaning (= comprehension) and back into target symbols (= expression). The symbols are merely vehicles for moving meaning from the author’s mind through the translator’s to the reader’s.

Consider the Chinese ideogram 爱. If you cannot read Chinese, it is indeed merely a squiggle. Even a transcription into the Roman alphabet (“shui”) of that ideogram’s pronunciation in Mandarin Chinese is meaningless without a knowledge of the spoken language.

With appropriate dictionaries we can accurately translate 爱 into English as “water”; and it might seem that our work is then finished. And so it is, if our work is performed only on the level of noises and squiggles. But water’s real existence goes far beyond the spoken and written conventions of different human languages. If we really want to understand water, we need to walk along a beach, turn on a faucet, or step in a puddle.

A true understanding of anything can therefore be gained only by direct experience of it—the sound and feel of water, how one gear meshes with another, the size of the Grand Canyon. True understanding then leads to correct internalization of the meaning of a source-language text, which can then be expressed accurately in the target language.

This is why technical translators love factory tours, which are an opportunity to see real things and real processes that we would otherwise never directly experience.

**Time Management**

"...My thanks again for accommodating the short deadline...

The older I get, the more keenly I realize that accurate, high-quality translation of complex technical material is an intellectually and physically demanding activity.

I have found that in the long run, it is better to turn down work and devote appropriate attention to what I have, rather than to produce less than the best possible quality just to generate more volume. The alternative is a vicious circle:
Too much work = fatigue = inattention = mistakes = poor quality = loss of reputation, customer confidence and repeat business = ... not enough work.

Time management means not only meeting deadlines, but also understanding one’s limitations and capabilities and how they affect quality.

**Responsibility**

“...we will require a Translator’s Declaration...”

Here is the gist of the Translator’s Declaration (also called a Verification) that I use. My thanks go to Jan Clayberg and Olaf Bexhoeft for providing me, 15 years ago, with a copy of their battle-tested Declaration that I have used successfully ever since.

I, Nicholas Hartmann, translator... declare that I am well acquainted with the English and German languages and that the appended document is a true and faithful translation of:

[document reference]

All statements made herein are to my own knowledge true, and all statements made on information and belief are believed to be true; and further, these statements are made with the knowledge that willful false statements and the like so made are punishable by fine or imprisonment, or both, under Section 1001 of Title 18 of the United States Code, and that such willful false statements may jeopardize the validity of the document.

The Translator’s Declaration is a formal statement that I have the knowledge and qualifications to do the job I have taken on, and that I take responsibility for what I have done. It is where the translator literally signs on the dotted line to verify accuracy.

There are implied penalties for negligence and incompetence. For example, “willful false statements may jeopardize the validity of the document,” thereby possibly invalidating the patent and once again causing people to lose their jobs.

But the Declaration’s choice of words is interesting: “well acquainted with” (not “an omniscient and unchallengeable expert in”); “to my own knowledge true”; “statements made on information and belief are believed to be true.”

The Declaration does not impose a requirement for perfection. It does, however, put into legal language the obligations that every translator should already feel: to acquire and maintain knowledge of both the languages and the subject matter of every translation; to apply that knowledge with unfailing care; and to do everything necessary to ensure accuracy. In other words, to act like a professional.

**Subject Knowledge**

“...another Jos. Schmidt GmbH electronic motor control system patent...”

It is curious that in the Translator’s Declaration, I am not required to affirm that I know anything about the subject matter of my translation. While such knowledge is obviously mandatory, the manner in which technical translators acquire it seems to be very heterogeneous.

In my own case, for example, my three degrees in an obscure corner of the humanities might seem poor preparation for the translation of German electronics patents. But higher education does teach some useful habits of mind: research skills; intellectual rigor; the existence and function of specialized language; the fundamental importance of experimentation and the scientific method; and how to write clearly. I was also fortunate to have inherited from my father—a photojournalist and industrial photographer—his fascination with technology as an expression of human creativity, and to have accompanied him as he photographed production plants, laboratories, aircraft hangars, architectural monuments, machine parts, and much more.

Other technical translators have come to their careers through very different but similarly indirect routes, but I believe that the details of training and background are merely secondary. What all successful and contented technical translators share is not a particular course of study, but certain fundamental personality traits: we are insatiably curious about the real world, both natural and man-made; our curiosity is wide-ranging, even all-encompassing; and we firmly believe there is no such thing as useless information.

The appeal and excitement of a life in technical translation are that it requires (and rewards) an omnivorous approach to knowledge. You drive hundreds of miles out of your way to look at a bridge, or take the long way round to whatever you need at the hardware store, or read owner’s manuals for things you don’t even own. What makes you a good technical translator is not what you get taught while you’re in school, but how much you want to keep learning for the rest of your life.

**Terminology, Finally**

“...for whatever terminological assistance they may provide...”

The title of this article is taken from the Chinese saying, “The beginning of wisdom is to call a thing...”
by its right name,” and terminology is obviously an important aspect of technical translation. But how do we decide what the “right name” is?

Very often, it depends on what a lot of other right names are—in a particular industry or trade, within a particular document or set of documents, or even as preferred by a particular engineer or patent attorney.

For example, a recent project required me to translate three French patents relating to a firearm mechanism. All three dealt with much the same subject matter, and had to be consistent with one another and with a previous (mediocre) translation that had already been submitted to the Patent Office.

Those involved were the translator (me), another translator functioning as editor and as representative of the translation partnership that was my direct customer, the patent attorney who was their customer, and the engineers at the company applying for the patent.

Because of the large number of interested parties and the need to conform to previously defined terminology, this one set of documents ended up tying all of us into some truly Gordian terminological knots.

Let’s start with the apparently simple concept of locking or immobilizing a movable part (French terms are in italics, English terms in boldface).

We begin with immobiliser, which we effortlessly translate as immobilize. Based on desserrer = unlock, we then rashly assume that serrer = lock. Wrong: bloquer = lock because, following exhaustive discussions between the attorney and the engineers, we were told that “none of the other options—jam, inhibit, block, trap, park, secure, freeze—seems to capture the idea here as well as ‘lock’.” So serrer = interlock.

On to verrouiller. Bolt seems obvious, but that English word has a specific meaning in firearms. A better general term would be lock, but bloquer already occupies that terminological space. So we select clamp. A dispositif de verrouillage is then a clamping device. A douille de verrouillage should therefore be a clamping sleeve, but turns out to be just a sleeve. This is because the same reference number is used in one of the documents for a plain old douille, whereas a lexically identical douille with a different reference number is actually defined as a cartridge case.

The same problem occurs with axe du canon, which is the barrel axis, suggesting that every instance of axe is an axis. Unfortunately, some of them are physical elements rather than geometrical constructs and are therefore pins.

All these components move within something called a bâti, which the dictionary defines as a frame. However, carcasse is already defined as, “frame = the basic unit of a firearm that houses the firing and breech mechanisms, and to which the barrel and stock are attached, aka receiver, although Client (12/20/04) says that frame is a superordinate term to receiver”—this is a road down which we will not travel.

Let’s move on to boîtier, which cannot be a frame and which we define as a housing. A boîtier de culasse is (thank God) a breech housing, so is culasse then a breech? Sorry, it’s a bolt (remember verrouiller?), which, according to the client, is the same as a breech block, being “the part that closes on the end of the barrel opposite where the bullet exits.”

Our joy at finding that tête de culasse is in fact bolt head is tempered by the discovery that culasse mobile is a mobile breech, because, “according to the client, the bolt is the same as a breech block, except that for culasse mobile, Termium gives breech bolt or even breech block or, when no rotary motion is performed, closure is usually referred to as a breechblock”—this is another road down which we will not travel.

All this is fired by a mécanisme de détente, which we render as trigger mechanism. The result is that for déclenchement we cannot use the obvious triggering, and must instead use release. Although déclenchement et/ou arrêt is translated in the prior U.S. filing (the paradigm to which we must conform) as triggering or blocking, by special dispensation we are allowed to call it release and/or stoppage. “Stoppage” sounds funny, but as soon as we consider “locking” or “blocking” as an alternative, we are hit on the back of the head by three boomerangs labeled serrer, deserrer, and bloquer.

This went on for almost two months, through dozens of monolingual, multilingual, and pictorial dictionaries, downloaded PDF files containing parts lists for Finnish sporting rifles, e-mails, 40-minute telephone calls, a constantly expanding and mutating glossary, consultations with engineers, and so on. It came within eight hours of being a multi-year project.

So the “right name” is whatever is right in a particular applicable context. The next time I encounter any of these terms in French, I may not be able to use the same English equivalents, even
if they do refer to firearms. This is because a different document may be affected by different antecedents, contexts, and preferences.

**Summary and Conclusions**

What is the real meaning that a technical translator should extract from a message like the one we have been discussing? What are the real instructions being given? What must the recipient understand in order to act on it appropriately?

I believe there are six fundamental things that all translators, especially those dealing with technical material, must understand:

1. **The nature of translation and the translator:** that spoken and written languages are merely symbols and sets of assumptions referring only indirectly to real things, and that the real things are what is important and must be comprehended.

2. **The translator’s interaction with clients, editors, and ultimate customers:** a translator, no matter where he or she is physically located, cannot ever work successfully in isolation.

3. **Time management:** knowing how much can be accomplished while maintaining high quality, which is the foundation of a long-term approach to a professional career.

4. **How to acquire and refine subject expertise within one’s own psychological and emotional context:** if you don’t know DNA from RNA but circuit diagrams are your favorite bedtime reading, then say No to the biomedical jobs and expand your knowledge of electrical engineering. Whatever you do, you must love it; otherwise translation is just a job, and there are easier jobs.

5. **Our responsibilities to:**
   - Our customers, because not only do they pay us, but we have accepted obligations with regard to delivery deadlines, accuracy, appropriateness, and quality.
   - Our colleagues, because we have a professional and moral obligation to help other translators learn and advance, to take pride in what we do, and to let the rest of the world know about it.
   - The public, because the work we do affects our customers, and their customers, and eventually those customers’ employees and stockholders. Translators must be aware of being participants in society and in the national and world economy.

6. **How to collect, manage, and evaluate terminology:** the words we use must be appropriate and up-to-date and must reflect, whenever possible, direct contact with what lies behind the terminology. Once you have stood inside a waste incineration plant and experienced its smell and heat, or spun a roller bearing, or looked carefully at a suspension bridge, you can bring true understanding to your translations of texts on those subjects.

So perhaps “the beginning of wisdom is to call a thing by its right name,” but it is only the beginning.

**Note**


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The workshop is open to English-to-Spanish translators from any country. Qualified participants will be accepted on a first-come-first-served basis. Excellent command of both Spanish and English is a requirement. In the course of the workshop, four texts will be translated by the participants, reviewed by Leandro Wolfson, a professional translator from Argentina, and returned to each translator with revisions, annotated comments, and a model translation selected each month from the group. As in previous TIP-Lab workshops, credit will be granted by the Judicial Council of California, the Washington State Courts, and the ATA to those participants who successfully complete the course. Registration is now open. Spaces are very limited and interested translators are encouraged to register as soon as possible. For information, call, fax or e-mail: TIP-Lab, c/o Alicia Marshall (847) 869-4889 (phone/fax); e-mail: aliciamarshall@comcast.net, or visit www.tip-lab.org.
Search Engine Optimization for Translators and Interpreters

By Frank Dietz

I have given a number of talks and workshops about building websites for freelance translators and interpreters, most recently together with Rainer Klett at the 2005 ATA Annual Conference in Seattle. During the question-and-answer period, there is usually someone who asks “How can I make sure that people will find my website?” or “How can I get more people to visit my website?” The standard answer is to promote it in as many places as you can think of—on your business cards, as a signature in your outgoing e-mail (in MS Outlook, go to Tools/Options/Mail Format), on your invoices, in your profile in discussion groups and online directories, in your blog, and so forth. Read on to find out what you can do to promote your website, including using search engine optimization (SEO) methods to gain a higher ranking from the major Internet search engines.

Take Stock

If you have just finished your shiny new website, you can skip this step. However, if your site looks the same as it did when you first put it up several years ago, you will probably want to pay attention.

You might have a website, but have no idea how many people visit it or whether it can be found when using a search engine. If that is the case, try the tactics listed below.

Install a hit counter. A hit counter allows you to count visitors to your site and generates statistics concerning the domain they came from, the amount of time they spent on your site, and more. Check with your Internet service provider (ISP) first. You might already have access to these data through your ISP, but if not, you can find free programs, such as Site Meter (www.sitemeter.com), that you can easily install on your website.

Analyze your site. There are numerous online tools that let you analyze various aspects of the popularity and importance of your site. The Google toolbar (http://toolbar.google.com), for instance, installs into your browser and, among other things, tells you the so-called page rank of a website, from 0/10 to 10/10 (the higher, the better). There are also tools that analyze your standing in other search engines, the number of sites that link to yours, and much more. Luckily, there is one place where many of these tools are combined: GoLexa (www.golexa.com). Just enter the URL of your site and click on “GoLexa Search.” The box below is an example of a GoLexa analysis. The GoLexa interface is crowded and might be confusing at first, but just move the mouse pointer over a button, and a pop-up message will tell you its function.

On-Page Activities

On-page activities improve the structure of your website so that it is easier for search engines to find and categorize it. If you have a new website, you should definitely perform the following activities before registering with any search engine.

Take out the bells and whistles. Search engines are text-oriented. Flash animations or text that is really in a graphics format cannot be found by search engines. Therefore, all important elements should also exist in text form. If your website shows an image of a Swedish and a German flag and the word “Translator,” a visitor will probably figure out the fact that you are a Swedish-to-German translator, but a search engine spider (a program that “crawls” the Web for information to be used in search engine databases) will certainly not understand this.

A GoLexa Result

![GoLexa Result](image)

…”You cannot suddenly catapult your website to a top ranking....”
same holds true for the use of icons on navigation buttons.

**Find keywords.** Think how you conduct a Web search: you go to a search engine page and enter *keywords*. Consider which keywords a potential client might use to look for your site. Should you use “Hungarian translator” or “Hungarian translation,” for instance? Here are two tools that tell you how popular certain search keywords are: www.seochat.com/seo-tools/keyword-suggestions-google and www.seochat.com/seo-tools/keyword-suggestions-overture.

Depending on your language combination, you also have to expect that users might misspell your language, so using variant spellings of “Czech interpreter” or “Portuguese translator” in your meta tags (see below) might bring some extra traffic.

**Make your keywords work.** Once you have decided on certain keywords, make sure that they appear in prominent locations. For instance, use the title of your homepage to your advantage. “Welcome to My Site” is obviously a much less effective page title than “John Doe, English-to-French technical translation and software localization.” Use your major keywords in document names, and also give them special status in the text by italicizing them. One thing you should definitely avoid, though, is so-called *keyword spamming*. Filling your site with unrelated but highly popular keywords (Free iPod! Low mortgage rates!) will not only annoy visitors, but can also get you penalized by search engines in the form of lower rankings.

**Insert meta tags.** Meta tags are pieces of hypertext mark-up language (HTML) code that are invisible to those who visit your site, but help tell search engines what your site is all about. Here is an example of some meta tags:

```html
<meta name="Description" content="German translation and computer hardware and software, consumer electronics, computer and video game translation">
<meta name="Keywords" content="German translation, German software localization, computer game translation, video game translation, computer game localization, video game localization, localization consulting, technical translation, Texas, Austin, localization">
</head>
```

The following online tool lets you enter your text for the meta tags and then generates the code that you can paste into your site: www.scrubthe.com/abs/builder.html. As in the case of visible keywords, you should definitely not engage in keyword spamming in your meta tags.

**Improve navigation.** Take a look at the navigation structure of your website. Is it easy to find your way around? Are there any “dangling” pages that lack navigation elements to lead back to your main pages? You might also consider including a site map that lists all your individual pages. This will not only make it easier for search engines to catalog your site, but also for visitors to find what they need.

**Add content.** I have seen translators’ sites that contain less information than the average business card (a name, a language pair, and a phone number). Other sites consist of more elaborate online résumés that provide the translator’s or interpreter’s qualifications, resources, and services offered. However, you should consider adding even more content. Use your expertise to create this content. As an experienced translator or interpreter, you may know something about German patent law or doing business in China, or about French agriculture. You can write articles about these topics and post them on your site. You could also submit them to relevant online publications, making sure that a link to your website is included in the article. As an alternative, you could create a resource area with links to export/import regulations for Country X.

All these activities take time, of course, but in the long run, they make your website more attractive, bring in more visitors, and induce others to link to your site (which, in turn, improves your search engine ranking). Moreover, if you keep adding content regularly, this will create an incentive for people to revisit your site.

**Off-Page Activities**

Off-page activities concern your site in relation to other sites on the Web. The following are some steps you can take to improve the standing of your site.

**Avoid the “154,000 Search Engines” trap.** There are numerous services out there that will submit, for a fee, your site to a number of search engines. These services range from the serious to the ludicrous. I have even seen one that promises to list your site in “154,000 search engines and directories.” While there may be that many search engines and directories, there are certainly not that many.
important ones. You should also be wary of services that promise you a “#1 spot” on Google within a few days or pretend that they can get you “avalanches of traffic.” You might not only waste money using some of these services, but a link to your website could also end up on a link farm that contains only numerous links, without any content, which is a practice that some search engines frown upon.

The important search engines. Together, Google, Yahoo!, and MSN Search (and the Open Directory) provide the vast majority of all search results, either directly or indirectly. The good thing is that you do not have to pay to be included. If your initial analysis showed that you are not listed in one of these places, go here:

Google:
www.google.com/addurl/?continue=/addurl
Yahoo!:
http://submit.search.yahoo.com/free/request
MSN Search:
http://search.msn.com/docs/submit.aspx
Open Directory:
www.dmoz.org/add.html

Being listed in industry-specific directories. While these directories are much smaller, they are likely to bring you visitors wanting to employ your translation or interpreting services. First of all, go to your ATA online profile (www.americantranslators.org/tsd) and update it to include your website URL. Then, contact any local translator/interpreter organizations or other professional groups you belong to in order to have your website included in your online profile.

Receiving links. Having links point to your website helps your standing with search engines and can bring additional visitors to you. There are one-way links and reciprocal links (i.e., you will have to place a return link on your site). How do you get these links? Here are some methods:

- Exchange links with other translators or interpreters. You could create a complementary strategy here—if you are an Italian medical translator, you could, for instance, link to medical translators in other languages.
- Use your website URL as part of your posting signature in an online forum.
- Write articles for online publications and include your URL in the author’s bio.
- Be selective in your linking strategy. Having numerous and totally unrelated sites link to you will not help much. Also, be skeptical of link exchange programs that promise thousands of links (for a fee, of course).

White hat vs. black hat SEO. These terms indicate that search engine optimization ranges from legitimate techniques that enhance your position in search engine results to rather shady methods (such as keyword spamming) meant to boost a site’s ranking to artificial heights. Do not forget that the major search engines quickly become aware of these tricks and adapt their ranking methods accordingly to penalize the perpetrators of these scams.

Conclusion
As you should know by now, you cannot suddenly catapult your website to a top ranking. Search engine optimization takes time and effort on your part, but the reward can be that phone call or e-mail from a new client that starts with the words “I found you through your website.”

Resources

For more information
www.selfseo.com
http://se-tools.com
www.seochat.com
http://searchenginewatch.com
www.webmasters-cavern.com

Check Out the New Website for ATA’s 47th Annual Conference!

New Orleans, Louisiana
November 1-4, 2006
My attendance at ATA’s latest professional development seminar marked a return to ATA activities after an eight-year absence for research work in linguistics, and the experience turned out to be stimulating enough to remind me why I love translating. This all-day seminar, with a focus on science and technology, provided a wealth of information through two comprehensive language-neutral presentations on the oil and gas and telecommunications industries. Broad was the coverage, but detailed as well! In fact, both speakers seemed to be racing against the clock during their three-hour presentations to cover as many aspects of these dynamic fields as possible. The attendees were enthralled; no whispers, no skipping out, and no interruptions. If the pace seemed a little harried, participants were comforted by the fact that they could always go back over the material at a more leisurely pace since both speakers provided us with extensive handouts and, in the case of the oil and gas presentation, a CD.

**Technical Translation for Oil and Gas, Related Equipment, and Tools**

The oil and gas industry is one of the largest employers of technical translators around, so it is no wonder that Aaron Ruby’s talk was of great interest to the three engineers and 70-some science-technology translators in the room. Mr. Ruby has sound credentials: 15 years as a professional translator and interpreter, a certified federal court Spanish interpreter, ATA-certified (Spanish-to-English), and a licensed Texas court interpreter, with four years of experience as editor of the translation department for a Bechtel oil project in the Gulf of Mexico. He demonstrated a thorough knowledge of his subject and proved to have an appealing personality. He incorporated enough variety in the presentation to keep us all quite interested. We were shown superb photos and slides with animation of oil and gas exploration, including drilling, well logging, and offshore operations, and platform facilities (there were lots of photos of platforms being fabricated, dragged into place, and being rocked in rough seas). We also viewed photos of equipment (compressors, turbines, pumps, cranes, and rigging), all accompanied with detailed explanations.

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**Some Advice for Translators in the Oil and Gas Field**

- Don’t start with bilingual dictionaries, ever.
- Never start out translating a document first; start with understanding the source text. There are too many instances where translators forge ahead with a job without first grasping the fundamentals of the source text.
- Don’t build simple word lists, build definitions, explanations, examples, and commentary.

**A Quick Oil and Gas Glossary**

**Pig the slug:** To send a pig through to rid the pipe of accumulations of condensate (which is what the slug may be made up of).

**No cooning members:** No shimming along beams of a construction.

**Raise the bent:** To raise up the side of an angle.

**Blind the pipe:** To put a flange on the pipe to close off flow.

**Mud logs:** Information taken from drilling mud composition.

**Fishing for broken teeth:** Trying to extract the teeth from a drill bit that were lost in the drilling hole.

**Trip the string:** To put in and pull out the drill string.

**Tips Regarding Breadth of Knowledge**

- Think of yourself in a broader sense, not just as a technical oil and gas translator (the field includes legal, catalogs, sales and promotional materials).
- Develop interpreting skills.
- Develop your knowledge of offshore rigging and marine terminology (sea fastening for vessels, even great whales and seals may be covered!).
- Develop knowledge of meteorology and geology.
- Develop knowledge of architecture.
- Steel manufacturing knowledge is helpful, as is welding.
- Miscellaneous knowledge from other fields may be needed: “What cuts of meat will Pemex accept on offshore platforms?”
- Pipeline environmental study may require information on mosquitoes, grasses, and other plant and animal species.
- Personnel, safety, and security are three very important areas in every contract.
Mr. Ruby’s numerous tips included the fact that the websites of standards organizations in this industry often contain terminology and glossaries. He provided a list of technical references that included the following: American Concrete Institute’s Cement and Concrete Terminology (www.aci-int.org); a free online dictionary from the Instrument Society of America (www.techstreet.com); the American Petroleum Institute’s Introduction to Oil and Gas Production and Glossary of Oilfield Production (http://api-ec.api.org); and the U.S. Department of Labor Occupational Safety & Health Administration’s 25 “Basic parts of a drilling rig” (parts are universal), www.osha.gov. Additionally, the Mining and Mineral Service of the Department of the Interior (www.doi.gov/bureaus) has very helpful information, especially as mining translation in Spanish is becoming more popular.

Mr. Ruby encourages the use of Google as the world’s best dictionary. He has often had to correct work that could have been corrected by a 30-second search on the Internet. You will also find that calling or e-mailing manufacturing companies or law firms to ask questions also yields very useful results.

Safety is a huge part of oil and gas translations. Therefore, the translator must know about hazard and operability studies, failure mode effect analyses, and what-if analyses. It is also good to keep in mind that the remediation of spills generates many documents.

The knowledge we learned in this session will never be far away, as participants received copies of the 230 slides, glossaries, resource listings, and other support materials, including a CD containing Mr. Ruby’s own Spanish-to-English glossary with over 8,000 terms for technical and legal terminology.

**POTS, Twisted Pairs, and Hotspots: The Ongoing Convergence of Telecommunications Technologies**

After lunch, we returned to learn about the ever-evolving and converging technologies of telecommunications. Speaker Jay Eidson is a practicing attorney, international consultant on infrastructure development, and ATA member translating/interpreting freelance on the side from Spanish, French, and Italian into English. With 25 years of technical experience in public health, telecommunications, energy supply, procurement, and institutional capacity in emerging democracies, he demonstrated total mastery of his area. Mr. Eidson conducted us through the alphabet soup of telecom, from Plain Old Telephone Service (POTS) analog telephony through technological innovations spurred on by deregulation, competition, and a market that is driven to produce new and different communications services.

The first half of the three hours was focused on an explanation of the infrastructure of the telecom industry. We were cautioned that the terminology in this field forms a twisted pair made up of three strands: technical capacity, business/marketing terms, and legal-regulatory terms.

The industrialized nations have gone through the telecom evolution step by step, but some developing nations implement “leapfrog” technology to hasten the rate of services to stimulate economic development (e.g., in Rwanda, skipping wired phones to go directly to cell phones). Mr. Eidson tried to give the audience the big picture perspective of this evolutionary process, often drawing upon his experiences translating or interpreting in emerging nations. We heard about regulatory-based expressions, technical jargon, and acronyms, and a bit about how these are applied in various foreign languages. Mr. Eidson supplied diagrams, pictures, and sample texts in French, Italian, and some other languages to illustrate terminology equivalencies. We also received a guide to online glossaries and multilingual resources, such as the International Telecommunications Union (the ITU Telecom Terminology Database at www.itu.int/search/wais/termite/index.html), which Mr. Eidson recommends as an excellent resource.

Mr. Eidson showed us how telegraphy, telephony, and technology have been coming full circle, from the telegraph in 1837 up to the convergence of all digital networks in modern days, from Morse code dashes and dots to binary code (ones and zeros—not such a great difference conceptually, and they look a lot alike!).

**Some Things We Learned**

- When translating, try to understand the “topology” within networks (get a diagram when you can) of wireline service or “wireline topology.”

- A “Backbone Network” could be rendered in Spanish as “red vertebral,” but “red troncal” is better for this concept.

- ATM stands for Asynchronous Transfer Mode.

- In the U.S., networks are all fiber.

- A “pipeline” is the broadband connection going into a facility.
• POTS in Spanish is *Servicio Básico* (traditional local service, with some long distance).

• The LEC (local exchange character) is the guy who gives you the dial tone at your home or business, and we learned that it is very common in many countries to use the English acronym LEC.

• Telecom concepts are universal enough to apply anywhere. For example, LATA (local access and transport area) and POPs, Points of Presence (in Spanish, *Puntos de Presencia*). The POP is where all the different cables come together. Multiple POPs (such as Verizon’s point of presence) are the boxes found at the base of the cell tower. “POPs ain’t POTS,” and it is easy to make this mistake, but only if you are not a serious translator.

• Two companies working between two LATAS is the formula for long distance, and “IXC” are inter-exchange carriers. These terms show up in many translations.

• “Cream-skimming” is taking the most lucrative customers (Spanish: *desnatación*), and it contrasts with providing universal service, which includes covering rural areas.

• RBOC (regional Bell operating companies) is one of the deep-rooted terms.

• The “wet” segment of a submarine cable is the *segmento húmedo* in Spanish.

**Terms to Keep in Mind**

**Internet Protocol** is “IP,” but be careful, as IPR stands for intellectual property rights! These two terms can co-exist on the same page.

**Homologation** means standardization. Equipment must be homologated into a country, that is, made to comply with that country’s standards.

A “footprint” in telecom is the area covered by a service network.

2G means second generation. 3G is the latest and greatest (multimedia cell phones, also called smartphones).

**Multiple Access (MA)** has three kinds of division: frequency division (FDMA), time division (TDMA), and code division (CDMA).

**GSM (global system for mobile)** is the European and Australian standard, and is also the standard for much of Asia and Africa.

**PCS (personal communication services)** has smaller cells than cellular and needs more antennas.

**PYMES** are *pequeñas y medianas industrias*, which is SME (secure mobile environment) in English, which can be contrasted with SOHO (small or home office).

**SMS (short message service)** refers to text messaging, and sends a signal not a ring.

**Instant Messaging (IM-ing):** A wide range of smileys/emoticons exist for use when IM-ing. **Meegos** are cartoon-like characters from Microsoft. **Dynamic avatars** are animated characters that show a user’s personality or mood.

**Googlear** and **chatear** already exist in Spanish.

Some English terms coming into our vocabulary include: **Chilax** (chill and relax); **btdt** (been there, done that); **suagooml** (shut up and get out of my life); **ianal** (I am not a lawyer, but…).

### What’s In and What’s Out?

**IN:** Digital; VoIP (voice IP, pronounced “voip”); service provider; unregulated services; prepaid services; bundled services; and hotspots.

**OUT:** Analog; circuit-switched voice; carrier; regulated services; subscribers; POTS; dial-up modems.

### Crystal Ball View for Telecom

Mr. Eidson predicts interoperability, but never complete harmonization of phone systems internationally during one’s roaming. In a larger sense, he predicts further concentration in the industry; continuing convergence of voice/data and of wireline/wireless; and increasing emphasis on providing unique and “value added” content through music, video, news, global positioning systems, traffic, etc.

### The Seminar: Overall Assessment

ATA’s latest seminar program gave participants some excellent opportunities to reinforce their translating skills, gain access to additional resources, and learn more about two specific industrial sectors, each with its unique and specialized terminology. The combination of formal training and informal networking provided participants with the opportunity to establish working relationships with other colleagues in those industries or in their particular language pairings. We look forward to similar opportunities from ATA in the future, as we continually strive to keep abreast of technical developments and to expand our professional horizons.
Choosing the Right Key: Switching Keyboards on a Windows System

By Jost Zetzsche

It may sound strange in this age of unlimited choice, but there are times when I wish that computers would give fewer choices for how to accomplish a certain task. (Needless to say, there are other times when I wish just the opposite!) One area where I think there are far too many choices is entering non-English characters in a Windows environment or within a tool like Microsoft Word.

Let’s first look at the choices you have for entering non-English characters into MS Word with the facilities that Windows and/or Word offer:

- **The archaic way:** The Character Map. You can either start this under Start> Programs> Accessories> System Tools> Character Map, or through a slightly modified version within Word under Insert> Symbol. Here you can find all the supported symbols and characters for each individual font to select and paste into your text. This is a great choice for the casual non-English user, but certainly not for the professional translator.

- **The Word-centric way:** Word provides a number of keyboard shortcuts to enter special characters, such as CTRL+SHIFT+@ followed by “a” for “å.” You can find a full list of these under http://office.microsoft.com/en-us/assistance/HP051865621033.aspx or in your Word help system. However, I have two gripes with this: you still need two keys to get to your special characters, and, even worse, once you leave Word, you’re lost.

- **The Word-centric way, part II:** There are customized shortcuts within Word. You can select a character in the Word Character Map (see above), click Shortcut Key, press the key combination you want to use (i.e., an ALT+ combination or a function key), and then click Assign. However, this is not a very good method. Though you can get by with just one keystroke combination, you’re still lost outside of Word or on any computer other than your own.

- **The work-out way (aka the ANSI code):** This poor but unbelievably popular way among translators consists of four (4!) keystrokes for one character. To activate this, make sure that you have your NUM LOCK key enabled (the small keypad on the right of your keyboard), and type the number of that character on the small keypad as you press the ALT key. The above-mentioned “å” has the key combination 0228. Phew! Like I said, this is a great way to train your memory to remember all kinds of code and exercise your finger muscles, but this certainly is not conducive to a productive work environment!

Clearly, things can’t be as bad as these methods suggest, and most of you know that the best way by far for dealing with special international characters is to install a language-specific or the US-International keyboard.

First things first, though. For the uninitiated, there is a distinction between a virtual and a physical keyboard. The physical keyboard is the hardware keyboard that you use to type and on which every key is labeled with a certain letter, number, or symbol. If you bought your computer in the U.S., chances are that you have a US-English QWERTY keyboard (representing the first six proper letters). If you bought your computer and/or keyboard in—let’s say—Germany, you will probably have a German QWERTZ keyboard. The funny thing is that the labels are only meaningful if that physical keyboard matches the “virtual keyboard”—i.e., the way that your computer assigns the physical keys to the actual output on your screen. If they don’t match, the virtual keyboard decides the output.

You are free to select as many virtual keyboards as your heart desires (if they are among the more than 100 different keyboards plus various other input systems supported by Windows), and in fact for many languages there is a good selection to choose from. For instance, one of the keyboards for U.S. English is the US-International keyboard, which is particularly interesting in our context because it provides ready access to a number of important international characters if you press the right ALT key (see Figure 1).

Aside from the keys that can be accessed like this, you can also “create” international characters with a combination of a “diacritical mark” followed by a letter. For example:

- ” + a = ä
- ’ + a = â
- ’ + c = ç
- + a = å
- ~ + n = ñ
All this is great, but it also causes what many users consider to be the drawback of the US-International keyboard: the characters ",`, `, ^, and ~ are “dead keys,” which means that they don’t “type” if you use them in a normal text. Only if you type the next character will the system “know” whether you meant the character as a diacritical mark or a real character and output either one or two characters. If you are not used to this so-called “sequence checking” process, it can feel quite disconcerting, and, worse, some Windows installations tend to behave irregularly when printing, or not printing, the “dead keys.”

Now let’s talk about how to install an additional keyboard. Depending on the version of your Windows system, select Start> Settings> Control Panel> Keyboard> Language (Windows 9x) or Start> Settings> Control Panel> Input Locales> Change (Windows 2000), or else Start> Control Panel> Regional and Language Options> Languages> Details (Windows XP). Once you do this, the dialog box shown in Figure 2 or a similar one will appear.

Select Add and define which additional languages and/or keyboards you would like to have installed on your system (see Figure 3).
Choosing the Right Key: Switching Keyboards on a Windows System

Continued

Figure 3: Selecting input language and keyboard

![Selecting input language and keyboard](image)

Figure 4: Input languages dialog with new keyboard

![Input languages dialog with new keyboard](image)

In some installations, especially Windows 95, you will have to have the original CD to install additional keyboards.

Once you select OK, the new keyboard will show up in the list of installed keyboards (see Figure 4).

If you now select Key Settings, a dialog will appear in which you can select how you can switch between the different keyboards (see Figure 5).

The key combination LEFT ALT+SHIFT is the default way of rotating between the languages. If you have a large number of keyboards installed, it makes sense to assign a certain key combination to your most often-used keyboards.

After you confirm your selections, you will have a little language icon displayed on your task bar (see Figure 6). This icon displays your currently selected languages. Should you have more than one keyboard for one language installed (for instance, both the US and the US-International keyboard for English), a little keyboard is displayed to the right of the language icon. Clicking on that keyboard will allow you to select the specific keyboard you need.

Note: If you cannot see the keyboard, right-click on the language icon and select Additional icons in task bar. The same right-click command also gives you access to the Restore (or Show the language bar command that places a full language bar on the top of your screen, or the Settings command which displays the configuration dialog for the installation of a new keyboard without having to go through the ridiculous paths described above.

This is all very easy, but it becomes a little more hairy if you have to select languages that either don’t deal (exclusively) with alphabets (such as Japanese, Chinese, or Korean) or use a completely different
writing system, such as bi-directional languages (Hebrew, Arabic).

If you are still using Windows 9x or NT, you will either need a localized version of Windows in those languages or an additional program on top of Windows that will allow you to write. From Windows ME/2000 on, these languages are supplied with the operating system if the appropriate “locales” are enabled. In Windows ME/2000, select Start> Settings> Control Panel> Input Locales (see first graphic, Figure 7) and Start> Control Panel> Regional and

![Figure 5: Settings to switch between keyboards](image)

![Figure 6: Language icon on the Windows task bar](image)

![Figure 7: Enabling complex languages in Windows 2000 (left) and Windows XP (right)](image)
Language Options > Languages > Details in Windows XP (see second graphic, Figure 7). Make sure to enable the appropriate languages or language groups.

Once your locales are enabled, you can go back to the keyboard dialog and add keyboards (or: “Input Method Editors”) for those languages—just as with any other keyboard under Regional Options (see Figure 8).

Because many of the more complex writing systems offer a variety of options for their input systems, it is important to remember to activate Additional icons in task bar as described above. If you do not do that, you will not be able to use the keyboards properly (see Figure 9).

There are many other options for modifying keyboards beyond the ways that Windows offers directly. There are (probably) hundreds of so-called keyboard macro programs that allow you to program your keyboard to start all kinds of processes when pressing a certain key combination (see www.google.com/search?hl=en &lr=&q=keyboard+macro). Or there is the Microsoft Keyboard Layout Creator (see www.microsoft.com/globaldev/tools/msklc.mspx), which allows you to take an existing language-specific keyboard, change some settings, and save that new keyboard as a customized keyboard for your language.

But again, while these programs may be helpful for your personal computer and work habits, they have the same problem as the customized Word shortcuts described above. That is, all the benefits that you create for your own computer will turn to handicaps on another computer because you suddenly do not have access to the keys that your fingers are used to.

For good or ill, we are confronted with a plethora of choices for entering non-English characters. The keys to which ones to choose are in your hands!
This month’s column was submitted by Helge Gunther, membership chair of the Delaware Valley Translators Association (DVTA) since 1991. She joined DVTA in 1988 when she relocated to the Philadelphia area. She was elected to DVTA’s board of directors in 1989, and served as the association’s president from 1990 until 1993. She was the co-founder of the Translators of Western New York, now defunct. She also served as the administrator of ATA’s German Language Division from 1998-2000. She is an ATA-certified (German-to-English) translator. Contact: helge@gunther.com.

Are you a translator who has been sitting glued to your computer for days, perhaps weeks? Are you longing for some respite from your solitary occupation? Want to learn about new developments in your profession? Or just want to share some good conversation with colleagues? Well, if you happen to live in the Greater Philadelphia area (i.e., southeastern Pennsylvania, central and southern New Jersey, or Delaware), you’re in luck. The Delaware Valley Translators Association (DVTA), an ATA chapter, is right in your back yard!

A Bit of History

The DVTA dates back to 1960, when a group of translators living in the Philadelphia area and Camden, New Jersey, organized “language evenings,” met for periodic meetings and seminars, and even published a newsletter.¹ It became the first official chapter of the fledgling ATA, having received its charter from ATA’s Board of Directors on December 1, 1961, just two years after the official establishment of ATA on December 14, 1959.² Despite the name chosen for our local association, Delaware Valley Translators Association, it was always intended that membership would be open to both translators and interpreters alike, as evidenced by the introduction to the “Code of Ideals” adopted by DVTA in 1963 under the heading:

“DELAWARE VALLEY TRANSLATORS ASSOCIATION”

“Delaware Valley Chapter, ATA”

“Translators and interpreters are persons skilled in rendering the true and correct meaning of a text in another language. Such activities require a profound knowledge of at least two languages, as well as considerable general knowledge. Theoretically, the expert professional should have a broad understanding of every technology, science, philosophy, and art. In view of such an obviously unattainable ideal, the professional translator is always aware of both his limitations and the limits of his ability to overcome them.”³

Close Organizational Ties

One of the founding members of DVTA, Dale Cunningham, who held a teaching position at Rutgers University in Camden, New Jersey, persuaded ATA’s Board to hold its fifth Annual Convention in 1964 in Philadelphia.⁴ (Philadelphia was again the site of ATA’s Annual Convention in 1967, and, 26 years later, in 1993.) This marked the

ATA chapters, affiliates, and local groups serve translators and interpreters in specific geographic areas. They provide industry information, networking opportunities, and support services to members on the local level, and act as liaisons with the national association. The following is designed to serve as a quick informational resource highlighting the valuable contributions these organizations are making to the association and the profession as a whole.

Quick Facts

- Acronym: DVTA
- Established: 1960
- Area served: southeastern Pennsylvania, central and southern New Jersey, and Delaware
- Meetings: Two educational meetings and two social events per year
- Newsletter: DVTA Newsletter (quarterly)
- Other publications: Annual printed membership directory (free to members)
- Other benefits: Online membership directory and members-only listserv
- Mission: DVTA is dedicated to improving communication among translators and interpreters, and those interested in these fields, as part of an ongoing program to promote the highest professional standards. DVTA serves as a clearinghouse for information on literature and new developments concerning translation and interpretation. DVTA provides a forum for members to hear formal presentations and discuss current topics in the profession. DVTA acts as a regional talent bank for individuals, business, and industry seeking assistance with translation and interpretation.
- Website: www.dvta.org
- Phone/Fax: (215) 222-0955
- E-mail: contactdvta@cs.com
- Mailing address: 606 John Anthony Drive West Chester, PA 19382
first time ATA’s Annual Convention was held outside New York City. It also was the first meeting to be called a convention. Entitled “The American Translator Comes of Age” and arranged as a two-day event, all presentations consisted of panel discussions with the panelists chosen from prominent translators and interpreters at that time. There was also a small exhibit of dictionaries and reference books. Topics discussed ranged from Chinese-to-English translations, literary translations, and scientific and technical translations, to “The Professional Status for the Translator” and “What We Want From the Translator” ; all topics still of interest to current ATA members. This panel discussion format laid the groundwork for the session-filled agenda that is followed at today’s ATA Annual Conferences. Of course, now the event extends over three days, exhibits have vastly expanded, there are over 175 presentations to choose from, and a job marketplace and various networking and social events have been added.

The close link between the national and the local organization in the early days continues to be nurtured by several DVTA members who are also members of ATA. These individuals have served both their local chapter and ATA with distinction, with some even serving on ATA’s Board of Directors. To name just two of them: current ATA Board Director Nicholas Hartmann and ATA President-Elect Jiri Stejskal.

Who Joins DVTA?
Interpreters have joined DVTA in increasing numbers partially because many of them work as both translators and interpreters, but also because their activity is more limited to the geographic area they reside in than that of translators, whose clients can be anywhere in the world these days. This trend is taken into consideration when planning DVTA’s educational seminars. During any given year, it is our goal to have at least one educational meeting devoted to a topic of interest to interpreters and another with a greater emphasis on translation.

The Importance of Staying Connected: Becoming an ATA Chapter
After the enthusiastic foundation and successful operation as a chapter of ATA for some years, DVTA apparently lost or rescinded its ATA chapter status for some unknown reason in the late 1960s/1970s. The 1970s seems to have been a difficult time for DVTA. It was rescued by what is referred to in DVTA circles as the “Pesticide Project” in 1979/80. One of DVTA’s members, Ted Morrow, worked at the Franklin Institute Research Center, which was involved in an Environmental Protection Agency project that aimed to provide a comprehensive database about pesticides, with data to be collected from information published in international journals. This project provided DVTA members and other translators living in the Philadelphia area with the then rare chance of full-time translation assignments for quite some time.

Buoyed by the success of this project, the benefits of belonging to a local translators’ group became apparent. Six regular meetings were held and gatherings for social events were organized, with most of the social activities being held in members’ homes. Some members became interested (again) in becoming an ATA chapter, but this notion was apparently not supported by the majority of DVTA members.

Nevertheless, in those years DVTA maintained its association with ATA as an affiliate and, in 1991, as a cooperative group. However, it took until September 2004 for it to regain its chapter status, now as the 14th chapter of ATA!

The early 1980s could be considered the beginning of DVTA’s modern age. A code of ethics and professional conduct was developed, a client education brochure was written and distributed to local businesses, bylaws were revised, and different membership categories were established: associate, full (later changed to active), and corporate/institutional. To achieve these goals, membership dues increased for the first time since 1963. More ambitious publications of printed annual directories, newsletters, brochures, and the establishment of a telephone line made another increase in dues necessary in the late 1990s. Membership hovered around 60-70 for most of the 1980s, increasing to close to 100 in the 1990s, and reached 150 in 2005.

Past and Future Activities
Presentations for most of our early meetings, held for many years at Drexel University, relied on local talent, either members of DVTA or local companies, and DVTA was able to offer most of them without having to charge members. A few outside speakers were invited, notable among them presentations given by Ted Crump (“Translating Opportunities with the Federal Government”), Dr. Eugene Nida (“Aspects of Freelance Translations”), and Lawrence Venuti (“For Love of Literature”). Other topics ranged from tax advice, how to run a profitable business, pharmaceutical translations, patent and pharmaceutical translation workshops,
panel discussions on utilizing new technologies, and successful interpretation, to what employers expect of translators, cross-cultural and linguistic issues, and where to look for potential clients.

Apart from local events, DVTA extended its activity when it played co-host and helped organize the first East Coast Regional ATA Convention in Cape May, New Jersey, April 26-28, 1991. For this event, DVTA worked with the New York Circle of Translators (NYCT, www.nyctranslations.org) and the National Capital Area Chapter of ATA (NCATA, www.ncata.org). In 1996, DVTA once again helped to organize another ATA East Coast Regional Conference at George Washington University in Washington, DC, together with NYCT, NCATA, and The Translators and Interpreters Guild (www.ttag.org).

In addition to working with ATA and other regional translator and interpreter organizations, DVTA joined the Greater Philadelphia Chamber of Commerce (GPCC) on February 4, 1997, and has rented an exhibitor booth at the GPCC’s last nine annual business expos. At our booth, we display our translation and/or interpretation tools and hand out brochures and rolodex cards explaining what we do. The GPCC also hosts free or member-discounted networking events where DVTA members, if they so choose, can interact with other business professionals in the Philadelphia area.

More recently, DVTA changed its schedule to two educational meetings and two social events per year. These meetings have taken on the format of half-day seminars, usually held on a Saturday, with invited speakers from outside the association. One of the problems DVTA is currently wrestling with is finding centrally located meeting facilities at a reasonable cost that can provide the necessary electronic equipment expected for presentations these days.

Initially, communication among DVTA members was maintained, in addition to the regular meetings, by printed newsletters and an annual directory. But this has changed in the past two years as we switch to electronic communications. We maintain a private e-mail listserve at Yahoo! (http://groups.yahoo.com/group/DVTA_org/). We use e-mail to send out meeting announcements and other news to members who have e-mail (the majority). And to bring us into the electronic mainstream, we have developed in the last year our new website (www.dvta.org), which will include our much anticipated online membership directory.

**Acknowledgment and Advice to Others**

We would like to thank Dr. Margaret Devinney, Don Haak, and other DVTA members who shared their recollections of the early days of DVTA and their document collections. One of the lessons learned from writing this article and advice we would like to pass on to other ATA-associated groups, be they chapters or divisions, is to keep good documentation of your history, start assembling it early, keep it current, involve your members, and share it with them. It can be lots of fun and creates a feeling of belonging.

**Notes**


3. DVTA Archive files.


5. DVTA Archive files.

Business Smarts: Making the Jump

This month, we find that having a strategy for finding clients, including researching the market and tailoring your résumé so your skills match a particular company’s needs, will make it easier for you to gain regular assignments as a freelancer. Of course, earning enough to pay the bills is just the beginning.

Question: “Although I have had a full-time office job since graduation, I realized that my passion lies in translating, and I would like to become a self-employed translator. I have done part-time freelance work for a while and have a small client base, but not enough work to support myself financially. I tried reaching out to various agencies by mail and e-mail, without much response. What is it that agencies are looking for, and how can I get my foot in the door?”

F.R., by e-mail

Answer: Making the jump from a regular paycheck to the world of self-employment can be scary, and finding enough work to pay the bills is just the beginning. Every translation company needs translators, but a mass postal mailing to hundreds of agencies no longer brings the desired results, since much of the industry has now shifted to online communication. E-mail not only is a new medium for marketing your services, but also demands new strategies: “It is much better to send 20 targeted and personalized e-mail messages than 500 e-mails to a purchased list,” advises Gianni Davico, CEO of the Turin-based translation agency Tesi & testi. Your résumé should be concise and fully up-to-date, and focus exclusively on your language skills and translation expertise. For follow-up, be ready to send out meaningful translation samples labeled with your name and contact information.

The Internet is another productive hunting ground. Look for reputable sites that post translation assignments, and respond to offers with a customized message that provides concise information about yourself and your availability. A short sample paragraph can showcase your writing skills and expertise in a given field. Always follow the outsourcer’s directions (i.e., don’t call when you are instructed to send e-mail), and use an informative subject line for your message (“German assignment 2,500 words of financial text” rather than “Freelance”). Finally, triple-check your message for errors.

Getting an assignment is just the first step in a series of transactions. According to Hélène Pielmeier, director of client services at Iverson Language Associates, Inc., agencies are looking for translators who are team players and who have excellent communication skills as well as experience with computer-assisted translation tools: “Timely communication is key. This includes a timely response to confirm whether you are available to take a job, timely acknowledgement of receipt of files, and responsiveness to questions concerning a delivered translation.” Be sure never to miss a deadline, and be available to answer questions after delivering the job. “Your ability to participate professionally in problem resolution is key to longevity in a business relationship,” adds Patricia Bown, the translation manager at McElroy Translations.

Ultimately, the client’s satisfaction with the work you provide will play a large role in your professional success. Says Beatriz Bonnet, CEO of the Syntes Language Group: “Convince us you consistently deliver top-quality work, and then be 100% sure to deliver on that promise.”
The following are the Administrative Policies for Continuing Education approved by the ATA Board of Directors at its January meeting.

Continuing Education Administrative Policies

Background
• Continuing Education requirements took effect January 1, 2004.
• Individuals certified after January 1, 2004, will have three years from the date of notification of passing the exam to fulfill the continuing education requirements.
• No one will be grandfathered into the program.
• In order to retain their certification, all certified members must fulfill the continuing education requirements, except for those who are exempt by age or extenuating circumstances.

Age Cap
• Members 60 years of age or older in the year of their renewal do not need to fulfill the reinstatement process. However, if the member has let his or her certification lapse prior to turning 60 and then reappears upon turning 60 or older, the individual must meet the certification education requirements to be reinstated.

Extenuating Circumstances
• ATA Headquarters has the authority to extend the deadline for accruing continuing education points, upon request, for up to one year based upon extenuating circumstances, such as long-term illness, undue hardship, being called up for military duty, etc. Additional one-year exceptions may be granted, if required. Any points earned during such extension shall not count toward the next renewal period.

Continuing Education Record
• Each certified member must complete the ATA Continuing Education Record and submit it along with any supporting documentation to ATA Headquarters by the appropriate deadline.

Notification
• ATA Headquarters will notify certified members prior to the deadline for submitting their completed Continuing Education Record. Three months after their deadline, Headquarters will send a notice to certified members who have not submitted their paperwork, reminding them of the consequences and how to remedy the situation.

ATA Membership
• Certification lapses if ATA membership is not renewed.
• If a member’s certification lapses, the member still retains his or her active/corresponding membership rights and benefits.

Decertification
• A member will be decertified if the appropriate continuing education requirements have not been fulfilled by the deadline or extended deadline, as appropriate.
• ATA will remove any certifications from decertified members’ listings or profiles in the ATA online directories.
• No public lists of decertified members will be kept. However, if asked about a particular member, ATA Headquarters will not state that the member was decertified, but will state that the member is not certified.

Reinstatement
• If three years or fewer have lapsed since the individual was an ATA member, the individual must pay the current dues and, if scheduled, submit his or her Continuing Education Record to be reinstated as a certified member.
• If more than three years have lapsed since the individual was an ATA member, the individual must go through Active Membership Review and then fulfill the Continuing Education renewal requirements.

Amendments/Revisions
• Amendments and revisions to these policies can be made as approved by the ATA Board of Directors.

January 2006

Certification Forum:
Continuing Education Administrative Policies

All certified members are required to earn one CE point by completing an ethics course.

For details, go to: www.atanet.org/acc/ce_online_ethics_component.htm.
In Memoriam

Susana Greiss • 1920–2006

look around me, particularly at these annual conferences, and what do I see? I see friends, friends everywhere. I have long thought that, as we rush through life, we may be taking things for granted, we may be feeling that everything we have is owed us, that our family loves us because we are family.

“Reflecting on this one day, I decided that perhaps my friends really don’t know how I feel towards them. So I thought I should tell them, just in case. And the expressions on their faces, the smiles and the warmth, told me that it is really important to tell people how you feel about them. So now I want to tell you, my friends, that this Division is very special to me and the affection and warmth you have shown me is something that I cherish. You have given back to me tenfold whatever I gave to you.”

—Susana Greiss, SlavFile, Winter 2003 (Vol. 13, No. 1)

ATA member and Gode Medal recipient Susana Greiss passed away on Sunday, March 19, 2006. Susana assisted in the establishment of the Portuguese Language Division and was a past administrator of ATA’s Slavic Languages Division (SLD).

Susana was born in Russia, but emigrated to South America at age 4. She lived in Brazil, Uruguay, Argentina, and France before settling in the U.S. in 1961. With a master’s in translation from the Graduate School of the City University of New York (CUNY), Susana worked as a freelance translator specializing in corporate law. She was ATA-certified in five language combinations, including English-to-Spanish, Spanish-to-English, Portuguese-to-English, French-to-English, and Italian-to-English. Her active involvement with ATA included membership in her local ATA chapter, the New York Circle of Translators. In recognition of her enormous contributions to the SLD and its members, the division established the Annual Susana Greiss Lecture Series in 1997, featuring a distinguished guest speaker, well-known in the field of Slavic languages, at each ATA Annual Conference.
Harrap’s Spanish Dictionary  
(English-Spanish, Spanish-English, with CD-ROM of the full dictionary text)  
Publisher:  
Chambers Harrap Publishers, Ltd.  
Publication date:  
First published in Great Britain in 2003  
ISBNs:  
0245 606807 (U.K.)  
84-8332-369-9 (Spain)  
970-22-0664-2 (Latin America)  
Number of pages:  
1,996 (English-Spanish:1,062; Spanish-English, 934)  
Price:  
$72.30  
Available discounted from:  
amazon.com for $49.50 (but beware: the CD-ROM is not mentioned)  
Type of work:  
Comprehensive bilingual dictionary with English language entries from England, Scotland, Ireland, the U.S., Australia, Canada, New Zealand, and South Africa, and Spanish entries from all the Spanish-speaking nations.

Reviewed by:  
Sylvia Korwek

Finally, a bilingual dictionary that not only lists false cognates after correct meanings, but explains their nuances and uses as well! Not always, mind you, but frequently enough to be really useful. These falsos amigos, set apart in boxes on the printed page, have not been abridged out of the CD-ROM, and also appear listed separately in the center section of the book.

The publisher states that this dictionary was produced by an international team of translators and lexicographers, and it shows. It is translation-conscious, going to some length to discuss things like: the use of quotation marks in Spanish (under the headword comillas); thousand and decimal commas vs. periods (called full stops in British usage); subjunctives and high-register word collocations (marking them specific to the U.S. or the U.K.); the use of dangling prepositions in conversational English; the apostrophe “s”; and the nuances of the personal “a” in Spanish. These sections pertaining to grammar and usage, however, appear only in the print version.

Idioms are plentiful and clearly labeled (in black on a blue background on the printed page, and green in the electronic version). Words like “act” and “action” are followed by numerous examples of contextual usage and idiomatic expressions.

If you would like more productive word searches while using this CD-ROM, here is a hint. If you do not find a two-word combination, remember that this is a British work, so try hyphenating (for example, “high five”). On the other hand, if a Spanish word is correct with or without an accent (as with many Greek-derived terms in medicine, such as alergeno and alérgeno, or when trying to differentiate between the adjective and the pronoun, as in aquel and aquel), both versions will be listed, the unaccented first. Depending on how your keyboard is configured, in order to put accents on search words you may have to use your Alt key plus the numeric keyboard combinations.

Some Terminology Results  
Under “therapist” you will find only the “correct” term, terapeuta, but on the Spanish side you will find both terapeuta and terapista (curiously circumscribed to the Andes and Mexico, although it’s the only term commonly used in Puerto Rico). The Spanish Academy’s online dictionary pointedly classifies it as “not included” without bothering to mention that millions of people use it exclusively.

“Blond” (rubio) does well with güero (Mexico), chele (Central America), mono (Colombia), and catire (supposedly for the Caribbean, although I have never heard catire used outside of Venezuela, and it would be incomprehensible in Puerto Rico).

“Drinking straw” falls short, with just the general pajita and the Mexican popote, with no entries at all in Spanish for terms widely used in the Caribbean, such as sobrerto, sordete, and calimete.

“String bean,” the bane of recipe and menu translators, comes in nicely with five regional variants, but “green beans” were left out.

“Ticketless,” “to-die-for,” “drop-dead gorgeous,” “toggle switch,” and “televangelist” are there, but “retrofit,” “reuptake,” “TTY,” and “timeline” (and cronograma) are not. We recommend that the publishers include these terms in future editions for the U.S. market.

More Features  
The Verb Table in the back lists all the tenses, moods, and participles for 74 difficult Spanish verbs. Each verb headword is followed by a number that refers to these 74 conjugations. The back of the book also lists English verbs that are irregular, with their corresponding past tenses and participles. All these reference pages are edged in blue so you can...
Dictionary Reviews Continued

locate them easily.

**Wishful Thinking**

I suppose it might be too much to ask that when you type “light bulb” and it takes you to “light,” the phrase, buried somewhere below, would change color to signal its inclusion, and that more compound combinations that are current today, such as “pressure-sensitive” and “time-sensitive,” would be included.

**Overall Evaluation**

To sum up, this is a tool worth the investment.

---

**Sylvia Korwek** received her M.A. in translation in 1988 from the University of Puerto Rico, and has been a freelance translator and medical interpreter in California since 1990. Spending her childhood and teen years in schools in Argentina, Venezuela, Peru, Colombia, and other countries where her father was posted turned out to be priceless for her work as a Spanish linguist. Contact: skorwek@sbcglobal.net.

**Le Grand Robert & Collins électronique (PC/Mac)**

**Publisher:**
Dictionnaires Le Robert/Sejer
Bureau Van Dijk Electronic Publishing

**Publication date:**
2004

**Price:**
$85

**Available from:**
www.amazon.fr

**Reviewed by:**
Françoise Herrmann

For those of you who love the Robert & Collins institutional giants, *Le Grand Robert & Collins électronique* (GRCE), published in France, contains both the *Robert & Collins Senior* and the two-volume *Robert & Collins Super Senior* hardcopy editions, minus the synonyms listings and the geographical maps of the *Robert & Collins Super Senior.* Furthermore, this CD is intended for both MAC and PC users, and is designed by the Bureau Van Dijk Electronic Publishing, acclaimed Belgian designers of the *Le Petit Robert* on CD-ROM. The GRCE contains a total of 1,200,000 entries, more than one million translations, and audio pronunciation of 75,000 words. Finally, in the Robert & Collins tradition of marketing esotericism, the GRCE is also called *The Unabridged Collins & Robert Electronic French Dictionary,* just in case you run into this title and begin to wonder.

To use the GRCE, PC users will need a Pentium™ II processor, 32 MB of RAM, Windows™ 98/2000/XP or NT4, at least 16 MB of space on their hard drives, a 4x CD-ROM drive, and an 800 x 600 pixel video card. MAC users will need a G3 processor or higher, 32 MB of RAM, MAC OS 9 to 10, and a 12x CD-ROM drive.

The GRCE comes packaged as a single CD with a small 30-page insert user guide in French. It is installed via a standard installation Wizard that offers three options: complete, partial, and minimum. A complete installation requires 560 MB of hard drive space, allowing you to use the GRCE without the CD, and thus frees your CD-ROM drive for other uses. A partial installation requires 130 MB of hard drive space and allows you to use the GRCE without the CD inserted in the CD-ROM drive, except when you want to access the audio files for the pronunciation of 75,000 terms. Finally, 5 MB of hard drive space are needed for the minimum installation option, which requires the use of both the CD and your CD-ROM drive.

Once the GRCE is installed, you may launch it using the Start menu or the icon located on the taskbar of your desktop. When not in use, the program then collapses on the taskbar just like other applications opened on your desktop.

Once the GRCE is launched, you will be pleased to discover a pleasantly color-coded and versatile menu- or click-driven interface that is delightfully user-friendly and packed with innovative and practical features (see Figure 1). To search the GRCE you may type in your term or phrase in the application “Word or Sequence” field, or use the pop-up function by highlighting your query in any application (including Web pages and e-mail) and then right-clicking on the GRCE taskbar icon. The pop-up mode saves you time since you do not have to type or re-type your search. The results of your search in the Dictionary word list will appear in the larger window to the left of the color-coded list of entries (orange for English, green for French). To speed the search process you may also choose to use the default French and English listing, which allows you to specify the language of the search item each time, or you may set the search to one or the other language separately. For speed also, the GRCE parser allows you to type without accents in French and use incomplete or incorrect spelling.

In response to different user preferences in navigation styles, all settings appear both menu- or click-driven. Pull-down File, Edit, Resources, Display, Tools, Window, and Help
menus appear at the top of the application, but for users who prefer Web-style click navigation, all of the functions and utilities available via the menus can also be accessed via clickable buttons or tabs at other more strategic and visible locations on the application. For example, say you would like to increase the size of the print on screen, you may click on the increase font icon button at the bottom left corner of the screen, or open the Display menu at the top of the screen and select the “Increase Font Size” option. The same option in navigation styles exists for all of the application functions, including printing, copying, setting the search language, and cross-listings, each of which are accessible both via menus or clicks, depending on your personal preferences.

There are two wonderful and time-saving ways of navigating long articles with the GRCE. One way is to enable the Explorer function or Entrymap summary function. The other way is to type in the item searched within a long article, directly in the dedicated “Find in Text” field. So, for example, say you are searching for a translation of the term “make over” in the article for “make” (see Figure 1). One way is to use the Explorer or Entrymap function, which opens as a small window beneath the color-coded entry list, displaying a hypertext tree structure of the article where you scroll and click on the term “make over.” Another way is to type the term “make over” directly in the “Find in Text” field of the article “make.” Both ways supply you with direct access to the entry “make over” within the larger article for “make” without having to scroll up and down the article searching or reading it. Ultimately, both ways greatly speed up and simplify the process of searching and finding hits within a long article.

There are still more targeted ways of finding terms in the GRCE using the word list options—again, each is accessible via clickable buttons across the top of the application or inside the pull-down Resources menu, depending on the user’s preferences. The main and default word list is the Dictionary. The remaining six lists are cross-lists of the Dictionary list: Idioms, Compounds, Phrasal Verbs, Abbreviations, Proverbs, and Cultural Notes. Entries for each of the lists appear in the left window and the content of the articles in the right window, so that beyond invoking a search for a specific term, it is also possible to peruse or scroll the lists. Additionally, when the Explorer function is left enabled, the location of a proverb, compound, idiom, phrasal verb, or abbreviation in the dictionary also becomes transparent.

The Conjugation function is embedded in the articles of the dictionary, as is gender and number information. Inflected forms of all verbs, the feminine and masculine, as well as the singular and plural forms of all nouns and adjectives, are accessed via a small expand icon button next to the noun, adjective, or verb grammatical categories listed in the article. These forms pop up in a separate window. For French verbs, the Conjugation window includes a list of all tenses, modes, and persons accessible via tab format, allowing you to find any verb form you are seeking. For nouns and adjectives also, a window opens displaying inflections.

Similarly, the design of hypertext is novel. In the GRCE, when you click on any word in an article, the linked information pops up as a window beneath the article so that both are visible on screen, instead of the linked article replacing the current article. Forward and backward arrows next to the head-word display also allow you to retrace your steps through your searches and hyperlinks. Thus, via this uncommon hypertext design, you may view the new linked information you want without losing track of the information in your original searched article.

As in the paper edition of the Super Senior Robert & Collins, the GRCE includes a notional-functional grammar, termed “Language in Use.” This grammar is accessed via the tab beside the vertical Dictionary search tab, and comes with the bonus advantage of hyperlinked cross-references to the main dictionary. In contrast to this grammar, as in the paper versions, the content of each Dictionary article of the GRCE is structured according to traditional grammatical parts of speech, the hypertext tree structure organization of which appears clearly in the Explorer windows.

In addition to the small 30-page insert user guide in French that comes with the CD, the GRCE includes a full-blown help function, mapped onto the Windows Help menu option, including a hyperlinked index and search field. The GRCE Help function is available in both French and English when you switch the language of the interface using the Tools menu, and it will uncover any remaining mysteries of the application.

To complete this brief tour of the GRCE, it is important to reiterate that the GRCE includes the content of both the Super Senior and the Senior Robert and Collins hardcopy dictionaries, minus the synonyms dictionary and maps of the Super Senior. Thus, the GRCE brings you, to date, the most complete of the Robert and
Collins bilingual dictionary listings and translations. This includes all the known, and much respected, qualitative dimensions of excellent terminology and concordance-tested common usage, gleaned from large databases of multiple media sources, in addition to state-of-the-art design to enhance and magnify the possibilities of the paper editions. It is hardly surprising, then, that this application has been awarded the prestigious French Ministry of Education RIP award—Reconnu d’intérêt pédagogique [Recognized of educational benefit]. This is a tool that works. As always, it works for all your common French and English translation needs, short of the ultra-specialized. And it works now as a smooth and slick electronic tool that harnesses your paper editions, sending them to soaring heights. Plus, it’s a real deal! Enjoy!

Notes

Françoise Herrmann is a freelance translator and interpreter for French and English (sometimes Spanish) based in San Francisco, California. She occasionally teaches scientific translation at the Monterey Institute of International Studies. Contact: fherrmann@igc.org or www.fhphd.org.

Figure 1: GRCE interface displaying a search for the term “make over” in the article for the term “make.”
Singing Jokes

Shakespeare’s Polonius on operatic jokes: “The best humor in the world, either for verbal, visual, verbal-visual, musical, musical-verbal, musical-visual, or musical-verbal-visual.”

Consider Wolfgang Amadeus Mozart’s Die Entführung aus dem Serail (The Abduction from the Seraglio), a singspiel (musical comedy) with at least one musical-verbal joke for each of the six principal characters, that is, a joke which either exists only when sung or, whether sung or spoken, explicitly refers to the music or the singing.

It is one thing for a prima donna to be adored by members of the audience; it is quite another thing, and frequently very funny, if she adores herself. Towards the end of Act I, the heroine Konstanze sings a succession of coloratura melismas, single syllables spread out over long florid runs of notes, all on the first syllable of “meinem” (“my”). “Me-me-me-me” cries the leading lady, and with a vengeance.

Speaking of vengeance, the desire for it is expressed in another overdone melisma, sung not by a soprano, not even by the lead tenor, but by the villainous bass Osmin. In Act III, overjoyed at the prospects of his enemies’ imminent bloody and gruesome death, Osmin’s ecstatic aria states that he will dance, laugh, and, above all, sing (“singen”). The melisma’s vowel is not a mellifluous “ah,” but a screechy “ee,” on which the flight of the two-ton bass canary ranges from E above middle C to E two octaves below.

In Act II, the prima donna further shows her self-absorption by singing an entire aria without ever noticing that her maid, Blonde, is on stage with her. In this aria, Konstanze’s sadness is indicated musically by a musical figure that drops down and then usually returns to the original note. Later in Act II, the seconda donna gets her musical revenge. After hearing that they will be rescued, Blonde sings that she will bring the happy news to Konstanze and end the latter’s endless crying—on a cheerful inversion of Konstanze’s musical figure.

The usually sacrosanct lead tenor also does not escape Mozart’s musical-verbal mockery. In Act I, Belmonte’s emotion at the prospect of once again seeing his beloved Konstanze is overwhelming and uncontrollable. Mozart makes fun of him by taking advantage of the fact that operatic arias generally involve much verbal and musical repetition. Each of the first two lines of Belmonte’s verse is given its own music, and each is repeated with the “correct” music. And then, to show how overwrought Belmonte is, Mozart has Belmonte, in his emotionally mixed up state, sing his first line to the second line’s music.

Mockery of the lead tenor does not stop there. In Act III, during the planning of their escape, Belmonte’s servant Pedrillo says that Belmonte can distract attention and avoid arousing the watchmen’s suspicions by singing, since Pedrillo routinely sings at that same location every night. However, there is a double entendre reference to the musical performance: “I, the second tenor, am a better singer than you, the lead tenor. Nyah! Nyah!” In the English translation by Ronnie Apter and me, Pedrillo says, “I sing every night, so if the Janissaries hear you they won’t think much of it.”

Even the Pasha, a speaking character, is musico-verbally mocked. The Pasha’s and Konstanze’s entrance in Act I is heralded by a particularly noisy march of the chorus of Janissaries. Mozart himself wrote that this march was intended to please lowbrow musical tastes. Nonetheless, the Pasha calls it “bezaubernde” (“charming,” “enchanting”). With such a poor ear for music, no wonder the Pasha is a non-singing character!

Translators take note: Mozart, and his librettists, in addition to their musical qualities, had superb senses of humor!
ATA Certification Exam Information

Upcoming Exams

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<th>City</th>
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New Certified Members

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

English into Spanish
Clara I. Llamas-Gómez
Paris, France

Bettina Schewe
Montevideo, Uruguay
**Upcoming Events**

**May 6, 2006**  
New England Translators Association  
10th Annual Conference  
Radisson Hotel  
Marlborough, Massachusetts  
www.netaweb.org

**May 19-21, 2006**  
National Association of Judiciary Interpreters and Translators  
27th Annual Conference  
JW Marriott (on Westheimer by the Galleria)  
Houston, Texas  
www.najit.org

**June 2-3, 2006**  
California Healthcare Interpreting Association  
Sixth Annual Education Conference  
“Connecting the Pieces”  
Renaissance Montura Hotel  
Los Angeles, California  
www.chia.ws

**June 3, 2006**  
Delaware Valley Translators Association  
Spring Interpreting Seminar  
Place: Holiday Inn Historic District  
Philadelphia, Pennsylvania  
www.dvta.org

**June 17-18, 2006**  
IJET-17  
International Conference Center  
Kobe, Japan  
www.jat.org/ijet/ijet-17

**June 23-25, 2006**  
Iowa Interpreters and Translators Association  
2006 Conference  
Des Moines, Iowa  
www.iitanet.org

**October 18-21, 2006**  
American Literary Translators Association 29th Annual Conference  
Washington  
www.literarytranslators.org

**November 1-4, 2006**  
American Translators Association 47th Annual Conference  
New Orleans, Louisiana  

**Honors and Awards**

See [www.atanet.org](http://www.atanet.org) for details

- **ATA Alexander Gode Medal**  
  Deadline: May 1, 2006

- **ATA 2006 Lewis Galantière Award**  
  Deadline: May 1, 2006

- **2006 Alicia Gordon Award for Word Artistry in Translation**  
  Deadline: June 1, 2006

- **American Foundation for Translation and Interpretation**  
  JTG Scholarship in Scientific and Technical Translation or Interpretation  
  Deadline: June 1, 2006

- **2006 Harvie Jordan Scholarship**  
  Deadline: September 18, 2006

- **S. Edmund Berger Prize**  
  Scientific and Technical Translation  
  Deadline: September 18, 2006

**ATA’s Membership Directory**

**Keeps You Connected All Year Long**

You’ll find the most up-to-date contact information for your ATA colleagues online, day or night!  
Search by name, location, even by email address—just click  
[www.atanet.org/membersonly](http://www.atanet.org/membersonly).
Robert L. Addis, one of the few remaining charter members of the American Translators Association and a key figure in the organization’s early growth and development, died of a heart ailment at his home in Woodside, California, on November 7, 2005. He would have turned 83 years old in January 2006.

Mr. Addis was also one of an ever-shrinking group of so-called “translator-merchants,” men and women who were active translators throughout their lives, but also combined their language skills and talents with business acumen to establish prosperous and durable translation service companies.

Robert Lester Addis was born in Mt. Vernon, New York, on January 31, 1923, graduated from A. B. Davis High School (today Mt. Vernon High School), and was admitted to Yale University before his 17th birthday. He graduated from Yale in three years and was inducted into the United States Army. Because of his outstanding language skills, he was assigned to Army Intelligence and served in the European Theater of Operations between 1943 and 1945.

After the war, he served several years in the U.S. Diplomatic Corps, and then found his way to California, where in the next five or so years he literally roamed all over the state, taking odd jobs that ranged from fruit picker to corporate employee. He settled down with his wife Louise in the mid-1950s in Menlo Park (in the heart of what would one day become “Silicon Valley”). As Mr. Addis related it, it was in the kitchen of his house that he started a translation bureau in 1957 (the term “translation agency” would not come into use until a decade later), called simply “Addis Translations.” Although the focus of his education had been languages and the liberal arts, Addis had a natural bent for and a keen understanding of business. Translation in the mind of Robert Addis was not only about language and writing, but also a business, and he approached it as such in 1957 and maintained that same approach until the end of his career.

He was an avid believer in advertising and never once in his many years as a translator-businessman did he ever hesitate about spending money for advertising. Mr. Addis advertised anywhere and everywhere he believed he could get business: newspapers, magazines, professional journals, radio, direct mail (and eventually the Internet), and any other medium that could deliver his message. In addition, he was quick to adapt to new technology, and was literally always first in line to buy a new product that meant more efficiency. When the electric typewriter became the instrument of production, Addis purchased one immediately; when the “Selectric” replaced the electric typewriter, Addis was there to buy this new replacement (also purchasing every ball typing element he could lay his hands on), and when the first “Selectric” came out with memory capability, Addis was one of the early customers. And the same applied to the copying machine, the fax machine, the computer, the toll-free 800 number, the acceptance of credit cards as a method of payment, etc., etc. However, he drew the line at so-called translation-assistance tools, for those, in his view, were anathema to the process of translation.

Mr. Addis joined the ATA in early 1960, and very soon thereafter became involved in its development. In 1962, he established ATA’s second chapter, the California Chapter of the American Translators Association (“CalChapATA”), which eventually evolved into the Northern California Translators Association. He produced an endless flurry of little newsletters called “CalChap Notes” and served a term as ATA’s vice-president (today, the vice-president of ATA is called the president-elect). In 1972, he became editor of the then-newsletter of the ATA, called “ATA News,” and promptly re-named it The ATA Chronicle. Although his editorship lasted for only three issues, the name The ATA Chronicle continued on and even outlived him. It was also around that time that Mr. Addis became ATA’s biggest, if not only, advertiser, and the full-page advertisements of his translation service company appeared in all sorts of ATA publications for almost two decades. To many observers of the ATA scene, it appeared that Mr. Addis enjoyed certain privileges from his status as the association’s biggest, and only, advertiser: his
often acerbic and extremely cutting criticism of association policy and officials was more times than not totally absent any official rebuttal, and worse, censorship.

But missing from Addis’ criticism of ATA policy was vehemence and anger. He much preferred sarcasm, facetiousness, and most of all wit. He saved his best for what the ATA then called the “accreditation” program (today the “certification” program). Mr. Addis referred to it constantly as the “accreditation rental program,” taking his clue from the fact that ATA referred to the obtainment of an accreditation certificate as a “credential” and “achievement,” but invalidated the certificate (and therefore, in the view of Mr. Addis, both the “credential” and the “achievement”) if the holder ceased his or her membership in the association. Mr. Addis, who himself translated from Russian, German, French, Spanish, Portuguese, and Italian, and was a demanding taskmaster, was openly contemptuous of the entire program, from the very concept of testing translators to the methods employed by the association for testing, to the examiners themselves. He was equally critical of the association’s policy of comparing translation to other professions and then attempting to establish parameters for translation that worked for other professions, but were totally foreign to translation. “Translation sits in its own category and does not withstand comparisons to other professions,” he often said and wrote.

Mr. Addis’ career as a translator and translation businessman took a quantum leap around 1967 as a result of two significant events. He landed the account of the Lawrence-Livermore Laboratories, and began a long-standing relationship with a British translation company called Express Translation Service, which specialized in the translation of scientific and medical documentation, and to whom he subcontracted a portion of the enormous volume of work he was receiving from Lawrence-Livermore.

From that relationship ensued an informal partnership called Ad-Ex (obviously derived from “Addis” and “Express,” but Mr. Addis liked to tell others that it came from the Latin “to” and “from,” as “into” and “from” a foreign language). By the early 1970s, this informal partnership became a loose confederation of Ad-Ex companies, with units in the U.K., Japan, New York, and California. Eventually, Mr. Addis changed the name of his company to “Ad-Ex Worldwide.”

Mr. Addis’ approach to the business of translation was predicated on providing the highest quality of writing and communication, and every translation, whether done by him or one of his in-house associates or a member of his far-flung staff of freelance translators, went through an arduous editing and verification process. And it was this process and his unwavering belief that quality translation was a valuable and unique communications product that led him to demand—and get—some of the most handsome fees known to the industry at the time.

But what Mr. Addis was incapable of doing was to hold back the tide of change that began to affect the world of industrial translation, and particularly the U.S. translation market in the very late 1990s and at the turn of the century. For the first time in his long career, Mr. Addis was forced to admit to a few confidants that 2001 was the worst year he had ever experienced. The “globalization” or “internetization” or “Wal-Martization” of translation had impacted what had once been his impregnable translation fortress. But he continued to survive until advancing age and ill health closed the doors on a long, successful, and remarkable career.

Mr. Addis is survived by his wife, Louise, and a daughter, Vanessa.

This obituary was written by Bernie Bierman, a long-time colleague and business associate of Robert Addis. Mr. Bierman, an ATA member since 1961, has served the association in various capacities for over 30 years. He has written over 200 articles about the U.S. translation scene, and is the author of A Translator-Warrior Speaks: A Personal History of the American Translators Association (1959-1970).
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 1-4, 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 17, 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. (See below for some great photo tips.)

Any questions? Contact: Amanda Ennis, germantoenglish@earthlink.net or Lillian Clementi, lillian@lingualegal.com

A Winning Photo Is As Easy as 1-2-3!
Follow these guidelines to improve your chances of taking this year’s prize:

1. Make sure the photo shows clearly that you’re talking about translation and/or interpreting. This could include: words behind you on a whiteboard, chalkboard, or flip chart; an interesting prop; or classroom decorations, such as flags, foreign vocabulary or maps.

2. If possible, include both yourself and one or more students in the photo. If the school’s confidentiality policy prohibits showing children’s faces in the photo, try a shot that shows them from the back.

3. Aim for a photo that’s clear enough for effective reproduction in *The ATA Chronicle* and other promotional materials. Ideally, it should be visually pleasing as well, although we’re willing to do some cropping and enhancing if the content is good.

The ideal photograph would combine these elements to create an image that captures the fun of translation and interpreting, your passion for the profession, and the interest and engagement of your audience. Now that’s a great shot.

---

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.
If you were certified before January 1, 2004, your first 3-year reporting period ends on January 1, 2007. If you become ATA-certified after January 1, 2004, your first reporting period ends 3 years after your certification date.

You can begin accruing continuing education points on January 1, 2004, or as soon as you become certified. ATA-certified translators who will be 60 and older in the year their reporting period ends are exempt from continuing education requirements. All others must provide evidence of their continuing education activities as described here.

Keep track of your continuing education points and supporting documentation: this is your responsibility. Use the forms on pages 57 and 58 to request approval, if required, either before or after the event. ATA Headquarters will notify you and provide materials for reporting your continuing education points, when due.

You must earn 1 continuing education point on the ethics of translation and interpreting during your first 3-year reporting period. You may choose between attending an ethics workshop at the ATA Annual Conference or taking a self-directed course available online and in print. The self-directed course is available online at www.atanet.org/acc/ce_online_ethics_component.htm The Continuing Education Requirements Committee may approve other ethics classes.

### Eligible Continuing Education

You can earn continuing education points in any of 6 categories. Each has a maximum number of points per year or 3-year reporting period.

#### A. Translation/interpreting courses, seminars, workshops, and conferences

- **Points:** 1 point per hour for attending translation/interpreting seminars, workshops, and conferences (up to 10 points per event); 1 point per hour for college and university courses (up to 5 points per course); 2 points per hour for teaching/presenting classes, seminars, workshops, and conference sessions.
- **Maximum:** Up to 10 points in any given year.
- **No approval required:** ATA annual/regional conferences, preconference seminars, and professional development seminars and CDs from these events. ATA chapter and division seminars, conferences, and workshops. Courses, seminars, and conferences offered by nationally accredited university translation/interpreting programs in the United States. ATA Certification Program grader training.
- **Approval required (before or after the event):** Translation/interpreting courses, seminars, workshops, and conferences offered by other translation/interpreting associations in the United States or abroad, or by university translation/interpreting programs abroad. Privately offered seminars on translation/interpreting.
- **Approval process:** While no approval is required, ATA chapters, divisions, and nationally accredited translation/interpreting programs in the United States are encouraged to submit an approval request to ATA Headquarters for record keeping prior to their classes, seminars, and conferences.
- **Examples:** ATA Spanish Division Mid-Year Conference; NYU Translation Program online courses; Kent State University’s Terminology Summer Academy; conferences organized by the National Association of Judiciary Interpreters and Translators.

#### B. Other courses and seminars

- **Points:** 1 point per hour for attending, 2 points per hour for teaching/presenting (up to 2 points per course or seminar).
- **Maximum:** Up to 5 points in a 3-year period.
- **No approval required:** Courses, seminars, and workshops in your area of specialization, such as law, medicine, finance, or technical fields. ATA translation/interpreting ethics workshop. Target-language grammar and writing courses. Seminars and workshops on translation-support software and other tools of the trade.
- **Approval required (before or after the event):** Seminars and workshops on running your business.
- **Approval process:** You will be asked to provide a statement at reporting time attesting that each course, seminar, or workshop relates to your specialization. You can claim the ATA ethics workshop only once.
- **Examples:** Financial Accounting course at the University of Vermont; California Bar Association online legal continuing education; training sessions on TRADOS, Déjà Vu, Star, Transit, and other translation-support tools; Pharmacological Update at the Georgetown School of Nursing and Health Studies.
C. Memberships in professional associations

Points: 1 point for each current membership in a professional association of each type: translation/interpreting or specialization-specific.

Maximum: Up to 2 points per 3-year period.

No approval required: Membership in a translation/interpreting professional association.

Approval required: Membership in a specialization-specific professional association.

Approval process: You will be asked to provide evidence of membership at reporting time. For specialization-specific professional associations, you will be asked to provide a description of the association and how it relates to your translation work.

Examples: ATA and ATA local chapters; National Association of Judiciary Interpreters and Translators; International Association of Conference Interpreters; Austin Area Translators and Interpreters Association; Société Française des Traducteurs; Society for Technical Communication; Society of Automotive Engineers; European Society of Clinical Pharmacy.

D. Mentors, mentees, and ATA Certification Program graders

Points: 1 point for each activity per year.

Maximum: Up to 6 points per 3-year period.

Approval required: ATA certification exam grading. ATA certification exam passage selection. Participating as a mentor or mentee in the ATA Mentoring Program.

Approval process: ATA Certification Program graders must have graded exams or selected passages during the year for which they claim points. Mentors and mentees must provide a statement from the Mentoring Committee Chair at reporting time.

E. New certifications and accreditations

Points: 1 point for each new certification or accreditation acquired from an approved professional organization or government agency.

Maximum: Up to 3 points per 3-year period.

No approval required: National Association of Judiciary Interpreters and Translators, Federal Court, and foreign sworn translator credentials.

Approval required: Other credentials.

Approval process: National Association of Judiciary Interpreters and Translators, Federal Court, and foreign sworn translator credentials are pre-approved, but proof must be provided. For other credentials, a description of the criteria for conferring the credential must be submitted to the Certification Program Manager at ATA Headquarters for approval. Attach a copy of the certificate awarded to your approval request.

F. Authoring articles or books

Points: 4 points for each new book published; 2 points for each new article published.

Maximum: Up to 4 points during the 3-year period.

Approval required: Published book on translation/interpreting. Published article on translation/interpreting in a professional journal/publication. (Translating a book or article is not counted as authoring a book or article.)

Approval process: Submit a copy of the title page of the book or article with the author’s name.
# Approval Request Form

**ATA Continuing Education Points (Individuals)**  
American Translators Association  
225 Reinekers Lane, Suite 590 • Alexandria VA 22314  
Tel: (703) 683-6100 • Fax (703) 683-6122 • E-mail: Certification@atanet.org • Website: www.atanet.org

Refer to CE Guidelines in print or online at www.atanet.org for further information!

<table>
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<td>1. Name of requesting individual:</td>
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<td>2. Event sponsor’s contact information</td>
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<td>Name of Sponsor:</td>
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<td>Contact Person:</td>
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<td>4. Brief description of content:</td>
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<td>5. Speaker’s name &amp; title:</td>
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<td><em>For conference or multi-day events, please list names and titles of speakers on a separate sheet</em></td>
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<tr>
<td>6. Date(s) of activity:</td>
<td>7. Time of activity: (from) (to)</td>
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<td>8. Number of continuing education points requested:</td>
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<tr>
<td><em>1 point per hour credit for seminars, workshops, and conferences, with a max. 10 points/event; 5 points max/university course</em></td>
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<td>9. Signature of requesting individual:</td>
<td>Date:</td>
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**For ATA Use Only**

Points approved: Comments:  
Reviewed by: Date:
Approval Request Form
ATA Continuing Education Points (Groups)

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

Refer to CE Guidelines in print or online at www.atanet.org for further information!

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<td>1. Event sponsor’s contact information</td>
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<td>Name of Sponsor:</td>
</tr>
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<td>□ ATA Chapter/Division: ________________________________</td>
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<tr>
<td>□ Other*: ____________________________________________________________________________</td>
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<tr>
<td>*Approval for non-ATA-sponsored activities must be sought by either the sponsor or the individual attending the activity</td>
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<td>Contact Person: Email:</td>
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<td>Address:</td>
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<tr>
<td>Phone: Fax:</td>
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<td>2. Event/presentation:</td>
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<td>3. Brief description of content:</td>
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<td>4. Speaker’s name &amp; title:</td>
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<tr>
<td>For conference or multi-day events, please list names and titles of speakers on a separate sheet</td>
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<td>5. Date(s) of activity: 6. Time of activity: (from) (to)</td>
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<td>7. Number of continuing education points requested:</td>
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<tr>
<td>1 point per hour credit for seminars, workshops, and conferences, with a max. 10 points/event; 5 points max./university course</td>
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<td>8. Signature of requesting individual: Title: Date:</td>
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<td>Points approved: Comments:</td>
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<td>Reviewed by: Date:</td>
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Instructions for Completing ATA Continuing Education Approval Request Forms

General Information:
• ATA maintains a database of approved events at which ATA-certified members may earn continuing education points (CEPs).
• For events not listed, an ATA approval request form must be completed and submitted to ATA Headquarters.
• Approval may be requested either prior to an event or after an event, with the understanding that the approval may be denied if documentation is insufficient or if the educational content does not meet ATA criteria.
• Individuals and groups requesting CEPs will be notified by ATA Headquarters that the event has been approved for a particular number of CEPs or that approval is denied.
• Individuals must keep track of their earned CEPs and report them to ATA Headquarters every three years upon request.

Select one of the following forms to complete:
1. If you represent a chapter, regional group, organization, institution, or other sponsor of activities, complete the Approval Request Form for Groups (page 58).
2. If you are an individual, complete the Approval Request Form for Individuals (page 57).

CEP Request Form for Groups
1) Provide the name and contact information for the group sponsoring the event.
   a) Check the appropriate box for your group and provide the group’s name.
   b) “Other” can include affiliated groups, international translation organizations, and universities.

   All ATA chapter educational events are automatically eligible for continuing education points. Events not sponsored by ATA or ATA chapters must be approved individually. Approval may be denied if documentation is insufficient or if the educational content does not meet ATA criteria.

2) Provide the name of the event or presentation.
3) Provide a brief description of the content of the event or presentation—two or three sentences should be sufficient.
4) Provide the speaker’s name and title.
   a) If this is a single session, one name and descriptive title are sufficient.
   b) If this is a conference or multi-day event, provide all names and titles on a separate page.
5) Provide the date(s) of the event.
6) Provide the starting and ending times.
   a) If this is a conference or multi-day event, provide the number of session hours for each day of the event. Session hours do not include breaks or meals.
7) Provide the number of CEPs you are requesting for your attendees—one hour of creditworthy activity equals one CEP—no partial hours can be counted.
8) The form must be signed and dated by the individual recommending the presentation or event for CEP approval.

CEP Request Form for Individuals
1) The individual requesting the CEPs must provide his/her ATA membership number and sign and date the form.
2) Provide the name and contact information for the group sponsoring the event.

   All ATA chapter educational events are automatically eligible for continuing education points. Events not sponsored by ATA or ATA chapters must be approved individually. Approval may be denied if documentation is insufficient or if the educational content does not meet ATA criteria.

3) Provide the name of the event or presentation.
4) Provide a brief description of the content of the event or presentation—two or three sentences should be sufficient.
5) Provide the speaker’s name and title.
   a) If this is a single session, one name and descriptive title are sufficient.
   b) If this is a conference or multi-day event, provide all names and titles on a separate page.
6) Provide the date(s) of the event.
7) Provide the starting and ending times.
   a) If this is a conference or multi-day event, provide the number of session-hours for each day of the event—session hours do not include breaks or meals.
8) Provide the number of CEPs you are requesting—one hour of creditworthy activity equals one CEP.

REMINDER
• ATA offers 1 CEP per hour for approved seminars, workshops, conferences, and presentations based on full hours (not including meals and breaks), up to a maximum of 10 CEPs per event. No partial hours will be counted.
• ATA offers a maximum of 5 CEPs for an approved college, university, or other course regardless of its length.
• The requesting group or individual will be notified if ATA does not approve the number of points requested.
• When reporting points, an ATA member is allowed a maximum of 10 CEPs for any given year.
Jost Zetzsche, translator and tech expert, will help you recover from your technical paralysis in this positive and fun-filled seminar that is a necessary investment in your business as a translator.

Get an insider’s look at CAT tools with no-nonsense assessments of their strengths and weaknesses. Understand the practical and impractical sides of desktop publishing software. Learn about the free software programs that can help you work more efficiently and what programs to avoid at any price. All attendees will receive a FREE copy of the latest edition of Jost's 200-page e-book, Translator's Tool Box: A Computer Primer for Translators.

Saturday, May 13:
ATA will provide a full-day training seminar, including a continental breakfast, a Job Marketplace, and a Networking Session. Attendees will earn 6 ATA Continuing Education Points.

To learn more about this upcoming ATA event, visit www.atanet.org/pd/tools.

Seminar Registration Fees

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<tr>
<th>ATA/NYCT Member</th>
<th>Nonmember</th>
<th>Payment</th>
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<tr>
<td>Early-Bird (by May 5):</td>
<td>$145</td>
<td>$260</td>
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<tr>
<td>After May 5 &amp; Onsite:</td>
<td>$215</td>
<td>$330</td>
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☐ Credit Card: Charge my VISA MasterCard American Express Discover
Card No. / / / / / / / / / / / / / / / / / / / / / / Expiration Date:________
Name on Card:________________________ Signature:________________________
☐ Please check here if you require special accessibility or assistance. (Attach sheet with your requirements.)

An ATA Professional Development Event
New MA Degree Started Fall 2005
Master of Arts in Translation and Localization Management (MATLM)
The MATLM degree combines translation, localization technology, and business management. The program is offered as both a two-year (four semesters with 60 credits required) and a one-year degree - Advanced Entry (two semesters with 30-32 credits required).

Two New On-line Translation Workshops Offered from Monterey
Translation for Website Localization Wksp and Translation Project Management Wksp
Call 831-647-4170 for more information, dates, and how to register.

Fall 2005 T&I Training Conference Abstracts Available on WEB
Professional Translator and Interpreter Education in the 21st Century
To access conference abstracts, go to http://gsti.miis.edu/conference/welcome.htm.

Please log on to www.miis.edu for detailed information about the new MATLM degree program, new short-course translation workshops and Fall 2005 conference abstracts.

2006 Alicia Gordon Award for Word Artistry in Translation

The ATA invites nominations for the 2006 Alicia Gordon Award for Word Artistry in Translation. This award, in its inaugural year, has been established in memory of Alicia Gordon, known for creating imaginative solutions to knotty translation problems, based on rigorous research. The award was established by Alicia’s sister, Dr. Jane Gordon, and award funds are administered by the American Foundation for Translation and Interpretation (AFTI).

Eligibility
The award is open to ATA members in good standing. Passages may be submitted by the translators themselves, or by others on their behalf. The translation that, in the opinion of the judges, demonstrates the highest level of artistry in translation will receive the award.

Submission Guidelines
1. Translations of up to 750 words between (to or from) English and Spanish or French in any subject matter field will be considered.
2. The translation and the source text must be submitted electronically by June 1, 2006 to aftiorg@aol.com.
3. Only one submission per applicant will be accepted. Submission of more than one translation will result in disqualification of the applicant.
4. The translation must have been done by an individual (no group efforts).
5. If the translation was done as a work for hire, the party that contracted for the translation must consent in writing to its submission for the award.
6. Former award recipients are excluded from subsequent cycles.
7. The decision of the judges is final.
8. Applicants will be notified of the judges’ decision with respect to their submission. Notification will be by electronic or other means as determined by the committee of judges.
9. By submitting a translation for consideration, the applicant expressly agrees to comply with these guidelines.
10. The award will be announced at the ATA Annual Conference in New Orleans, November 1-4, 2006.

Nomination Deadline: June 1, 2006. Candidates are encouraged to submit nominations early!

Award: $250, and a certificate of recognition.

Alicia Gordon Award for Word Artistry in Translation
American Foundation for Translation and Interpretation, Inc.
Columbia Plaza, Suite 101
350 East Michigan Avenue
Kalamazoo, MI 49007
Phone: (269) 383-6893; Fax: (269) 387-6333; E-mail: aftiorg@aol.com; Web: www.afti.org
Czech, Slovak <> English
Highly experienced, reliable, fast translator / conference interpreter. Any work volume. Quality control. (303) 530-9781; Fax: (303) 530-5600, ireznicek@aol.com.

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

Russian <> English
Russian interpretation/translation. www.rmtrussian.com 303-718-8394 info@rmtrussian.com

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If you’re ready for the responsibility, join NSA, and secure tomorrow today.

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

- Arabic
- Chinese
- Farsi
- Korean

For a complete list of languages or to apply online, visit our Web site.

U.S. citizenship is required. NSA is an equal opportunity employer. All applicants for employment are considered without regard to race, color, religion, sex, national origin, age, marital status, handicap, sexual orientation, or status as a parent.

www.NSA.gov/Careers
Bridging the Gap

Successful Communication Across the Globe

Successfully communicating information across the globe is an enormous challenge for any business. Your message has to be delivered in multiple languages for a variety of media and must be adapted to local and user-specific requirements.

Such a task demands expert knowledge and skills combined with proven technologies. STAR has the perfect combination of language professionals and practice-proven tools necessary to meet the challenge.

STAR Services
STAR is uniquely qualified to provide competitive and domain specific language services including:

▲ Language Translations
▲ Software Localization
▲ Software Development
▲ Website Localization
▲ Internationalization Consulting
▲ Electronic Publishing

STAR Software Solutions
STAR is a premier developer of language technology solutions including:

▲ Transit XV
  Translation Memory
▲ TermStar XV
  Terminology Management
▲ WebTerm 6
  Web-based Terminology Management
▲ FormatChecker
  DTP Quality Assurance

With 21 years of experience and a global network of highly knowledgeable specialists in technology, language and communication media, we assure your message will reach its final destination.

STAR Group America, LLC
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Lyndhurst, OH 44124
Phone: +1 (216) 691 7827
Fax: +1 (216) 691 8910
E-mail: info@us.star-group.net
www.us.star-group.net