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Scoring the Consortium Exam
ATA: Looking Back Through Words
Looking for a business partner in Japanese translation

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Call for Nominations

ATA Honors and Awards Recipients

My First Experience with Client Outreach: Trials, Tribulations, and Triumphs in the Trenches
By Alina R. Mugford
Preparation and perseverance pay off when a translator reaches out to her local business community.

Scoring the Consortium for State Court’s Oral Proficiency Exam for Interpreters
By Wanda Romberger
An overview of the scoring mechanism for the Consortium exam, including its design and the training received by exam raters.

Some Lessons Learned in Chinese Technical Translation
By Bruce G. Hyman
The translation of Chinese-language scientific and technical documents, particularly in the rapidly developing information technology fields, requires constant attention to lexicography.

ATA: Looking Back Through Words

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The American Translators Association (ATA) was established in 1959 as a not-for-profit professional society to foster and support the professional development of translators and interpreters and to promote the translation and interpreting professions. The subscription rate for a member is $43 (included in the dues payment). The U.S. subscription rate for a nonmember is $65. Subscribers in Canada and Mexico add $25; all other non-U.S. subscribers add $45. Single copies are available for $7 per issue.

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Our Authors

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Wanda Romberger is the manager of court interpreting services at the National Center for State Courts in Williamsburg, Virginia. She is the project manager of the Federal Court Interpreter Certification Examination, which is under contract with the Administrative Office of the U.S. Courts. In addition, she facilitates the activities of the Consortium for State Court Interpreter Certification in its efforts to develop testing materials and other measures of language interpreter proficiency. She provides technical assistance and interpreter training to the state courts. She has a BS in business and is a fellow of the Institute of Court Management. Contact: wromberger@ncsc.org.

Call for Papers

50th Annual Conference of the American Translators Association
New York, New York  |  October 28-31, 2009  |  Marriott Marquis Hotel

Proposals are invited on topics in all areas of translation and interpreting, including the following: Financial Translation and Interpreting; Independent Contractors; Interpreting; Language Services Providers; Language-Specific Sessions; Language Technology; Legal Translation and Interpreting; Literary; Media; Medical Translation and Interpreting; Science and Technology; Terminology; and Training and Pedagogy. Suggestions for additional topics are welcome.

Proposals for sessions must be submitted on the Conference Presentation Proposal Form to: Conference Organizer, ATA Headquarters, 225 Reinekers Lane, Suite 590, Alexandria, VA 22314; Fax: (703) 683-6122. All proposals for sessions must be in English.

Submission deadline: March 9, 2009

In translation, to err is not necessarily human. While there are many examples of translation errors caused by human translators, these pale in comparison with the errors of machine translation. And when an erring human combines with an erring machine, an amazing thing happens: the translation takes on a life of its own and the end result turns out to have no relation to the source text. In China, for example, a restaurateur eager to attract an international clientele decided to display the restaurant’s name on the storefront in English as well as Chinese. Alas, since he spoke no English himself, he had no way of knowing that the machine translation application he chose to perform the task was not working at the moment, and his restaurant now proudly bears the English name “Translate server error.”

This is an example of the incompetent use of rudimentary machine translation (even the error message is in incorrect English). However, it would be foolish to dismiss machine translation completely. When a sophisticated machine translation application is used with competence for a specific purpose, it can yield remarkable results. As an example, some Barcelona dailies are published simultaneously in Spanish and in Catalan. This is achieved through machine translation that, thanks to the similar structure and vocabulary of the two languages, requires minimum post-editing. Does this mean that human translators will soon be replaced by sophisticated software? This was a question posed at the recent conference of the Association for Machine Translation in the Americas (www.amtaweb.org). The answer was a resounding “NO.”

Taken together, machine translation and human translation do not create a zero-sum proposition. In other words, more machine translation does not result in less human translation. We are not reliving the industrial revolution, when machines replaced human laborers. Rather, machine translation fills an entirely new space that overlaps with the human translation space to only a very insignificant degree. In fact, it can be argued that machine translation creates more work for human translators.

Machine translation also creates an entirely new line of work for an emerging breed of machine translation post-editors. It is understood that professional translators are not likely to engage en masse in post-editing of translated text generated by a machine—this will be done by individuals with a different skill set. Professional translators will continue to do what they do best: translate.

Machine translation makes it possible to process large amounts of material that would otherwise not be possible to translate at all for economic and other reasons. The limitation of such translation is well-known and is also acknowledged by the machine translation community. However, is it not better for people in Uzbekistan to gain access to the content on the Internet via garbled “Google Uzbek” than to have no access at all because they do not speak English? Or for the Thais to have the more than two and a half million English Wikipedia entries available to them in less-than-perfect Thai instead of just a few hundred entries entered by native Thai speakers?

The translation landscape is changing. Like it or not, machine translation is here to stay and we should pay attention and find ways to make the best of it. Let us view it not as a threat, but as an opportunity.

Iraqi Interpreter Mask Ban Lifted

In November, ATA President Jiri Stejskal wrote Secretary of Defense Robert Gates to oppose the decision banning Iraqi interpreters working for U.S. troops from protecting their identities by wearing ski masks (see November/December issue, page 11). On December 6, the BBC reported that the Pentagon had rescinded the ban. For the complete story, please go to http://news.bbc.co.uk/1/hi/world/middle_east/7768041.stm.
The New Year offers a natural opportunity to evaluate your business and your professional development. Most of us are also trying to determine how much we need to recalibrate our business goals with the challenging state of the global economy. As the first step in your plans for 2009, please renew your ATA membership.

ATA membership provides:

- marketing opportunities with the member-exclusive listings in ATA’s online directories;
- a network of over 10,000 experienced translators, interpreters, educators, and company owners;
- ongoing professional development through ATA publications, such as *The ATA Chronicle* and *ATA Newsbriefs*, and the Annual Conference and other seminars;
- client confidence by spotlighting your professional affiliation;
- access to ATA certification; and
- other programs and services.

Your ATA membership has never been more essential to your success than during the current economy. Knowing what others are doing, where the jobs are, and how to maximize the return on your marketing are vital business strategies right now. ATA is the best information source for your profession. This is not the time to drop your ATA membership.

One new job from the ATA services directory or one new efficiency technique learned from *The ATA Chronicle* could more than cover the cost of your membership. You will benefit from your investment in ATA.

Your involvement with ATA has helped make it the thriving organization that it is today. In 2008, ATA finished with a record 10,644 members, surpassing 2007’s membership of 10,438. We all benefit by the increase in members through the opportunity for bigger personal networks and additional group buying power for discounted services and products.

2009 marks ATA’s 50th anniversary. (It also marks my 15th year with ATA and a certain birthday that draws membership offers from the AARP!) Please be a part of this historic occasion—ATA’s 50th anniversary—by renewing your ATA membership today. You can renew online at www.atanet.org/membership/renew.php, or fill out the renewal form provided in this issue on page 49.

If you have already renewed, thank you. If not, please do.

Thank you for being an ATA member.

2009 ATA Honors and Awards Information Online

ATA and the American Foundation for Translation and Interpretation (AFTI) administer several awards. Most offer a monetary prize, yet several of the awards were not bestowed last year due to a lack of entrants. The 2008 Honors and Awards recipients are featured in this issue on page 12.

For more information on the awards offered by ATA and AFTI, please check out www.atanet.org/membership/honorsandawards.php.
The 2009 Nominating Committee is pleased to call for nominations from ATA’s membership to fill the positions of president-elect, secretary, and treasurer (each a two-year term), as well as three directors’ positions (each a three-year term).

Elections will be held at the Annual Meeting of Voting Members on Thursday, October 29, in New York, New York. All Active members of ATA are eligible to run for elected office. Please note that members of the Nominating Committee are not eligible to run for elected office. Any member may make a nomination using the form below and online (www.atanet.org/members). Nominations should be submitted as early as possible so that the Nominating Committee can fully consider proposed candidates. The final deadline for nominations is March 1, 2009.

2009 Nomination Form: ATA Officers and Directors

Please submit the nomination form as early as possible: the final deadline is March 1, 2009. Mail or fax the completed form to:

Tuomas Kostiainen
Chair, ATA Nominating Committee
225 Reinekers Lane, Suite 590
Alexandria, VA 22314 USA
Fax: +1-703-683-6122

Thank you for submitting your nomination. Under ATA’s bylaws, Active members have the right to serve on the Board of Directors. Active members are those who have passed an ATA certification exam or who are established as having achieved professional status through an Active Membership Review (for more information on this process, visit www.atanet.org/membership/membershipreviewprocess_overview.php). Active members must be citizens or permanent residents of the U.S. Other member categories are not eligible to serve as officers or directors. However, any member may submit a nomination. On October 29, 2009, the voting members of ATA will elect a president-elect, secretary, and treasurer to serve two-year terms, as well as three directors to serve three-year terms.

If you plan to put names forward for nomination, please contact the potential nominees first, explaining your intention and the fact that a nomination does not guarantee a formal invitation to run for office. If a nomination is not put forward by the Nominating Committee to ATA’s Board of Directors, an individual may still petition to be added to the slate of candidates by submitting the nomination in writing along with the signatures of at least 35 voting members endorsing the nomination. The petitions must be received by the Nominating Committee not later than 30 calendar days after first publication by the Board of Directors of the names of the candidates proposed by the Nominating Committee.

All ATA officers and directors serve on a volunteer basis: please do not nominate colleagues who express serious concerns about service, or who have conflicting priorities.

Please fill out the nomination form completely with the candidate’s help, so that the Nominating Committee has up-to-date information about the candidate’s service and affiliation with ATA. Members may nominate themselves.

Person making nomination: __________________________________________

E-mail address: ___________________________ Telephone: ___________________________

Nominee information

Name: ___________________________________________

Address: ______________________________________

E-mail address: ___________________________ Telephone: ___________________________

The ATA Chronicle  January 2009
Please check all that apply:

- full-time
- part-time
- translator
- interpreter
- in-house employee
- other (specify):

Number of years in translation/interpreting:

- 1-4
- 5-9
- 10-14
- 15-20+

Working languages and directions (e.g., German into English):

________________________________________________________________________________________

________________________________________________________________________________________

Number of years as an ATA member:

- 1-4
- 5-9
- 10-14
- 15-20+

Membership in ATA chapters, other regional groups, and/or divisions:

________________________________________________________________________________________

________________________________________________________________________________________

Volunteer service for ATA, ATA chapters, other regional groups, and/or divisions:

________________________________________________________________________________________

________________________________________________________________________________________

Other relevant service:

________________________________________________________________________________________

________________________________________________________________________________________

Please answer the following questions:

How has the candidate demonstrated commitment to the translation and interpreting professions?

________________________________________________________________________________________

What strengths would this person bring to the ATA Board of Directors?

________________________________________________________________________________________

Why did you nominate this person?

________________________________________________________________________________________

Final thoughts: What perspectives or points of view do you feel are important to have represented on the ATA Board?

________________________________________________________________________________________

Any other comments?

________________________________________________________________________________________

Thank you for being an ATA member and for your active commitment to the future of your association.
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2008 Honors and Awards Recipients

Alexander Gode Medal
Peter Krawutschke

The Alexander Gode Medal, ATA’s most prestigious award, is presented to an individual or institution for outstanding service to the translation and interpreting professions. ATA is proud to recognize Peter Krawutschke as the recipient of the 2008 Alexander Gode Medal. During the presentation ceremony, ATA President Jiri Stejskal made the following comments at ATA’s 49th Annual Conference in Orlando, Florida.

Aside from all of Peter’s outstanding work for ATA, including serving as the Association’s president from 1995-1997, he has single-handedly done an enormous amount of good for the translation and interpreting professions, as well as for the daily lives of our members and other translators and interpreters throughout the U.S., notably:

• Peter worked relentlessly with the U.S. government to have the Bureau of Labor Statistics recognize translators and interpreters as professionals. Prior to his efforts, translators and interpreters had been categorized as clerical workers by the Bureau. They are now listed under communication workers in the Bureau’s Career Guide to Industries. This decision has had a huge impact on the earning power and recognition of the translation and interpreting professions in the U.S. for the simple reason that for the first time it is stated that these professions require a college degree.

• Peter’s work and leadership with the U.S. Census led to translators and interpreters being added as professions on the U.S. Census, which led to translators and interpreters having listings on the Internal Revenue Service’s Schedule C. For the first time, translators and interpreters were counted in the U.S. in numbers and in educational and financial terms.

• Peter established the American Foundation for Translation and Interpretation (www.afti.org) in 1997. AFTI’s primary charitable and educational activities consist of sponsorship and dissemination of research and education in the fields of translation and interpreting. AFTI also maintains an archive for the collection of documents and artifacts related to the translation and interpreting fields. Peter currently serves as the president of AFTI.

• Throughout his service to ATA and other organizations, Peter has been a leading advocate for translation and interpreting programs in higher education.

• Finally, Peter served as the president of the International Federation of Translators (FIT), with his term ending in conjunction with FIT’s 18th World Congress in Shanghai in August 2008, the largest congress in FIT’s history.

The Gode Medal Selection Committee believes that the impact Peter has had on our professional lives merits this award.

The Alexander Gode Medal is named for ATA’s founder and guiding spirit, who was the first recipient. The medalists represent a record of achievement in a variety of venues, including not only translators and interpreters, but lexicographers, theorists, association leaders, and institutions. This award may be given annually.

Peter Krawutschke accepts the 2008 Gode Medal from ATA President Jiri Stejskal.
Lewis Galantière Award— Norman R. Shapiro

Norman R. Shapiro is the recipient of the 2008 Lewis Galantière Award for his translation of Jean de La Fontaine’s *The Complete Fables of Jean de La Fontaine* (University of Illinois Press, 2007).

Shapiro is a professor of romance languages and literatures at Wesleyan University in Middletown, Connecticut, where he teaches courses in French theater, poetry, Black Francophone literature, and literary translation. A widely published, award-winning translator of French poetry, theater, and fiction, his many works include *Four Farces*, by Georges Feydeau; *The Comedy of Eros: Medieval French Guides to the Art of Love; Selected Poems from Les Fleurs du Mal*, by Charles Baudelaire; and *One Hundred and One Poems of Paul Verlaine* (recipient of the Modern Language Association’s Scaglione Award in 2000).


Shapiro received a BA, MA, and PhD from Harvard University and, as a Fulbright scholar, the Diplôme de Langue et Lettres Françaises from the Université d’Aix-Marseille. He is a member of the Academy of American Poets and writer in residence at Adams House, Harvard University.

The Lewis Galantière Award is bestowed biennially in even-numbered years for a distinguished book-length literary translation from any language, except German, into English. This award honors distinguished ATA founding member Lewis Galantière (1894-1977). His translations from French drama, fiction, poetry, and scholarship enriched cultural life during the middle decades of the 20th century, and are still being read over a quarter century after his death.

Marian S. Greenfield Financial Translation Presentation Award— Eugenio Virguti

Eugenio Virguti, of Naples, Italy, is the recipient of the first 2008 Marian S. Greenfield Financial Translation Presentation Award. The $1,000 prize recognizes an outstanding presenter who agrees to offer a financial translation session at ATA’s Annual Conference. Virguti presented a preconference seminar, “Translating for the Asset Management Industry,” at this year’s conference in Orlando, Florida.

Virguti has been a financial/accounting translator and a management advisor for the banking and financial services industries for the past eight years. He provides translation services to accounting standard-setting organizations and to international asset management firms. He also provides consulting services to banks and investment firms on hedging strategies, and has trained financial advisors primarily on asset management and selling skills. Prior to this, he served 15 years in banking as a chief financial officer and a chief risk officer for U.S. and Italian banks. His extensive experience includes serving as a management advisor and trainer for Ganigreg SRL, a consulting firm in Milan, Italy; as a chief financial officer/risk manager for Banca Della Campania; as a financial controller for Citibank Italia; and as a financial analyst for Citicorp/Citibank EMEA Consumer Banking Division in London and Brussels.

He is an ATA-certified English–Italian translator. He was a speaker at ATA’s Financial Translation and Interpreting Conference in New Jersey in 2005.

Individuals wishing to nominate a financial translation presenter for this award may obtain a nomination form from the American Foundation for Translation and Interpretation (www.afti.org).
ATA Student Translation Award
Clinton Pechacek and Heather Outland

Clinton Pechacek and Heather Outland, students at Baylor University, are the co-recipients of the 2008 ATA Student Translation Award, for their translation project from Latin into English of a section of Gratian’s *Decretum*. Gratian, a 12th-century canon lawyer from Bologna, Italy, is considered by many to be the father of canon law. His *Decretum* had a major impact on the legal and political traditions of the West, becoming the central text of ecclesiastical law. The section of the text Pechacek and Outland are translating, “Causa 23,” represents Gratian’s sustained analysis of the ethics of war. The students are working under the direction of Professor David Corey.

Other applications for this award were received from Brigham Young University, Kent State University, Florida State University, and The University of Chicago.

Congratulations to Sandra Burns Thomson,
Winner of ATA’s 2007-2008 School Outreach Contest!

Sandra Burns Thomson won free registration to ATA’s 49th Annual Conference in Orlando for a lively, engaging photograph of her presentation to sixth-graders at Stratford Landing Elementary School in Alexandria, Virginia. “I created the poster to capture the many facets of translation,” she said, “It’s fun, but it’s serious work.” A freelance translator and editor, Sandra works primarily from German into English, specializing in medicine and pharmaceuticals. She lives in Alexandria with her husband and children.

The prize for the 2008-2009 School Outreach Contest is free registration to ATA’s 50th Annual Conference, October 28–31, 2009 in New York, New York. To enter, visit www.atanet.org, click on CAREERS, and choose School Outreach.

For complete information on the 2009 Honors and Awards, please visit www.atanet.org/membership/honorsandawards.php.
Buy the DVD!

Visit www.atanet.org/conf/2008/dvdr.htm
Sessions of the 49th Annual Conference have been audiotaped and integrated with supporting slides to create a multimedia DVD-ROM.
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Please mention promo code ATACH09.
During the short time that I have had my translation company, I have made quite a few mistakes, but I have had many more successes. My passion for the profession, the clear need for translation services in my community, and my own need to get my business up and running (and profitable!) inspired me to take chances.

After working the market for several months, I made a bold decision to reach out to my local business community through a series of workshops designed to give businesspeople essential information about translation and, most importantly, to correct the “usual misconceptions” about our profession.

Establishing a Credible Presence

Before I ever launched my outreach effort, I had created a credible business presence. Plunging into an uncertain financial future with one eye open and one half shut was very frightening, but I knew that if I did not invest in my business, I could not achieve my goals. We have to have a sense of adventure, courage, and certainty to succeed. If we do not, we are doomed from the very first day we say, “I am going to have my own translation business.” Here are some of the steps that helped me get started.

1. I researched the geographical area. I educated myself about local demographics (Was there a sizeable Spanish-speaking market?) and the real and perceived need for translation services in my dominant language pair and area of specialization. I conducted informal interviews with every business I could think of that might need translation or interpreting services—
The operative words for my outreach effort were preparation and perseverance.

2. I chose a name for the company and registered it with the state. I chose The Translation Link and registered my business as an LLC (limited liability company) in my home state of Florida. I also asked city officials if I needed a professional permit (I did not) and applied for an Employer Identification Number (EIN) from the Internal Revenue Service. Having an EIN provides important protection against identity theft—I give clients my EIN instead of my social security number.

3. I created a budget. I included the costs of new hardware and software, office supplies, marketing materials, extras, and the professional services of a lawyer and a certified public accountant.

4. I hired a marketing company. Because I had Microsoft Publisher and a rudimentary knowledge of design, I thought I could save money by designing and printing my own marketing materials and setting up my own website. Big mistake! I should have contacted a marketing company from the beginning. The marketing professionals I ultimately worked with gave me the businesslike image I needed to be perceived as a serious company. Bottom line: I made the same mistake our clients make when they work with amateur translators. In the end, it takes more time and costs more money!

5. I joined the local chamber of commerce. The more chambers you join, the more networking opportunities you have and the more referrals you get—but it pays to choose the right ones. Not all of them will serve your purpose. In the beginning, I

Figure 1

This ad for the workshop contained a deliberate typo as an attention-getter. The workshop began with an exercise that challenged participants to find the typo, and the person with the correct answer received a prize. (Copyright 2008. Show Me El Dinero: A Practical Guide for Marketing to the Latino Community. All rights reserved.)
joined four chambers and spent a lot in membership fees. After a year, I realized that one chamber’s events were too far away to attend, and another had not provided me with a single referral: no network, no clients, and no membership renewal the following year!

Obviously there is a lot more to starting a business, but these steps gave me the foundation I needed to begin promoting my services. This legwork would also go a long way toward establishing me as a credible professional within the business community I hoped to engage.

**Business Workshop 101**

The operative words for my outreach effort were preparation and perseverance. It took me half a year to convince a local Chamber of Commerce to hold the workshop. Initially, I focused solely on one purpose: correcting misconceptions associated with the translation profession. The chamber greeted my proposal with smiles and pleasantries, but they did not think that the topic would be of interest to its members.

Did I mention perseverance?

Six months later, I broadened my approach to include three objectives: 1) the demographics of the Latino market; 2) tips on how to market products and services successfully to Latinos; and 3) translation as a profession. This was the magical combination that finally enticed the chamber officials to approve my workshop. I also had a dynamic title—*Show Me El Dinero: A Practical Guide for Marketing to the Latino Community*—and, most importantly, I agreed not to charge the chamber for my workshop. In exchange, the chamber provided me with free advertising and permission to hold the workshop in its facility!

**Prepare, Prepare, Prepare**

Here are the steps I followed to set up and present the workshop:

1. I formed a strategic alliance with the marketing company that had revamped my business image. They were very professional, creative, and willing to share responsibility—and better still, the costs—for the workshop. Though I had worked in national and multinational companies in marketing for many years, my company is a translation company, so I needed a little more tangible credibility.

2. I conducted in-depth research on local demographics: Latinos, Latino households, and Latino businesses in the area, as well as their attitudes, habits, and spending power. I spent many hours poring over U.S. Census data, which yielded powerful information.

3. I made sure the workshop was promoted to the general public. The local chamber of commerce distributed the information, which consisted of two three-quarter page color advertisements placed in its monthly magazine during the two months prior to the workshop, flyers handed out at many networking events, the chamber’s e-newsletters, and faxes sent directly to members. The marketing company designed the ads and the chamber absorbed the distribution costs. (See Figure 1 on page 19.) ATA’s logo appeared prominently under my name in the ad in accordance with the Association’s guidelines.

4. I used my own set of services as the basis for the presentation.

5. I prepared relevant, succinct, highly focused audiovisual materials. A combination of PowerPoint, flipcharts, posters, folders, and giveaways was paramount in creating a rich and informative environment. Each participant was given a folder containing not only the relevant demographic, marketing, and translation information, but also copies of ATA’s *Getting it Right* and *Translation: Buying a Non-Commodity* brochures, in addition to pertinent translation articles. I also discussed both ATA brochures with the audience.

6. I included local examples of the importance of hiring a professional translator. Nothing is more relevant to an audience than examples from their very own community. I used a taped survey conducted during an event attended by Latino business owners and staff. How powerful it was for the audience to see and hear the following from a local business owner:

“It is upsetting to read a
Interested in Client Outreach?

If you are interested in launching your own client outreach effort, the URLs below can help you get started.

**National Resources**

- **U.S. Census Bureau**
  - State and County Quick Facts
  - [http://quickfacts.census.gov/qfd](http://quickfacts.census.gov/qfd)
  
  Visit this government website for quick, easy access to facts about people, business, and geography.

- **U.S. Small Business Administration**
  - [www.sba.gov](http://www.sba.gov)
  
  The Small Business Administration (SBA) is an independent federal agency created in 1953 to aid, counsel, assist, and protect the interests of small business concerns. The SBA helps start, build, and grow businesses, delivering its services through an extensive network of field offices and partnerships with public and private organizations.

- **SCORE**
  - [www.score.org/index.html](http://www.score.org/index.html)
  
  A resource partner with the SBA, SCORE is a nonprofit association dedicated to educating entrepreneurs and to the formation, growth, and success of small business nationwide. With 389 chapters throughout the U.S. and its territories, SCORE has 10,500 volunteers providing free counseling to small business owners. Both working and retired executives and business owners donate their time and expertise as counselors. Once you apply to SCORE, you will be assigned a counselor and receive free counseling sessions.

- **U.S. Directory of Local Chambers of Commerce and Visitor Bureaus**
  - [www.2chambers.com](http://www.2chambers.com)
  
  Find both state and local chambers of commerce, convention centers, visitor bureaus, and tourist boards in the U.S.

**State Resources**

The URLs below are specific to the state of Florida, but there are similar websites for other states.

- **Florida Small Business Development Center**
  - [www.floridasbdc.org](http://www.floridasbdc.org)
  
  The Florida Small Business Development Center (SBDC) network provides support and educational programs for Florida-based small businesses. Many other states have corresponding organizations: Virginia’s SBDC can be found at [www.virginiasbdc.org](http://www.virginiasbdc.org), and Ohio’s is at [www.entrepreneurohio.org](http://www.entrepreneurohio.org). To find the URL for your state’s SBDC, simply type this into the search field in your browser: “Name of State+SBDC+small business.”

- **Florida Department of State, Division of Corporations**
  - [www.sunbiz.org](http://www.sunbiz.org)
  
  This is the site for the Florida Department of State, Division of Corporations. To find the corresponding URL for your state, visit its official website and search for the Division of Corporations to register your company.

**ATA Resources**

- **Getting It Right**
  - [www.atanet.org/publications/getting_it_right.php](http://www.atanet.org/publications/getting_it_right.php)
  
  This URL includes a link to the PDF version of *Getting It Right*, an introductory client outreach brochure that you can use to build your own client portfolio. ATA members can receive 100 free copies upon request. Follow the link to ATA’s Membership Services Manager for details.

- **Translation: Buying a Non-Commodity**
  - [www.atanet.org/docs/translation_buying_guide.pdf](http://www.atanet.org/docs/translation_buying_guide.pdf)
  
  This URL allows you to download a PDF version of *Translation: Buying a Non-Commodity*, a more detailed buying guide for translation consumers.

**Coming Soon!**

ATA’s new Client Outreach initiative will soon have its own webpage. Watch ATA’s website and *The ATA Chronicle* for more information.
brochure or any communication piece written in terrible Spanish. If a company goes through all the trouble of publishing it [in Spanish] to reach the Latino community, why don’t they do it with a professional translator?”

Suffice it to say that this was a very persuasive section of the workshop.

7. I followed up. A few days after the workshop, I sent every participant a personalized thank-you note, making sure that I mentioned his or her name and company, as well as any comments he or she made during the workshop. The recipients were delighted, and this simple and inexpensive gesture will keep my company in their minds for future needs and/or referrals. In fact, several days later, I signed on with some very good clients who had attended the workshop.

I Know You Said Online Translation Programs Are Not Reliable, but...

This event was clearly a success, but there is still so much outreach work for us to do. After the workshop, I heard from a local government official who had attended. “I know you said that online translation programs aren’t reliable,” she began, “but could you please recommend one? I don’t need a professional translator to translate these little letters on mosquito bites and better hygiene that we send to the Hispanics that don’t know English.” Unbelievable but true. But we should not be discouraged. For every businessperson like her, there are multitudes of others who will hear us out and understand that professional translators provide a much-needed service.

My First Experience with Client Outreach: Trials, Tribulations, and Triumphs in the Trenches Continued

Do-It-Yourself Public Relations

If you remember Alina Mugford as the enterprising winner of the 2007 ATA School Outreach Contest, her successful foray into client outreach will come as no surprise.

A relative newcomer to translation, Alina has many years of experience in sales, marketing, and public relations, and she was quick to put her business expertise to work when she won the 2007 School Outreach Contest. With the help of a friend, she drafted a press release and uploaded it to the website of Florida’s Manatee County Chamber of Commerce. Through the chamber’s media service, Alina scored four mentions in three local publications last fall. In late October, Florida Governor Charlie Crist wrote to congratulate her on winning the contest.

“It is important that Florida schools accommodate foreign language programs to meet the needs of our diverse culture,” wrote Crist. “Your steadfast commitment to advancing foreign language in schools has helped to shape the future of education. Congratulations and best wishes on all your future endeavors!”

Win-Win-Win

It was a win-win-win, bringing public attention to Alina and her business, to ATA, and to the profession at large. Alina’s success in using the School Outreach Award to raise her public profile also inspired ATA’s Public Relations Committee to replicate her efforts for subsequent winners by distributing press releases to the media and sending announcements to officials in their state and local governments.

New Client Outreach Initiative

The PR Committee is already working on the next Do-It-Yourself PR kit for members: a Client Outreach initiative modeled after the School Outreach Program. The Client Outreach kit will be geared around a PowerPoint presentation that ATA members can use in speaking to their local business communities. Other components of the initiative will include tips on making an effective presentation, ideas for handling questions skillfully, examples of poor translation, tips on getting invited to speak, and more. The PR Committee will draw on Alina’s successful experience as we continue to develop the Client Outreach toolkit, which could debut as early as ATA’s 50th Annual Conference in New York, New York, October 28-31, 2009.

Your ideas on client outreach would be very welcome. To contribute, please contact me at Lillian@LinguaLegal.com. And keep your eye on Alina.

Lillian Clementi
ATA PR Committee
Before I ever launched my outreach effort, I had created a credible business presence.

Client outreach pays off. Since I presented my workshop, I have added new clients and received invitations from other chambers of commerce to deliver workshops throughout the community. I have also been asked to speak to organizations like the Small Business Administration. The lesson here is that if you want to grow your business, if you want a sizable clientele that will help you maintain and grow your income, then do not be afraid to reach out. Prepare and be determined. You will succeed. I did, and I cannot wait to see where my next adventure in the trenches will take me.

Don’t get hung out to dry
Tips for cleaning up your online profile

A listing in ATA’s online Directory of Translation and Interpreting Services or the Directory of Language Services Companies can be one of your most valuable member benefits. With more than two-million plus hits in 2007, consumers and businesses have clearly learned to look to ATA’s directories first when shopping for professional translation and interpreting services.

Six Tips to Help You Make Contact

1. Check spelling, grammar, and punctuation.
2. Update your contact information, especially your e-mail address and phone numbers.
3. Use the “Additional Information” field, noting education and career experiences, unusual specialties, and any dialects you can handle. By using a “keyword” search, clients can find your services based on a set of very specific skills and experience.
4. List your areas of specialization.
5. Review your listing monthly to experiment with different wording or add new information that may set you apart from others.
6. List non-English-to-non-English language combinations, such as Portuguese into Spanish and French into Italian.

Make those updates online at www.atanet.org/onlinedirectories/update_profile.php.
The Consortium for State Court Interpreter Certification (Consortium) is a multi-state partnership consisting of 40 states that have come together, pooling financial resources and professional expertise to develop and share oral proficiency examinations to measure the abilities of court interpreters. Since 1995, the Consortium has developed 21 oral examinations in 16 languages. Interpreter program managers in member states use the exam results to identify interpreters who are qualified to work in the state courts, as well as those who are close to satisfying the requirements. States can then decide to credential qualified interpreters and whether or not to invest scarce financial resources to provide appropriate training for candidates who do not yet qualify but show promise.

Minnesota, New Jersey, Oregon, and Washington established the Consortium in July 1995. This came about as the result of research conducted by the National Center for State Courts (NCSC) between 1992 and 1995 to examine the nature and scope of management problems related to interpreter services in the state courts. At that time, there was still inconsistency among the interpreting programs offered by the founding states. Minnesota and Oregon had pre-existing oral examinations developed in-state, while New Jersey and Washington had the finances to create a pool of resources for additional test development. The study by NCSC indicated that establishing an interstate authority with the capacity to coordinate test development efforts and share financial resources on a national scale was both desirable and feasible.

Committed to improving their interpreter programs in their states and with the support of NCSC, representatives from the Consortium’s founding states met with William E. Hewitt, the principal court research consultant at NCSC. Representatives discussed, debated, and compromised...
until, finally, detailed test development standards were articulated and documented. The standards called for a three-part exam with four segments, consisting of two sight translation exercises (English into the other language, and from the other language into English), a consecutive interpreting test, and a simultaneous interpreting test. This structure has remained essentially the same since the first exam was developed.

Once appropriate test development standards were agreed upon, Consortium representatives turned their attention to formulating standards for administering and rating (scoring) the examinations. The Consortium now maintains standardized manuals for test construction, test administration (including a candidate information booklet), and test rater training. To become a member of the Consortium, states must agree to administer and rate the organization’s examinations in accordance with these standards. The following sections will give a general overview of the standards for test development and rating. For the complete official agreements for Consortium organization and operation, please visit www.ncsconline.org/D_Research/CourtInterp/Agreements2008FinalMay.pdf.

**Developing the Consortium Oral Exam**

In order to understand the Consortium’s exam rating system, it is necessary to describe how the exams are developed. The first step in developing an oral examination is to gather and review transcripts of actual state court proceedings and formal court documents for appropriateness of content, language, and case type. When transcripts are identified that lend themselves well to testing, they are edited to change the names of the parties involved in the original proceedings and to ensure that the material includes enough robust and varied linguistic challenges to meet the requirements of the Consortium’s test construction manual. Segments from these transcripts and court documents are then selected for the two sight translation exercises and the consecutive and simultaneous interpreting tests.

**Scoring Units**

The next step in the test development process is for the test writers to identify appropriate scoring units within the text. Scoring units are special linguistic characteristics that interpreters must be able to render in order to deliver a complete and accurate interpretation. Each exam should contain 215 scoring units distributed among its four segments. There are 10 types of scoring units, including:

- **Grammar and Usage Types:**
  - grammar/verbs
  - false cognates/language interference

- **General Lexical Range Types:**
  - general vocabulary
  - legal terminology
  - idioms/sayings

- **Conservation Types:**
  - register
  - numbers/names
  - markers/intensifiers/emphasis/precision
  - embeddings/position
  - slang/colloquialisms

Each type of scoring unit is thoroughly explained to test writers, and they receive instructions to help them identify appropriate words and phrases to be used as scoring units. For example:

- For “embeddings/position” type scoring units, test writers are instructed to identify words or phrases within the text that are likely to be omitted due to their position within the utterance or their function.

- For “register” type units, test writers are instructed to identify words and phrases of unquestionably high or low register that can be preserved in the target language, but that might be lowered or raised incorrectly by unqualified or unprepared test candidates.

Consortium staff at NCSC work closely with the test writers. Because the 215 scoring units must be located, classified, and distributed, a full three-part oral examination can take up to 10 working days to develop. The staff documents any particular challenges encountered due to language constructs or limitations. The 215 scoring units are carefully distributed throughout the examination text in accordance with the scoring unit distribution standards found in the Consortium’s test construction manual. Additional test construction standards dictate the number and types of units that must be found in each of the four segments of the examination. (See Table 1 on page 26 for a better understanding of the distribution of the scoring units.)

**Scoring Dictionaries**

The final part of the test writers’ responsibility is to create a “scoring dictionary” for each segment of the examination. The scoring dictionary lists each scoring unit and its classification, complete with interpretations for each unit that have been marked “acceptable” or “unacceptable” by other teams of raters in the past.
In many cases, depending upon the language and the content of the scoring unit, there may be more than one perfectly acceptable rendition, especially if the language includes regional varieties of meaning. Test writers consult only reputable published bilingual dictionaries, idiom dictionaries, legal glossaries, and many other resources to discover acceptable interpretations.  

Table 2 on page 27 shows an example of what a section of a scoring dictionary might look like and how it can be used. (Note that because it is all in English and includes no actual scoring unit text, Table 2 is not completely accurate. It is only meant to serve as an example.)

Scoring dictionaries are dynamic documents to which test raters (sometimes referred to as scorers or examiners) are expected to update on a regular basis. When a test candidate interprets a scoring unit in a way that is not already included in the scoring dictionary, raters conduct the necessary research (always keeping the context of the scoring unit in mind) and add the interpretation to the scoring dictionary, either as an acceptable interpretation or an unacceptable one. Before suggested dictionary changes are actually incorporated into the official dictionary, the proposed changes must be reviewed by other test raters for validation. Test fairness and reliability depend in part upon the consistency of rater opinion. This is why the scoring dictionaries are so important. As they grow to include the

Table 1: Distribution of Scoring Units

<table>
<thead>
<tr>
<th>Type of Scoring Unit</th>
<th>Sight Translation Exam: Other Language into English</th>
<th>Sight Translation Exam: English into Other Language</th>
<th>Consecutive Interpreting Exam</th>
<th>Simultaneous Interpreting Exam</th>
<th>Overall</th>
<th>Overall %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Grammar/Verbs</td>
<td>4</td>
<td>4</td>
<td>15</td>
<td>10</td>
<td>33</td>
<td>15</td>
</tr>
<tr>
<td>B. Cognates/Interference</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>6</td>
<td>21</td>
<td>10</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>7</td>
<td>7</td>
<td>24</td>
<td>16</td>
<td>54</td>
<td>25</td>
</tr>
<tr>
<td>C. General Vocabulary</td>
<td>8</td>
<td>8</td>
<td>15</td>
<td>13</td>
<td>44</td>
<td>20</td>
</tr>
<tr>
<td>D. Legal Terminology</td>
<td>3</td>
<td>3</td>
<td>11</td>
<td>16</td>
<td>33</td>
<td>15</td>
</tr>
<tr>
<td>E. Idioms/Sayings</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>4</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>11</td>
<td>11</td>
<td>33</td>
<td>33</td>
<td>88</td>
<td>40</td>
</tr>
<tr>
<td>F. Register</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>G. Numbers/Names</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>5</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>H. Abbreviations, etc.</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>7</td>
<td>22</td>
<td>10</td>
</tr>
<tr>
<td>I. Embeddings, etc.</td>
<td>1</td>
<td>1</td>
<td>9</td>
<td>8</td>
<td>19</td>
<td>9</td>
</tr>
<tr>
<td>J. Slang/Colloquial</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>3</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>7</td>
<td>7</td>
<td>33</td>
<td>26</td>
<td>73</td>
<td>35</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>25</td>
<td>25</td>
<td>90</td>
<td>75</td>
<td>215</td>
<td>100</td>
</tr>
</tbody>
</table>
Rating the Consortium Oral Exam

Once the examination has been developed, independently reviewed, and approved by the Consortium’s technical committee, it is ready for administration. During the administration process, the oral performance segment of the test that the candidate interprets is tape-recorded. At the conclusion of the examination, the recording, along with other required material, is forwarded to one or more test raters.

Scoring the Exam

The recording of the candidate’s performance on the oral segment of the exam makes it possible for raters to rewind the tape when necessary to hear the candidate’s rendition of the scoring units. Raters also have a printed version of the transcript of the test text, which they mark while listening to the recording. In terms of marking up the printed script, raters are instructed to:

- Put an “X” through the scoring unit number if the scoring unit is interpreted incorrectly, or is partially or completely omitted.
- Leave the script unmarked if the scoring unit is interpreted correctly.
- Write incorrect or doubtful interpretations near the item for future reference.

Raters also compare their marked scripts with each other. If there is a difference of opinion regarding the marking of a scoring unit, the scoring dictionary is consulted. If the rendition is not found in the dictionary, the raters conduct the necessary research to determine the accuracy of the interpretation. If, after research, the raters still cannot agree, they give credit to the candidate. When that happens, it may be an indication that a scoring unit is not working well and should be replaced or revised. Raters repeat the process through each segment of the test and complete the rater results form with the scores. Scores are then reported to the candidate by the state’s program manager.

Passing Scores

Scores are determined based upon the number of scoring units interpreted correctly. The minimum passing score on a Consortium test is 70% for each segment of the test:

- 70% for the two sight translation exercises (minimum of 65% on each segment, with an average of 70% overall).
- 70% on the consecutive test.
- 70% on the simultaneous interpreting test.

The sight translation segments include 25 scoring units each, for a total of 50 scoring units, consisting of approximately 225 words each. Examinees have six minutes to review and translate each document.

The consecutive interpreting test includes 90 scoring units and consists of 850 to 950 words, 450 to 500 of which are in a language other than English. The consecutive test is timed, and examinees are allowed 22 minutes to interpret witness/attorney question-and-answer testimony. Examinees are allowed to request two repetitions during the consecutive portion of the test.

The simultaneous interpreting test includes 75 scoring units and consists of 800 to 850 words that are prerecorded in English. The script is recorded at the rate of 120 words per minute, which is very slow, almost artificially so.

Rater Selection and Training

Test raters are selected based upon interpreting experience, testing experience, certifications held, and recommendations from state or federal
court interpreting officials. In many cases, new raters are recommended by existing, well-respected, and knowledgeable raters, program managers, and consultants. Once approved, every new test rater is required to participate in a training session conducted by a qualified test rating supervisor. Here is a brief rundown of what is covered during this training.7

**Procedures:** The test rating supervisor reviews the general test construction theory related to scoring units and how the units are used, along with the mechanics of scoring, the procedures that should be followed for efficient scoring, and the guidelines for completing results report forms. It is critical that the person conducting the training understand the theory of scoring units, how they relate to the scoring unit dictionary, and how the dictionary is to be applied and maintained as part of the test rating process. This is why at least one member of the rater training faculty should be someone who has participated in test construction.

**Test content review:** Various members of the training group should read the entire test out loud.

**Scoring unit and dictionary review:** Raters are provided with the scoring dictionary and receive thorough instructions on its use and how to expand its content. The classifications of the scoring units are discussed at length, including what the scoring units are and how they are used within the test scripts, and how to mark the scripts and calculate the final score for each portion of the exam. The test rating supervisor(s) also share tips for efficient and accurate scoring processes and show raters how to complete the results report form. Raters are informed about how much latitude is associated with the various classifications of scoring units. For example, for dates, names, and times (Type G in Table 2 on page 27), there is no latitude; if the candidate misinterprets the date, name, or time, it is incorrect. This is critical when one considers the importance of this kind of information during the testimony of a witness. On the other hand, when a test candidate is searching for an equivalent idiomatic expression (Type E in Table 2 on page 27), raters have some leeway when deciding whether the interpretation is

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**Sites of Interest**

- **Consortium for State Court Interpreter Certification**
  www.ncsconline.org/d_research/CourtInterp/CICourtConsort.html

- **Court Interpreters General Information**
  www.ncsconline.org/D_Research/CourtInterp.html

- **Federal Court Interpreter Certification Examination**
  www.ncsconline.org/D_Research/fcice_exam/index.htm

- **Model Guidelines for Policy and Practice in the State Courts**

- **National Center for State Courts Publication Page**
  www.ncsconline.org/D_Research/publications.html
acceptable or not. If the examinee fails to interpret an equivalent idiomatic expression but maintains the meaning of the idiom, the rater is trained to accept that interpretation as correct.

Proper rater practices: An important part of rater training includes a review of proper rater practices. For example, raters are reminded to respect their colleagues, especially when there is a difference of opinion. They are reminded that there is often more than one right way to express a word or phrase. When a test candidate does not use the preferred interpretation, raters are instructed to conduct the necessary research and to acknowledge when the candidate’s choice is correct. In addition, the rules regarding regionalisms are reviewed. If an interpretation is widely accepted linguistically in a country or region that speaks the language, raters mark the interpretation as “acceptable.” For instance, in various regions of the U.S., Coca-Cola is referred to as “pop,” “soft drink,” “soda,” or “Coke.” All of these variants would be considered acceptable (unless a scoring unit is included in the scoring dictionary indicating that the register of the original speaker is to be maintained without variation). The most important point that is emphasized during this training is that raters must strive for complete neutrality, fairness, and objectivity.

Additional Information
The Consortium’s test writing, administration, and rating standards are all available on its website at www.ncsconline.org/d_research/CourtInterp/CICourtConsort.html. Any questions about these standards or requests for more information should be e-mailed to wromberger@ncsc.org.

Notes
1. Since its inception, the Consortium has created and shared with its members a number of other valuable resources to help program managers administer a statewide language services program.


3. In 2001, standards were created for the development of an “abbreviated” test model, which includes a simultaneous interpreting test (from English into the other language) and a spoken English proficiency component.

4. See the test construction manual online at www.ncsconline.org/d_research/CIConsortManuals.html for information about the qualifications of test writers.

5. Specifically, test raters are instructed to “check monolingual and bilingual dictionaries, thesauruses, and websites sponsored by official agencies (not private or individual sites or publications), and official legal publications, whether online or not.”

6. Some earlier test forms include 75 scoring units in the consecutive portion of the test. Interpreting 53 of the scoring units correctly would result in a score of 70%.


Renew your membership online at www.atanet.org/membership/renew.php

Roles

www.star-transit.net
Some Lessons Learned in Chinese Technical Translation

By Bruce G. Hyman

One of the first things I learned when I started out as a Chinese technical translator was the value of having good, current dictionaries on the subject. Fortunately, I was living in Hong Kong during those early years, which allowed me to buy inexpensive books from China very easily. During the 1970s, the Peoples Republic of China (PRC) published an extensive series of dictionaries covering most of the scientific and technical fields that the government was trying to develop on its own (there was almost no cooperation with foreign countries at that time). While most of those dictionaries are English-to-Chinese, they are still valuable resources for technical translators of Chinese-to-English because they provide a baseline for how the PRC develops terminology for new technologies.

The PRC’s enthusiastic centralized work on technical dictionaries seems to have quieted down in the 1980s and 1990s, until China’s economic openness and development in the late 1990s brought about the need for updating the older lexicons. As a result, there are several excellent general dictionaries out there, including the two-volume *New Century Chinese-English Science and Technology Dictionary*,¹ which should be a part of the library of every technical translator working with the Chinese language.

Unfortunately, it is axiomatic in rapidly developing technical fields that as soon as a dictionary is published, it is outdated (but not obsolete).
Translations must search for new dictionaries, glossaries, and word lists continually.

The Need for Good English-Language Reference Materials

Some theorists advocate that a translator must be a subject matter expert in the field in which he or she is translating. For example, I translate telecommunications documents, so, according to this theory, I should be a telecommunications engineer, but I am not. I think that a thorough knowledge of both the source and target languages is the real prerequisite for translation capability. One can always learn the necessary subject matter. For example, if you work in telecommunications, you can take introductory courses in telecommunications, networking, and telephony to increase your knowledge of the subject. (A good starter book for self-study in this area is the McGraw-Hill textbook *Wireless Crash Course*, by Paul Bedell.)

It is also a good idea to join a professional society or association related to your subject area so that you can keep abreast of developments in your particular field. For instance, the monthly magazine of the IEEE Telecommunications Society ([www.comsoc.org](http://www.comsoc.org)) is full of new terminology from developing technology. It is also important to read technical publications in your native language so you understand the concepts that you will need to translate.

Paying attention to trends and changing terminology in your languages is one of the best ways to build up specialized knowledge in the fields in which you work. Technical translators also need to understand the cultural dynamics of their languages and how new terminology is incorporated. To illustrate why this last aspect is of particular importance, this article addresses some of the pitfalls in dealing with new terminology in information technology and the impact of English syntax on modern Chinese technical writing.

Grammatical Traps for the Unwary

- Keeping track of new terminology in the Chinese language is especially difficult due to the nature of its writing system. Chinese is unusual in the sense that its writing system is not based predominantly on an alphabet or a compact syllabary. Instead, Chinese is a character-based language, meaning that writing is comprised of typographical characters whose parts may depict objects or represent abstract notions. Therefore, each character has its own meaning and may function as a word on its own. The language has a limited number of characters, so new terms are merely recombinations of existing characters. Given the fact that each character can stand as a word on its own, this recombinant of old and new terms makes it difficult for translators to determine the exact meaning.

- For example, we see terms like “packet switching” (组交換) and “code division multiple access” (多分组). These terms are indicative of some of the grammatical traps waiting for translators working into Chinese. The character 分 has two inherent meanings: as a verb, it means “to divide”; as a noun, it means “component.” In the translation for “packet switching,” when 分 is combined with 群 (group), it means “component.” It means “to divide” in the translation for “code division multiple access” because it is being used in an adjectival-noun form to modify “multiple access.” Note that here, 分 comes after 群 (code), but in other cases, 分 is placed before the noun on which it acts, as in 分水岭, meaning “watershed” (literally translated as “divide water hills”). It should also be noted that because of the contextual nature of Chinese, characters may change their grammatical usage depending on their location in a string or sentence. This type of translation requires a human translator to grasp the nuances of usage for such meaning-loaded characters.
There are a few more areas where translators should be particularly cautious.

Nonstandard Terms: As Kevin and Marnae Ergil note in their article, “Translating Traditional Chinese Medicine,” there are consequences for terminological choices. For example, many Western technical research articles have been translated into Chinese by translators in various fields. The problem is that there is little standardization of terms among the disciplines. Thus, the military uses 转移 for “mobile,” implying movement by a vehicle or aircraft, while those in the telecommunications industry use 移动 (mobile). “Access” is written as 插入 (literally, “connect into”) when it appears in a text referring to computer memory or database information. Both disciplines also use 访问 (visit) when referring to access to a website or a network. “Media” (for digital memory or storage) has been translated into Chinese as 媒体, 媒质, and 媒介.

Transliteration: Another area that can be problematic is the translation of Western names that have been transliterated into Chinese. This is because every Chinese character has meaning. The Chinese like to make up company names with characters having propitious meaning, so 聊讯科技 (literally “bright and clear message technologies”) is used for Lucent Technologies, even though it is tough for Americans to get Lucent from characters that are pronounced somewhat like “lahng shun.” The same is true when working from Chinese into English. For example, a Chinese company name, 特思科光纤 “tè én chī”—pronounced somewhat like “tuh un sher” and transliterated, roughly, as “exceptional grace and speed optical fiber”—was transliterated into English as “Twentsche Fiber Optics Corp.” “Hacker” 黑客 (dark or clandestine guest) and “blog” 博客 (knowledgeable guest record) are other examples of transliterations with double meaning.

The above are some of the reasons it is necessary for the translator to keep up-to-date terminology lists and to be adept at Internet research for new terms and names.

Long character strings like the ones above must be difficult for technical writers into Chinese to type in a document. This probably accounts for the large number of English abbreviations, sometimes without any expansion, to be found in Chinese technical documents. For example, after encountering DAVIC for the first time, it took a lot of research to discover that it meant 数字音频视频委员会 (digital audio video committee). Another example that comes to mind is that when writing Chinese, telecommunication writers nearly always use the abbreviation TRAU instead of the longer 网络编码速率适配单元 (transcoding and rate adaptation unit).

Abbreviations: Writers into Chinese also abbreviate Chinese terms, but in different ways. For example:

- 脉冲编码 (pulse coding) is abbreviated as 脉码, taking the first character of the first word and the second character of the second word, but 网管 (network management) is abbreviated as 网管, using the first character of each word.
- In English, “vocoder” (an elec-
The English term “companding” is a contraction of the term “compressing and expanding,” which Chinese writers also abbreviate as 音频编码器 (literally, “voice frequency coding device”).

- The English term “companding” is a contraction of the term “compressing and expanding,” which Chinese writers also abbreviate as 压扩. In this case, 压 has its inherent meaning of “press, crush,” but in the expression 压控晶振 (voltage controlled crystal oscillator), 压 is the second character in the term 电压, meaning “voltage.” The full term in Chinese is 电压控制晶体振荡器 (voltage controlled crystal state oscillator).

The use of single characters in expressions and abbreviations is sometimes difficult for the translator who has no recourse to the original author. For example, 电 by itself can mean “electrical” or “electronic.” The character 数 by itself can mean either “numerical,” “digital,” or “arithmetic,” but it can also be short for 数据 (data). It makes a difference which term is used in English, which is why it is critical for a translator to have access to complete, updated reference material and to have a basic understanding of the technology involved.

Grouping Concepts: An area of significant difference between writers of Chinese and English is the use of short forms for multiple concepts. Technical writers into English tend to use alphabetic acronyms. For example:

- BORSCHT (Battery feed, Over-voltage protection, Ringing circuit, Supervision, Coding and decoding, Hybrid 2/4wire conversion, Testing).
- CAMEL (Customer Applications for Mobile Network Enhanced Logic).

When writing in Chinese, the tendency is to group concepts together by numbers, so, for instance, we see 六防 (six protects). In telecommunications construction, this refers to protection against salt, moisture, viruses, rats, lightning, and static. When the same phrase is used in computer literature, it refers to protection against self-induction, static, magnetic fields, heat, dampness, and vibration. As another example, the Chinese concept of 三化 (literally “three -izations”) is more difficult to translate, as the char-

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**Additional Resources**


**Technical Quick Links**

**Welding Terminology**
Dianyuan.com

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**General Purpose Glossaries**

PowerDict
www.powerdict.com

Astronomy
www.stardict.com

**Information Technology Lists**

Bowwin Translation Corporation
www.bowwin.com

Northwest Institute of Technology
www.nti.edu

IEEE Telecommunications Society
www.comsoc.org

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acter is a common noun suffix that generally indicates the English suffix “-ize” (for example, 政治化 for “politicize”). In this case, 三化 refers to three concepts, so it might be translated as “three -izations,” but an explanatory note is necessary here because we cannot merely add “-ize” to any random English noun. In electronics, 三化 refers to 数字化 (digitized), 网络化 (networked), and 知识化 (made intelligent). While in telecommunications, it means 通用化 or 标准化 (standardization), 系列化 (serialization), and 模块化 (modularization).

Conclusions
The preceding has only touched upon some of the many challenges inherent to Chinese translators. Technical translators need to track the development of new terminology in their technical fields continuously. Dictionaries are excellent resources, and I have acquired nearly 170 over my career, but they lag behind technical developments and quickly become outdated. More online resources are becoming available, but their content still needs thorough verification. That means that keeping your own up-to-date terminology lists is critical to maintain professional technical translation skills.

Notes
Reflections on Alexander Gode, ATA’s First President

By Eliot F. Beach

Dr. Gode was one of those special persons one looks back on as having been a unique privilege to know. Not the least of his memorable attributes was his extraordinary insight into the essential nature of people and things. Out of this deeper understanding, he was able to explain, better than most of us, the characteristics of translation which so fascinate people and draw them to it as a profession. He said in effect that a translation by its very nature can never be fully completed or entirely satisfying to a translator. No matter how long one works over a passage, there always seem to be problems to be resolved and improvements which ought to be made. This results from the fact that terms in the target and source languages never turn out to be identical in basic meaning or semantics. Dr. Gode said it was this characteristic which is at once the despair and fascination of the translator’s art.

A second recollection of Dr. Gode is the intensely personal way he had of relating to those around him. In my early associations with him, when I first became treasurer of ATA, he said: “We will have great fun working together.” And, so we did, and I cherish the memory of it. It is refreshing in these times of growing impersonalization when you get to know a colleague on a person-to-person basis.

Third, and finally, I recall a time when Dr. Gode said to me: “I never thought of ATA as growing into a big organization. In its founding days, I thought of it as a small, select group of competent and dedicated translators enjoying an intellectual encounter.” Now that ATA is so much larger, it is important to remember the special virtue of the early elitist concept. Like all truly great men, Dr. Gode knew well that bigger and biggest are not necessarily equal to better and best. Our Association will only become better, regardless of size, if we look more and more toward greater professional competence.

Stay in Touch with ATA’s Divisions

ATA’s 15 professional-interest divisions provide specialty- and language-specific information to assist their members in today’s competitive marketplace. They offer a wide variety of benefits and services, all organized by division volunteers. So, what are ATA Divisions up to now? For the latest news and events, visit www.atanet.org/divisions/division_news.php.
Upcoming Events

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<tr>
<td>February 18-21, 2009</td>
<td>National Association for Bilingual Education 38th Annual Conference</td>
<td>Austin, TX</td>
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<td>May 13-16, 2009</td>
<td>Association of Language Companies 7th Annual Conference</td>
<td>Austin, TX</td>
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<td>July 6-9, 2009</td>
<td>International Association of Forensic Linguists 9th Biennial Conference on Forensic Linguistics/Language and Law</td>
<td>Amsterdam, The Netherlands</td>
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<td>October 9-11, 2009</td>
<td>California Federation of Interpreters 7th Annual Continuing Education Conference</td>
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<td>October 22-24, 2009</td>
<td>American Medical Writers Association 69th Annual Conference</td>
<td>Dallas, TX</td>
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<td>October 27-November 1, 2009</td>
<td>American Literary Translators Association 2009 Conference</td>
<td>Pasadena, CA</td>
<td><a href="http://www.utdallas.edu/alta">www.utdallas.edu/alta</a></td>
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<td>November 20-22, 2009</td>
<td>American Council on the Teaching of Foreign Languages Annual Convention and World Languages Expo</td>
<td>San Diego, CA</td>
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Visit the ATA Calendar Online
[www.atanet.org/calendar/](http://www.atanet.org/calendar/) for a more comprehensive look at upcoming events.
To make the most of their work, small business owners are well advised to examine whether their prices are in line with the market and the competition. Although ATA is subject to special restrictions when it comes to discussing pricing, these restrictions do not apply to individual members who wish to post the prices they charge for their work.

Dear Business Smarts,

My question comes from the issue of rate fixing and the Federal Trade Commission (FTC) settlement that happened before I was an ATA member. I have been posting my rates in my online profiles at sites such as ProZ. Yesterday, during a list discussion on another subject, the issue of posting rates came up as an aside, as being something ATA members should not do. I was aware that we were not meant to discuss rates on chapter lists and the like, as being something ATA members should not do. I was aware that we were not meant to discuss rates on chapter lists and the like, but is it true that we should not post our rates? Are we meant to keep our rates secret? I like to post my rates as it has reduced the time I waste refusing low-paying jobs. Is there an official position?

Thank you for your help.

Regards,
Karen M. Tkaczyk
McMillan Translation

Dear Karen,

Thanks very much for your excellent question. The ban on price discussions within ATA dates back to the late 1980s, when ATA as an organization published annual guidelines with price recommendations for translators. As a result of an investigation by the FTC, ATA as an organization (meaning all employees, elected officials, and publications of the Association) had to agree not to post specific prices. As a consequence, we are very cautious about price discussions, for example, in ATA-sponsored discussion groups for chapters or divisions. However, the policy of not posting prices does not affect the individual members of the organization, who are completely free to publish their prices, along with their association membership status, in any form. You are under no obligation whatsoever to keep your rates secret because you are not an official representative of ATA and are not recommending in any way that other people should charge what you do. It would be a completely different matter if you discussed the "going rate" with other people, or agreed with a group of other people, that you were all going to charge the same price.

As a general rule, your pricing should reflect factors such as your qualifications, and years of experience and the difficulty of the material you translate. It is good practice to review your pricing strategy thoroughly every two or three years to see if your income is keeping up with inflation and whether you are meeting your financial goals for retirement and other expenses. The rate calculator on ATA’s website is a good start for analyzing your charges (www.atanet.org/business_practices/earnings_calculator.php).

The information in this column was compiled by members of ATA’s Business Practices Education Committee for the benefit of ATA members. This column is not intended to constitute legal, financial, or other business advice. Each individual or company should make its own independent business decisions and consult its own legal, financial, or other advisors as appropriate. The views expressed here are not necessarily those of ATA or its Board of Directors. Send your questions about the business of translation and interpreting to The ATA Chronicle—BPEC Q&A, 225 Reinekers Lane, Suite 590, Alexandria, VA 22314 USA; Fax: +1-703-683-6122; E-mail: businesspractices@atanet.org. Questions must be accompanied by a complete name and address, but will be published anonymously or pseudonymously upon request.

Comments?

ATA members can discuss business issues online at the following Yahoo! group: http://finance.groups.yahoo.com/group/ata_business_practices. You will need to register with Yahoo! (at no charge) if you have not already done so, and provide your full name and ATA member number in order to join the group.

Renew your ATA membership today! See page 49.
In my newsletter and this column, I often talk about new versions of software tools, especially when they concern translators. It is important for us as translators to watch the market and see what new features are being introduced in existing—or new—tools, especially when it comes to (translation environment tools (TEnTs). Fall 2008 certainly saw its share of updated versions of the tools we use, including Heartsome, MemoQ, MultiTrans, Similis, Star Transit, Trados, and Wordfast, and even completely new tools like AnyMem and Alchemy Publisher. As I have watched my e-mail inbox fill up with these and other announcements of new versions from a plethora of tools—text editors, desktop publishing programs, graphic, screen-shot applications, etc.—I have realized that, especially in the present economy, we need to be really wise about what to upgrade and what not to upgrade.

Here are some guidelines that might prove helpful:

**Client demands:** If a client requires you to work in an updated version of, say, MS Office, which, as in the case of Office 2007, does not offer direct backward compatibility, you will need to ask yourself whether your relationship with the client allows you to ask him or her to save the files to a lower version of the software (if that is possible), and/or whether the client is worth the upgrade to the new tool.

**Compatibilities with other tools:** So, you see a new version of a tool, rush out to buy it because it has all these cool new features, install it…and quickly find out that a number of other tools do not work with it. For translators, the interdependence of MS Word and some Word-based TEnTs comes to mind, or the lack of TEnT support for new desktop publishing software formats, or new operating systems and the lack of support for so many applications that are supposed to run on them. Before rushing out to update this or that, keep in mind that “Windows” is a well-chosen term for the operating system that most of us use because it reminds us of how fragile its environment is.

**Major features that you really need:** This is sort of a no-brainer, but one that I think we often overlook. Here is a good example: I got an announcement this week from the makers of my favorite every-day-in-use text editor, UltraEdit, saying that a new version has been published. The version that I currently run is at least three or four versions behind, so every time a new version is released, I look through the new features to find out whether there is a major change. And, lo and behold, the new version did indeed have a bunch of major changes. The problem: I did not even understand what they were about. They were exclusively geared toward software developers, and they could have been written in Hindi for all that they meant to me. There is no way that I will be investing in that upgrade. The functions that I need as a translator are pretty basic text management and code page features that were as good four versions ago as they are today.

**Security issues:** These are usually fairly valid arguments for an upgrade—and they refer particularly to security-specific tools (such as virus scanners) and operating systems. If Microsoft is officially not supporting an operating system with security patches anymore (this would include Windows 98, Millennium Edition, and other early crimes), I would take that as a good hint to upgrade.
The addition of new language combinations to ATA’s Certification Program is supported and encouraged by ATA’s Board of Directors, Certification Committee members, and ATA Headquarters staff when there is evidence that offering certification in a new language combination will attract a sufficient and sustained flow of candidates and an adequate pool of graders. The majority of the work required to add a language combination is done by the members of the workgroup who desire testing in that combination. The role of the committee and Headquarters staff is to provide guidance, information, and oversight to facilitate the process. (Headquarters staff is unable to take on routine administrative tasks related to the establishment of a new language.) Since this work is done by volunteers, it is important to be aware of the time and effort that will be required in order to establish a new language combination in ATA’s Certification Program. The process normally takes four years and requires a dedicated and knowledgeable workgroup. Please note that the costs of establishing a new language pair are not covered or reimbursed by ATA. (This includes photocopying, postage, long distance telephone calls, as well as travel expenses for attending meetings or grader training). Some grader training expenses are reimbursable upon formal introduction of the new language pair in ATA’s Certification Program.

The following is the revised procedure for adding a new language combination for testing. This revision applies only to workgroups begun after the date of its approval (May 2008). Workgroups that have completed Step 3 before the date of approval of this revision will follow the procedure specified in the revision of August 2004.

### Procedure for Establishing a New Language Combination

Note that the steps marked with ** indicate the points where documentation needs to be provided to the Certification Program manager

#### First Steps

1. Contact the Certification Program manager at Headquarters for information about the steps of this grass-roots process.
2. Contact colleagues to discuss the matter and find volunteers to form a committee. A notice can be placed in The ATA Chronicle, ATA’s online News and Notes, and appropriate chapter or division newsletters, and meetings may be organized at ATA’s Annual Conference.
3. ** Select a chair and establish formal contact with the Certification Committee. Provide the Certification Committee with a list of the committee members. The committee must include at least four members (the chair plus three others) who meet the eligibility requirements for ATA’s certification exam and are willing to act as graders in the first years of testing in the new language combination. All potential graders will be required to submit résumés and professional references at a later time. Some grader training expenses are reimbursable upon formal introduction of the new language pair in ATA’s Certification Program.

4. The Certification Committee will appoint an ad hoc liaison to assist the committee and monitor its progress.
5. ** Prepare and submit to Headquarters a list of names and contact information of ATA members and non-members who have indicated that they are interested in taking the exam. The list must include at least 50 names, 25 of whom are ATA members who list the new language combination in their profile in ATA’s Directory of Translation and Interpreting Services. At least five of those who sign the non-binding letter of intent (a form letter) and are not members of the committee working to establish the new language combination must also indicate that they are willing to become graders after passing the exam and becoming certified. This is necessary to ensure that members of the original grading workgroup will have an opportunity to take the exam as soon as possible after serving as graders for the first two years. As an incentive, those who sign the letter of intent will get a 20% discount on the exam fee.

The establishment of a counterpart group (testing in the opposite language direction) is encouraged but not required.

#### Upon Approval

1. The Certification Committee approves the application. Once the committee’s application to establish a new language combination has been accepted, work begins on grader training, passage selection, and preparation of grading guidelines. The entire process of establishing a new language combination should be completed within four years of the application acceptance date. Progress through the steps must be made each year. Committees that do not make adequate progress each year may be placed on probation.
2. Decide who will select the passages and grade the initial round of exams (at least four graders should be designated for each language combination). These graders must be ATA members who meet the eligibility requirements for ATA’s certification exam and are willing to commit a minimum of two years as graders to ensure some continuity as appropriate candidates pass the exam and are brought into the grading workgroup. Graders must also be aware that this obligation requires that they forfeit their opportunity to become certified until the exam year after they are no longer involved in grading or passage selection. It is important to select the language chair and deputy language chair carefully, as they have additional duties in administering the language combination. The language chair will coordinate the activities of the grader workgroup and work closely with the liaison appointed by the Certification Committee. The deputy language chair is responsible for organizing passage selection and should be willing to assume the language chair position eventually.

The original chair and committee may or may not become the language chair and grader workgroup. If they do not take on these roles, their responsibilities will be to coordinate the collection of the necessary documentation, to locate appropriate candidates to be graders, and to assist with collecting statements of interest and letters of intent from potential future candidates. Once the grading workgroup is established, the original committee’s work is complete and the grading workgroup takes over. All members of the grading workgroup must be ATA members and meet the eligibility requirements for ATA’s Certification Exam.

**Grader Workgroup Development**

1. **Submit grader résumés and three independent professional references for each grader to Headquarters. Upon approval, ATA’s Certification Program manager will provide appropriate material, including job descriptions for the language chair and graders, guidelines for passage selection, sample passages, grading standards, and other useful information. Members of the workgroup will be given access to the grader website (Moodle) as a helpful resource, and the liaison will advise the workgroup on grader training, passage selection, and preparation of grading guidelines.**

Note: Once the grading workgroup is selected, graders may attend any grader workshops offered by the Certification Committee, and the language chair or a workgroup representative is invited to any workshops for language chairs. At least one member of the workgroup must attend such a workshop before the language combination will be approved.

2. **Select an initial set of three passages. The grading workgroup, led by the language chair, selects three practice test passages—English translations for foreign language passages must be provided—and submits them to the Certification Committee for review and approval.**

3. Prepare grading guidelines. (Sample passage-specific and language-specific guidelines from other language combinations will be made available.) The language chair prepares passage-specific (for the three practice-test passages) and language-specific grading guidelines and submits them to the other graders for discussion. If necessary, the language chair revises the grading guidelines based on workgroup response.

4. **Submit both sets of grading guidelines to the Certification Committee for review.**

**Grader training and practice:**

Once the grading guidelines are approved, the graders take the practice tests, grade each other’s translations according to the grading guidelines, and discuss their grading decisions. (The passage-specific guidelines are updated, and the language-specific guidelines may be revised as part of this process.)

**Note:** The language chair should contact ATA’s Certification Program manager to arrange for at least one of the graders to attend a grader training either at the spring language chairs meeting in Alexandria, Virginia (usually April or May) or at ATA’s Annual Conference. No funding is provided for this initial training.

5. Select two more sets of three passages. The workgroup selects another six passages and prepares sample translations and passage-specific grading guidelines for these passages.

**Submit all passage-related material to the Certification Committee.**
When grader training, passage selection, and grading guidelines have been completed for these two sets of passages, present the material to the Certification Committee for review and approval.

Each grading workgroup must have a passage bank of four complete sets of three passages each, in addition to a practice test set. If the new language combination’s grader training, passage selection, and guideline preparation proceed smoothly, the Certification Committee, in consultation with the liaison, may recommend approval of the new language combination to the Board after reviewing all passage-related material for two sets of passages (in addition to the practice test set). In this case, two more sets of passages must be selected within six months after the new language combination has been formally established. If there are significant difficulties or delays in the group’s work, it may be necessary to request completion of three or all four sets of passages before the Certification Committee makes its recommendation to the Board.

**Final Steps**

1. The Certification Committee makes a recommendation to the Board. Upon receiving the Certification Committee’s recommendation, the Board will vote to establish the new language combination at the next scheduled Board meeting. Once approval is given, an announcement is placed in *The ATA Chronicle* and on ATA’s website and in our literature. Practice tests will be available immediately and exams may be taken at sittings following the announcement.

2. The approved graders will grade exams taken, recommend that candidates who perform exceptionally well in the exam be recruited as new graders, select new passages as needed, and work with the Certification Committee to maintain the program in subsequent years.

3. All new graders appointed after members of the original grading workgroup must be certified in the new language combination, i.e., they must have passed the certification exam. The group must have four graders at all times. No grader may step down to take the exam until a new grader is recruited. If one of the original graders steps down for any other reason, they must wait to take the exam until all of the other original graders have had an opportunity to do so. The Certification Committee will establish procedures to ensure that grader candidates receive new passages at their exam sitting that were selected and prepared entirely without their involvement, and that the remaining graders are unaware of which exam belongs to the former grader. This will require a delay of up to six months from the time when a grader steps down until he or she may take the exam. A former initial grader may rejoin the grading workgroup only after passing the exam.

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**Emergency Services Response Survey**

Although we are well aware of the importance of language services in clinical settings, very little has been documented regarding how these services are carried out at the scene of an emergency. If you work in any area of emergency services and have personal knowledge of a situation in which individuals were unable to receive prompt attention from emergency personnel due to an inability to speak the language, please e-mail Robert Burgener at robert@internect.org to take part in a short survey. You do not need to give your name or other personal information.

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**Attention Advertisers:**

Increase your company’s visibility by placing an ad in *The ATA Chronicle*. Contact: Matt Hicks at McNeill Group Inc. mhicks@mcneill-group.com 215.321.9662 ext. 19.
The California Federation of Interpreters (CFI) was created in 1982 by a group of interpreters working for the federal and the Los Angeles Superior Courts. Many of these same interpreters were and are involved in the development and administration of the California and federal court interpreter certification examinations. From the very beginning, CFI has represented the interests of court interpreters with court management, and has developed a long history of contract negotiations with the Los Angeles Superior Court on behalf of all interpreters.

**Goals**

- To unite interpreters who strongly believe that the recognition and advancement of the profession can only be achieved by providing quality oral, sign language, and written translations.
- To unite interpreters who know their role is vital to the justice system because reliable and impartial interpreting and translation are important to ensure due process of law and adequate representation by counsel for linguistic minorities and the hearing impaired.
- To advance and uphold the profession of court interpreting and translating.
- To promote high standards of proficiency by developing and implementing continuing education activities and supporting those of other interpreter/translator organizations.
- To promote professional ethics and compliance with all laws, including antitrust laws.
- To represent collective professional and legal interests of interpreters before the court and any local or state entity.

**Activities**

CFI has sponsored many educational activities and is committed to presenting seminars, workshops, and symposia which meet the criteria for Court Interpreter Minimum Continuing Education credit as outlined in the guidelines approved by the Judicial Council. These activities provide interpreters with the opportunity to learn from experts in the fields of linguistics, forensic pathology, diction, ballistics, drugs, and other fields related to court interpreting and legal translating. In addition, general membership meetings are held on a regular basis to discuss the affairs of the Federation.

**Additional Information**

For complete information on what CFI has to offer, please visit its website at www.cfinews.org.

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**Success by Association**

**Quick Facts**

- Established: 1982
- Website: www.cfinews.org
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This reference work is primarily for professionals and students in the fields of taxation and accounting who wish to find the exact definition of English terms when reading technical literature. It could also be a valuable asset for translators working with economic texts, both as a translation tool and as a guide to the proper use of existing Hungarian terms. The glossary will be especially useful to those translating from Hungarian into English, since it contains a Hungarian into English glossary.

Content

The glossary contains the basic English terms used in international and European taxation principle and practice. There are approximately 1,700 words, primarily from the field of taxation. Many examples in the glossary contain the taxation terms used in the European Union. The authors also incorporated terms found in the Organization for Economic Cooperation and Development conventions dealing with the avoidance of double taxation.

Hungarian equivalents are provided for each term, complete with a short definition in Hungarian. Any technical terms occurring in the text of the Hungarian definition are also provided in English. If the English meaning of the Hungarian term is in italics, it means that the English term can be found as a separate entry. When additional information is necessary, references are provided at the end of the definitions. Many examples come from the Hungarian taxation system, which proves valuable when interpreting the differences inherent in the various taxation systems. The glossary is enhanced by the inclusion of accounting terms, as these are closely related to the field of taxation. The second part of the book

is comprised of a Hungarian into English glossary, which contains the majority of the entries. Important English acronyms and abbreviations used in taxation appear in the third part of the book.

Since no other similar reference is available on the market, this glossary cannot be comparatively evaluated. The entries do a good job of covering the field of taxation, and the definitions provided are accurate. The explanations provided with the definitions help the translator to decide which term is the correct one in the given context. The authors are clearly experienced in this field. Iván Vadász, with an MSc in economics, is a tax expert and the vice-president of the Hungarian Tax Advisers Association. Zoltán Ragula is an English teacher, translator, and conference interpreter.

Final Thoughts

A shortcoming of the glossary is that it fails to note exactly which country’s taxation system is being discussed in the definition. Since there are significant differences in the taxation systems of English-speaking countries, this deficiency greatly curbs the usefulness of this otherwise technically correct publication. The authors plan to publish an expanded edition of this book. If this new edition contains the differences in meaning in taxation terms between English-speaking countries, this information will greatly help to improve the book’s usefulness to translators.
The forward slash has become the most mindlessly, insanely overused form of punctuation in many languages of the world, so much so that the Translation Inquirer is officially banishing it from his column with the start of the new calendar year. From now on, all queries will be designated thus, for example: (Sp-E 2-09.3), where Sp-E indicates that it is a Spanish-to-English question, 2-09 means that the query appears in the February 2009 issue of this magazine, and 3 stands for the number of the query in the order in which it appears. Note the period preceding the 3, not a slash, which is the change. This will apply retroactively as well. Enough of this slash madness!

New Queries

(E-F 1-09.1) Here, it is the phrase “public endorsements” that seems less than obvious when going into French. A ProZer offered this context: “The extent to which the organization publicly endorses causes related to protecting the environment…” There surely can be an equivalent for this in a language as rich as French.

(E-Po 1-09.2) No mention is given with this query as to what kind of machine is involved, but maybe this will suffice: “The machine also includes the supply and discharge tracks connected to the machine if these are not a part of the delivery.” Some instinct tells the Translation Inquirer that these are not railway spurs.

(E-Pt 1-09.3) In mechanical engineering, what is an “energy guide chain?” Plenty of context can be found for this online. (The Translation Inquirer just found some!) Oh, and by the way, what is it in Portuguese?

(E-R 1-09.4) A ProZer stumbled over “paving of the containment vats of the tanks” while working on a document having to do with pipelines, with a subsection listing measures to protect the environment. Presumably oil tanks are being discussed. Can anyone help with the Russian?

(E-Sp 1-09.5) “Forward deployment” is a common military buzzword, but evidently trying to render it into Spanish is not exactly easy, especially the term “forward.” Here is the English, as supplied by a ProZ member: “At times these exercises, which involved forward deployment of ballistic missiles, were so realistic that…” There is more, but that should be enough.

(G-E 1-09.6) The adjective verklauselt made it a little less easy to deal with a patent opposition that contained this phrase: Im Ergebnis wird durch das sehr verklauselt formulierte Merkmal 4.2 lediglich zum Ausdruck gebracht, dass… What to make of this adverb?

(G-E 1-09.7) Acknowledging that her query is about a “monster word,” a ProZ user tosses out Rechengrößen-bekanntmachung, and supplies the following context: Somit ist der Betrag dem für das Ehezeitende geltenden Umrechnungsfaktor der Rechengrößen-bekanntmachung in Entgeltpunkte (EP) und diese mit Hilfe des Aktuellen Rentenwerts (ARW)...in eine Rente der gesetzlichen Rentenversicherung umzu-rechnen. How many English words will be needed to convey this single German word accurately?

Abbreviations

used with this column

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Language</th>
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<tr>
<td>Sp-E</td>
<td>Spanish</td>
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<td>E-English</td>
<td>English</td>
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<td>Po-Polish</td>
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<td>Pt-Portuguese</td>
<td>Portuguese</td>
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<td>R-Russian</td>
<td>Russian</td>
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(G-I [E] 1-09.8) This query is about hardware, in particular Mi-Me-Ventil. The context is as follows: Schlüssel angefertigt zu De- und Remontage der Drosselstrecken Mi-Me-Ventil. English is acceptable for this, but Italian was what was originally requested.

(H-G [E] 1-09.9) In the realm of transportation and shipping, the term leltárfelvételi jegy caused problems for a ProZer in this context sentence: A leltárfelvételi jegy előre sorszámozott, letéptérvétele a tárgyakra, amelyek leltárba vétele megtörténő. The Translation Inquirer is all too aware of how closed a book Hungarian is to him to imagine that one of the words refers to rare gases. German was wanted, but English is acceptable.

(I-G [E] 1-09.10) Too much context was supplied by the ProZer to quote here, regarding a surety bond, but we will reproduce the last sentence to provide help: La presente fidelizzazione riguarda tutte le possibili obbligazioni connesse alla stipula di detti alti, e quindi, a titolo di esempio, ma non limitatamente, il pagamento dei premi di proroga. Those last three words are the problem. What are they, either in German or English?
through a contract. *Straße* here is misleading, causing one to believe that an actual street is being mentioned.

**Replies to Old Queries**

**E-Sp 9-08.6** (isomeric flavonolignans): Mercedes Pellet informs us that these are extracts from milk thistle seeds that are considered effective against some types of cancer. That makes up for the lack of context in the original query on page 56 of the September 2008 issue. She supplies *Flavolignanos isoméricos* as the suggested Spanish. Gonzalo Ordóñez agrees, but uses feminine endings for both words. He explains that *lignans* may be the same as *lignins*, one of the main constituents of wood; or it could be a very specialized term in wood chemistry. *Flavono* is a derivative of *flavin*, which gives names to complex organic compounds like ketones and yellow plant pigments.

**G-E 10-08.7** (*Alterschließung*): Ted Wozniak disagrees with the “historical status” answer given by a ProZer, owing to the use of *historische Straße* in the original context. He found another text having to do with a property formerly used as a children’s camp, where it was clear that *Erschließung* meant connections, such as for electric power and water. Therefore, *Alterschließung* means “existing connections or existing right-of-way” for such connections, owing to long-standing use rather than

**Sp-E 10-08.10** (*recompensas*): Gonzalo Ordóñez says that the simpler way to translate this is “rewards: reward systems depending on...”

**Sp-E 10-08.11** (*empeñillada*): For Gonzalo Ordóñez, the context is good enough to hint at a mechanically specific type of steering bar, one that is latched or bolted, that is, secured in order for it not to give way.

**Sp-E 10-08.12** (*en su despacho*): Gonzalo Ordóñez guesses that the best English translation for this customary Spanish phrase is no translation at all, and he recommends omitting it altogether.

Wow, according to this column, it is already 2009, but the calendar still shows two months to go in weary old 2008. Thanks in advance for the help some of you will provide in the new year!

This column is solely intended as a means of facilitating a general discussion regarding terminology choices. For feedback regarding pressing terminology questions, please try one of these online forums: Lantra-L (www.geocities.com/athens/7110/lantra.htm), ProZ.com (www.proz.com), or Translators Café (http://translatorscafe.com).

Address your queries and responses to The Translation Inquirer, 112 Ardmoor Avenue, Danville, Pennsylvania 17821, or fax them to (570) 275-1477. Email address: jdecker@uplink.net. Please make your submissions by the first of each month to be included in the next issue. Generous assistance from Per Dohler, proofreader, is gratefully acknowledged.

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**Synch View**

**www.star-transit.net**

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When, if ever, is censorship, a good thing? What if the changes made to get a work past the censors result in a better work?

Consider a Russian poem by Nikolai Nekrasoff (1821-1877 or 78). This poet was noted for being interested in the “people,” writing of their suffering, their “glory,” and their need to be free. Many of his poems included language and images that would not be out of place in Soviet tracts a century later. He has a double death date because he died on December 28, 1877, old style, and January 8, 1878, new style.

The poem in question was subsequently incorporated by composer Sergei Rachmaninoff (1873-1943) into an 1895 choral work for women’s voices. However, according to Barrie Martyn (Rachmaninoff: Composer, Pianist, Conductor, Scolar Press, 1990, p. 116fn), the version of Nekrasoff’s poem used by Rachmaninoff had been altered by a tsarist censor. It is unclear from Martyn’s book whether the censorship occurred before or at the time that Rachmaninoff was composing his choruses.

Here is a translation, singable to Rachmaninoff’s music, by Ronnie Apter and me of the poem as Nekrasoff originally wrote it:

Glory! Long live the people in glory!
First are the people, first is their fate,
First is their need for freedom and peace!
Glory! Long live the people in glory!

Our fathers battled enemies and defended the land that we might be free.
Now we go onward, one loving family, furthering freedom even as we are strengthening peace.
Glory! Long live the people in glory!
First are the people, first is their fate, first is their need for freedom and peace!
Glory, glory, glory!

Note that, even in its original form, the poem is typical of much literature written under censorious regimes in that it includes a coded message for those who know how to read it: despite the emphasis on peace, which Nekrasoff obviously prefers to armed battles, there is the hint that people who have fought against foreign enemies not only deserve freedom but are also always capable of rising in armed rebellion against their masters.

The rewritten poem that got past the tsar’s censors no longer explicitly has the people as the determiners of their own freedom:

Glory, all praise the giver of freedom!
First are the people, first is their fate.
Long may they dwell in freedom and light!
Glory, all praise the giver of freedom!
O righteous God, the people await your blessing upon their labor of love.
We pray for little, we ask but little:
Only the skill and strength to fulfill the work of our lives.
Glory, all praise the giver of freedom!
First are the people, first is their fate.
Long may they dwell in freedom and light!
Glory, glory, glory!

This poem is more subtle. Who is the one who has given freedom? It most obviously refers to Tsar Alexander II, who freed the serfs in 1861. It could also refer to God, absent from the original but now explicitly mentioned. However, to those adept at reading censored material, it could still be code for the people collectively, or for a hero rising from the people. Also note that the new version of the poem eliminates “peace.”

The new censored poem, at least to today’s ears, is simply better than Nekrasoff’s original, which sounds too much like something that might be sung or recited at a Soviet rally. And, indeed, once the Soviet censors took over from the tsarist censors, they restored Nekrasoff’s original poem. And they also indulged in censorship of their own. Objecting to Rachmaninoff’s choruses, probably because of religious references in other poems Rachmaninoff had set, they did not allow the choruses to be performed in the Soviet Union as a complete work until 1973.
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