Mental Health Interpreting
Getting Involved with ATA School Outreach
Learning from Translation Errors
From the President
Caitilin Walsh
president@atanet.org

Stepping Up to the Plate

In this issue, you will read about four members’ experiences taking part in ATA's longstanding School Outreach Program. This past month, I created the opportunity (using the tips provided on ATA’s School Outreach website) to present material to two very special audiences: students at Sequoyah High School and Northeastern University, in the capital of the Cherokee Nation, Tahlequah, Oklahoma. Both institutions have Cherokee-language immersion programs as part of their initiative to keep their culture—and the language that embodies it—alive.

The students were tentative at first, then quite engaged, as they warmed to the subject, which is a common experience when doing school outreach. What I was not expecting was that attendees consisted not just of students and their teachers, but many elders, including the fellow who established the high school immersion and university degree programs, and the man who wrote the definitive Cherokee>English dictionary. Long after the lively students had filed back to class, I found myself chatting with these amazing people, who have devoted their lives to language preservation. Their approach embraces the Cherokee tradition of innovation through the use of cutting-edge technology to make the language available to everyone—from working with IBM to create a Cherokee typeball for the Selectric typewriter, to getting the Cherokee syllabary, originally developed in 1821, included in Unicode standard.

These chats led to an impromptu meeting with the Cherokee Nation Translation department later that day, as well as the opportunity to attend their celebration of World Mother Language Day. The celebration featured the release of their latest project, localizing Microsoft’s Office Online into Cherokee. (Talk about embracing technology—they had already completed projects to include Cherokee-language support on Apple’s iPhone and Google Mail!) The celebration generated several interesting tweets, as well as an article in my hometown paper. In addition, the Cherokee Nation Translation department is slated to become an institutional member of ATA—the first First Nation represented in our Association. Look for a few new faces at ATA’s Annual Conference in Chicago as well.

Now, I cannot guarantee this kind of success for every activity, but it reminds me that every time I step up to the plate—be it school outreach or any other volunteer activity (and not just for ATA)—I come away richer. Whether I present ATA material to a local high school or one across the globe, I feel I learn as much as the students. This is no secret to the legions of people who step up to the plate every day, presenting webinars, establishing new language passages for ATA’s certification exam, or bringing ATA school and client outreach to the greater public. They do everyone a service, including themselves.

So, have a look at the client and school outreach material on our (newly revamped) website, and get yourself a gig (www.atanet.org/ata_school). You will be glad you did!

Caitilin Walsh
ATA’s School Outreach Program: Understanding the Value of Educating the Public

By Meghan McCallum
Since 2003, ATA’s School Outreach Program has helped professional linguists educate students of all ages about the exciting career paths of translation and interpreting.

Mental Health Interpreting: Diagnosis through Speech, Idioms of Distress, and Culture-Bound Syndromes

By Arianna M. Aguilar
Mental health interpreting involves complex and intimate interpersonal communications with individuals who may act, speak, or think in unusual ways. Through study and practice, interpreters can offer practical solutions while balancing professionalism and patient care.

When Technology Meets Simultaneous Interpreting: A Glimpse into the World of Webcast Interpreting

By Cristina Silva
Although the concept of remote interpreting is not new, improvements to technology are making this area of interpreting more feasible.

Learning Learning from Translation Errors

By Marko Miletich
Translation mistakes can be avoided with a careful examination of the target text. Knowledge of possible syntactical, morphological, and punctuation errors can help novice translators deliver a professional translation.
Our Authors
April 2014

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**Cristina Silva** is a translator, conference interpreter, and project and terminology manager. With 14 years of experience as a translator and interpreter, she teaches translation at the Monterey Institute of International Studies, New York University, and the University of Denver. An ATA-certified English<>Portuguese translator, she has a BA in French, English, and linguistics from the University of Kansas and an ATA in translation from Kent State University. She blogs at www.ALLinPortuguese.com/blog. Contact: info@ALLinPortuguese.com.

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ATA’s website has been completely redesigned. Please check it out (www.atanet.org) if you have not seen it. The new look addresses our three main audiences: members, potential members, and clients (the general public, buyers of language services, etc.). The three-column format provides consistent navigation aided by easy-to-read drop-down menus.

Keeping in mind that ATA’s site is the place to go to find qualified translators, interpreters, and companies, the initial search function to find a translator or interpreter is now featured on every page along with a link for more advanced searches and for companies.

If you were a regular user of the old website, it may take a little time to get used to finding files on the new site. Besides the need to update the look, we also wanted to improve the site’s navigational features and the way information was displayed. Not only have we provided a clearer platform for information for those buying—and learning about buying—language services, but we have also provided easier access to practical tips and material for working translators, interpreters, and others in the language services industry. (See the new Resources tab!)

In addition to the main website, we updated the Members Only section and the online Directory of Translation and Interpreting Services. In the Members Only section (www.atanet.org/membership/landing_member.php), you can access and update your contact information, division memberships, and delivery options for The ATA Chronicle—digital only or print and digital. You can also edit and update your profile in the Directory of Translation and Interpreting Services (www.atanet.org/onlinedirectories).

You will see that several new fields have been added, including the options to add your résumé, photo, certifications earned outside of ATA, dates not available, type of currency accepted, preferred method of payment, and Skype account information. Please be sure to update your profile.

We did a soft rollout—meaning no broadcast announcement to the membership of the new site being online—as we wanted the chance to take care of the inevitable bugs and broken links that occur with any new site. While we addressed the initial ones, there will be more. We are fortunate in that few organizations have members with as keen eyes and experience in reviewing material as ATA. Please send me (walter@atanet.org) all the bugs, broken links, and typos that you find. We will get them fixed.

Finally, thank you to president-elect David Rumsey, who oversaw this project, ATA’s Board, and past president Dorothee Racette. And, thank you to Roshan Pokharel, ATA’s information systems manager, and Mary David, ATA’s member benefits and project development manager, who made it all happen.

I look forward to your comments.
Connect with over 1,800 colleagues from around the world, share your interests and experiences, and build partnerships. Choose from over 175 sessions, learn practical skills and theory, be inspired by new ideas, and join the discussions that matter to you and your profession.

Plan to Register
Registration opens in July
You will receive the Preliminary Program and Registration Form with the July issue of The ATA Chronicle.

Book Your Room
Sheraton Chicago Hotel & Towers
ATA rates are available until October 13, 2014 or as space allows.
Single $234 | Double $254 (exclusive of tax)
ATA rates include complimentary in-room Internet.
Book online at www.atanet.org/conf/2014/hotel.htm or call +1-800-233-4100 and ask for the “ATA 2014 Annual Conference” rate.

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The technology we build can collect signals from foreign adversaries, but protecting the nation requires a human understanding of nuance, context, cultural overtones and dialect that only you, a language specialist, can provide. The product of this combination of technology and your expertise will provide the most complete and accurate intelligence to U.S. policy makers, military commanders and other members of the Intelligence Community to help the nation stay a step ahead of foreign threats. Explore career opportunities at NSA and see how your language proficiency can have a direct impact on national security.
As translators and interpreters, we all understand the value of language skills, but it is important for the general public to be aware as well. So, why not start by sharing your knowledge in your local school or university? ATA’s School Outreach Program makes it easy by offering ready-made presentation materials that you can access with just a few clicks.

Since 2003, ATA’s School Outreach Program has helped professional linguists educate students of all ages about the exciting career paths of translation and interpreting. The School Outreach website (www.atanet.org/ata_school) serves as the program’s main hub for information and resource material, providing a pool of downloadable, age-appropriate presentations that you can adapt for use in the classroom. Language professionals worldwide have taken advantage of the program’s resources to set up speaking engagements, prepare content, and get tips from past presenters.

School Outreach co-founder Lillian Clementi explains that the program started spontaneously in the mid-1990s, when she agreed to speak to third- and fourth-graders at a local career day. With no experience in school outreach and only 30 minutes of presentation time, she decided to focus on two key points: the difference between translating and interpreting, and the need for skills beyond bilingualism.

Despite the unexpected hurdle of being told at the last minute that she would have to share her time slot with another presenter—a member of the Secret Service, no less—Lillian had a wonderful time at the event. The students were engaged in the conversation and activities and were curious to know more. During the question-and-answer session, one young girl even asked, “So, you work in your basement? Do you ever get scared down there?”

When Lillian shared her experience with colleagues, she discovered that other language professionals were speaking in schools across the country. She and Ohio-based translator Amanda Ennis soon decided to pool all of the existing presentation material on a single website. “For that first presentation,” Lillian says, “I had to create my material out of nothing. We wanted to put it all on
the web so people don’t have to reinvent the wheel when they’re invited to their child’s Career Day.”

As Lillian and Amanda compiled the material and wrote the copy, the School Outreach Program took shape. The collection of material on ATA’s website not only provides speakers with ready-made presentation solutions, but also ensures that they deliver a consistent message around the world. Lillian adds, “In a class of 30 you might have one student who chooses a career in languages, but you also have 29 potential translation consumers.” In this sense, it was important for the School Outreach Program to be built around ATA’s mission and vision.

The webpage was up and running by the fall of 2003, and the annual School Outreach Contest was created a year later. ATA members participating in school outreach events worldwide are encouraged to submit photos of themselves in the classroom, and each year one photo is chosen as a winner. The prize is free registration to the next ATA Annual Conference. (See page 11 for entry details.)

**School Outreach Close-Ups**

But don’t take our word alone regarding the personal and professional rewards that come from offering a school outreach presentation.

**Nanette Gobel:**
**Santa Monica, California**

English>German translator Nanette Gobel visited her children’s school and spoke to students in kindergarten, third grade, and fifth grade. She used interactive activities such as film clips with subtitles, songs, and storybooks to keep the students engaged.

**School Outreach:** How and why did you first get involved with school outreach?

**Nanette:** When Career Day came along at a local elementary school, I wanted to share information about our profession, especially since a lot of children growing up in Santa Monica are bilingual—not just in English and Spanish, but in languages such as Portuguese, Japanese, Icelandic, and French. The school bulletin invited parents and other family members to come speak on Career Day, so it was only a matter of e-mailing the parent organizing the event.

**School Outreach:** Regarding your approach to the presentation itself, which setup worked best?

**Nanette:** The greatest success was a game show with the fifth graders. To demonstrate the linguistic and cultural differences between various languages in a playful manner, the classroom was set up as game show, with four bilingual kids as contestants, myself as host, and the rest of the class as the audience. The audience, directed by the host, called out colloquialisms, expressions, and idioms in English, and the bilingual contestants needed to figure out if a literal translation would make sense in their respective language. For example, the English “let the cat out of the bag” works in German as well (*die Katze aus dem Sack lassen*), but do Icelandic, Farsi, and Spanish have a similar expression? In a second round, the contestants back-translated idioms from their respective language into English and the audience had to figure out what they could mean. For example, the German *das ist mir Wurst*, meaning “I don’t care,” literally translates to “that is sausage to me.” On top of learning how difficult translation can be, the class was having a blast!
Johanna Klemm:
Kenilworth, United Kingdom

Having lived in Germany, the U.S., and the U.K., English>German translator Johanna Klemm’s children are fortunate to have experienced different languages and cultures at a young age. The family’s international history, coupled with Johanna’s career in translation, make for a great starting point when speaking to students. Johanna has made two visits to her children’s classes in the U.S.: once when her daughter was in first grade and again when her son was in third grade. Johanna got the students involved by using material from ATA’s School Outreach website, some translated children’s books, and interactive activities.

“When I go to a classroom, it’s not my aim to convince every student to become a translator or interpreter,” Johanna says. “Obviously not all of them will become translators, but they will be users of translations, so it’s nice to raise awareness.”

School Outreach: How did you approach the topic of translation and interpreting to grab the students’ interest?

Johanna: The first step was to make them think about how translation is present in our lives. I started off asking whether they knew any languages. I asked for a map of the world and we looked at the countries where these languages are spoken. That was my way to get them involved and show them that this is something that has to do with their lives.

School Outreach: What activity was the most successful with the students?

Johanna: I spoke about both translation and interpreting, but focused on interpreting because you can do a mock interpreting session and the students see it happening. I brought in props such as a doctor’s coat and a surgical cap and I got a student to volunteer to be a doctor, while my daughter was dressed up as an interpreter. I pretended to be a tourist in the U.S. who had eaten a big ice cream sundae, five hot dogs, and a square of fudge, and was feeling really sick. I explained all of this in German while my daughter interpreted, and the “doctor” advised me not to eat so much and to drink plenty of water. The students were totally into it. It prompted them to think about being in the situation of not knowing a language and needing something urgently. That was a lot of fun. I found that the live situation is what really sticks with them.

Carolyn Yohn:
Granite Bay, California

French>English and Hungarian>English translator Carolyn Yohn’s involvement in school outreach started with a career fair at Georgetown University. She contacted the event organizer and explained that while other exhibitors at the fair would be recruiting potential employees, her mission was to make students aware of the translation profession. “I wasn’t going to hire kids; I was just going to present another option for them,” Carolyn says. She brought informational handouts from ATA’s School Outreach Program website as well as a “choose your own adventure”-themed presentation board. Many interested students stopped by Carolyn’s table to learn more and ask her questions. “I’m looking forward to doing a visit or presentation again,” she says.

School Outreach: What kinds of students were you interacting with at the career fair?

Carolyn: The fair was targeted at students in the master’s in communications program at Georgetown. These students were mostly interested in international communication, including marketing and writing. They were also focused on the cross-cultural aspect of communication. Many of these students seemed to know a lot about translation as a career and came with some very specific questions. They wanted...
to know the nitty gritty about how to find work, how to get paid, and how to bill for work.

**School Outreach:** How did you use your material to get the message across to the students?

Carolyn: I presented the pros and cons of working in-house versus freelance, working part-time versus full-time, specializing versus generalizing—all of the different business-related options for someone considering a career in translation.

**School Outreach:** Did you find your setup was helpful for having one-on-one discussions with students?

Carolyn: Definitely. In fact, after the event, I kept in touch with one of the students. We’ve met up a couple of times for coffee to discuss translation one-on-one!

The collection of material on ATA’s website not only provides speakers with ready-made presentation solutions, but also ensures that they deliver a consistent message around the world.

**Become Involved**

Now that you have heard other colleagues’ experiences, maybe this is the year to consider giving your own presentation to students. Why is now the best time to get involved in ATA’s School Outreach Program? Below are just a few reasons:

- Win free registration to ATA’s 55th Annual Conference, November 5-8, in Chicago, if you enter the School Outreach Contest by July 18.
- Get involved in your community.
- Participate in your child’s education.
- Teach future language professionals about careers in translation and interpreting.
- Help future consumers work successfully with language professionals.

Ready to get started? Then check out www.atanet.org/ata_school or contact me at meghanraymccallum@gmail.com for more information. I look forward to welcoming the next School Outreach Contest winner to Chicago at ATA’s 55th Annual Conference!


Choose the age level and download a presentation, or use the resources on the School Outreach page to round out your own material.

Speak on translation and/or interpreting careers at a school or university anywhere in the world between August 1, 2013 and July 18, 2014.

Get someone to take a picture of you in the classroom. For tips on getting a winning shot, visit the School Outreach Photo Gallery on ATA’s website at www.atanet.org/ata_school/photo_gallery.php and click on Photo Guidelines.

E-mail your photo to Meghan McCallum (meghanraymccallum@gmail.com) with the subject line “School Outreach Contest,” or mail your entry to ATA, 225 Reinekers Lane, Suite 590, Alexandria, VA 22314. Please include: your name and contact information; the date of your presentation; the school’s name and location; and a brief description of the class. **You may submit multiple entries.**

**Make a School Outreach presentation this year, and you could win free registration to ATA’s 55th Annual Conference in Chicago, Illinois, November 5-8, 2014. Here’s how to enter.**

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The deadline for submissions is midnight on July 18, 2014. The winner will be contacted no later than August 20, 2014. You must be a member of ATA or an ATA-affiliated organization to enter.
The main duty of the mental health interpreter is the faithful conveyance of a message via speech, albeit in a conscientious manner by helping clinicians and patients overcome communication obstacles caused by cultural differences. As James Whitney Hicks, a practicing psychiatrist in New York City and an instructor at New York University Medical Center, states: “Psychiatrists pay close attention to speech. It is through speech that we understand what is on a person’s mind. You tell a story about your concerns and how they developed, and psychiatrists extract from this a pattern of illness.” Since diagnosis will take place mainly from self-reported symptoms and descriptions, it is obvious that the use of an unknowledgeable interpreter may distort the clinician’s view of the patient’s mental status, since the words or thoughts that the clinician will hear can be unconsciously or consciously filtered by the interpreter. The following will explore briefly the external and internal processes involved in mental health interpreting, including an overview of some of the speech patterns that signify mental illness.

Diagnosis of Mental Illness through Speech

Mental illness is extremely common. A study published by Harvard Medical School’s Ronald Kessler indicated that 46% of Americans are at risk of developing a mental illness in their lifetime. Fortunately, for the most part, mental illness is very treatable.
Interpreters should be careful not to assume that the term or description utilized by one person means the same thing to each individual.

In the U.S., mental disorders are diagnosed based on the American Psychiatric Association’s Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-V). This manual is a compendium of diagnostic criteria for mental illnesses and a valuable resource that can be purchased by anyone who would like an in-depth knowledge of diagnoses, symptoms, and treatments.

When compiling a psychiatric assessment report and treatment plan, the clinician will first determine an initial diagnosis based on self-reported symptoms obtained during a client's oral history. The types of information the clinician gathers from a client’s oral history include the presenting complaint (the reason for the visit), past psychiatric and medical history, family history, personal history, social circumstances, whether there is any drug and alcohol abuse, and forensic history. From this information, the clinician will then assess if there are any co-occurring developmental or personality disorders (e.g., paranoid disorder). After that, the clinician will determine if there is a medical condition that is contributing to the continuance, development, or exacerbation of the diagnosis reached. (For example, the use of corticosteroids in the treatment of a chronic illness could cause mania.) During the interview, the clinician should be able to detect conditions and life stressors within the environment of the client that might contribute to the illnesses reported. Some of the most common conditions and their associated symptoms include:

- **Anxiety:** Mild heart palpitations, dizziness, and excessive worry.

- **Bipolar Disorder:** Symptoms of depression that alternate with extreme euphoria, marked by excessive energy, reduced need for sleep, grandiose ideas, lack of impulse control, and a tendency to be easily distracted.

- **Depression:** Sadness, emptiness, hopelessness, reduced activity in pleasurable activities, sleep disturbances, low energy, difficulty in concentrating, and suicidal thoughts or attempts.

- **Panic Disorder:** Attacks of fear/anxiety, heart palpitations, shortness of breath (often described as “chest pain,” with the client thinking he or she is going to die or is having a heart attack).

- **Psychotic Disorder (Including Schizophrenia):** Delusions, hallucinations, and disorganized thinking, behavior, or speech.

During the final diagnostic stage, the clinician will determine a baseline for a high level of functionality, which will assist him or her in monitoring improvements or worsening symptoms and the effectiveness of treatment.

### Cultural Issues Related to Diagnosis

Mental health issues are universal, but their manifestations differ from person to person and from culture to culture. Therefore, the American Psychiatric Association warns clinicians:

Diagnostic assessment can be especially challenging when a clinician from one ethnic or cultural group uses the DSM Classification to evaluate an individual from a different ethnic or cultural group. A clinician who is unfamiliar with the nuances of an individual’s cultural frame of reference may incorrectly judge as psychopathology those normal variations in behavior, beliefs, or experience that are particular to the individual’s culture.

Although culture-bound syndromes and idioms of distress are mentioned briefly in commonly used resources such as the World Health Organization’s International Classification of Diseases and DSM-V, they have not been researched adequately. Therefore, the interpreter, with practice, time, immersion, and through continued dialogue with members of the population for which he or she interprets, must formulate a personal mental database from which to draw and infer if the descriptions proffered by a particular client are culturally bound.

What are idioms of stress and culture-bound syndromes? An excerpt from Mental Health: Culture, Race, and Ethnicity—A Supplement to Mental Health: A Report of the Surgeon General offers the following definitions:

- **Idioms of Distress:** Idioms of distress are ways in which different cultures express, experience, and cope with feelings of distress. One example is somatization, or the expression of distress through physical symptoms. Stomach disturbances, excessive gas, palpitations, and chest pain are common forms of somatization in Puerto Ricans, Mexican Americans, and Caucasians. Some Asian groups express more cardiopulmonary and vestibular symptoms, such as dizziness, vertigo, and blurred vision. In Africa and South Asia, somatization sometimes takes the form of the person experiencing the sensation of burning hands and feet, or feeling worms in the head or ants crawling under the skin.

- **Culture-Bound Syndromes:** Culture-bound syndromes are clusters of symptoms much more common in some cultures than in others. For example, some Latino patients, especially women from the Caribbean, display ataques.
de nervios, a condition that includes screaming uncontrollably, attacks of crying, trembling, and verbal or physical aggression. Fainting or seizure-like episodes and suicidal gestures may sometimes accompany these symptoms. A culture-bound syndrome from Japan is tajin jyufusho, an intense fear that one’s body or bodily functions give offense to others.6

At this point, it might help to provide an example of interpreting an idiom of distress. Spanish-speaking clients from Mexico may attribute their symptoms to aire. This can be translated loosely as “wind” or “air,” but is used to describe any strange and sudden unknown ailment in which the spirit is knocked or dislodged from the body by a sudden fright, trauma, or illness. An interpreter would not be able to translate the phrase Me dio aire literally as “I was invaded by wind,” since this rendition might cause the clinician to believe that the client was speaking irrationally. If what the client says is in any way unclear, the interpreter should ask the client directly for an explanation (after letting the clinician know) and then interpret the response. The client’s own definition or description of the phrase in question can usually provide either the interpreter or clinician with a clue as to whether or not the client’s speech pattern could be attributed to a psychological condition.

If the interpreter does not know what a term means, he or she could preface the interpretation with a brief explanation of the culture-bound term and its significance. The interpreter should always let both parties know of such terms and their relevance to the communication process. However, interpreters should be careful not to assume that the term or description utilized by one person means the same thing for each individual. If there is doubt, the interpreter should request clarification, or follow the lead of the clinician, who will often ask a follow-up question such as “When you said ‘this,’ what did you mean?” or “What does this mean to you?”

Also, the interpreter should never assume that he or she knows what the client is thinking and convert a culture-bound syndrome automatically into a textbook one (e.g., by interpreting ataque de nervios as “panic attack” or “nervous breakdown”). Instead, the interpreter should allow the clinician to determine whether the described symptoms fit the diagnostic criteria of a certain psychological syndrome.

The goal of every interpreter should be to educate clinicians and other health professionals as much as possible regarding frequently encountered cultural symptoms and descriptions, so as to foster trust building between the client and health professional. This education should preferably take place outside of the clinician’s encounter with the client, so as not to hamper the communication process.

To this end, interpreters should try to locate information that takes into consideration the symptoms and descriptions utilized by the populations for which they will be interpreting. They can also compile a list of resources and glossaries for themselves and the health professionals with whom they work. However, interpreters must never forget that although their job is to promote good outcomes and diagnosis by interpreting the client’s thoughts accurately, once they have helped the clinician overcome any obstacles related to language or culture, the ultimate responsibility of the diagnosis and outcome is the clinician’s, not the interpreter’s.

Mental health issues are universal, but their manifestations differ from person to person and from culture to culture.

Dealing with Unusual Speech
When a client’s mental functions are impaired sufficiently, his or her language may no longer make sense. Aphasia is an example of a condition that impairs language, where, because of a change in brain pathology, the patient becomes unable to use words as symbols.7 Extremely disorganized thinking that occurs during psychosis (loss of contact with reality) is immediately apparent because the speech is often nonsensical or illogical. For example, the question “How are you feeling today?” may elicit the response “I was okay and these green men in black cars. I was walking. The street and the movies, but the lights and they were flying okay.”

Interpreters should never try to edit or logically reconstruct nonsensical speech (or explicit or offensive speech, for that matter), since this could hamper the clinician’s assessment of true mental health status. Instead, if the interpreter understands the distinct words utilized, he or she should try to repeat the utterances verbatim. If the speech is so disjointed and incoherent so as to make verbatim interpreting impossible, the interpreter can switch to a descriptive mode. For example, the interpreter could interpret the response in the paragraph above this way: “He is speaking very rapidly and is saying something about ‘I was okay’ … green men, black cars … walking … street … movies … lights … flying … okay.”

In severe cases, the words may be completely unrelated to each other, or a client may speak to a hallucination or be delusional. In these situations, the interpreter should not dispute what the client holds to be true or attempt to correct the words,
since the client is unaware that he or she is not making sense and is probably frustrated that others cannot understand. Instead, the interpreter should work with the treatment team by being supportive and clear in all communication with the client. If the client becomes louder or more insistent or does not understand the interpreter, the interpreter should request a break rather than continuing. During this time, the interpreter can apologize to the client for being unable to understand and acknowledge that this must be causing the client distress. As James Hicks recommends in *Fifty Signs of Mental Illness*:

> You may find it helpful to tell him what you think he is saying, so that he can tell you if you have understood him more or less. He may be able to say yes or no even if he has difficulty putting together more complicated answers. I find that a psychotic patient is often greatly relieved to realize that someone has understood him, since the world has otherwise become such a lonely, frightening, and confusing place.

There are other speech patterns or observations that an interpreter should describe to the treatment team. For example, a clinician who does not understand a language will not be able to detect stuttering, low affect (a flat or situationally inappropriate tone with reduced range of emotion that is not indicative of the person’s culture), or rapid speech. Sometimes clients will simply immediately repeat back what is being said to them (referred to as echolalia), make up words, use actual words in unusual ways, or believe they are speaking in tongues or foreign languages. Another speech disorder interpreters may encounter is referred to as clanging, where the client clumps words together that begin or end with the same sound. This may include compulsive rhyming or alliteration without an apparent logical connection between words. (Here, the interpreter might be able to notice a distinct speech pattern; for example, the client is speaking in nursery rhymes from his or her country.) In all of these cases, the interpreter must not only interpret the decipherable aspects of the speech, but describe the speech for the clinician.

### A Crucial Role

There are still many mental health interpreting issues that remain to be explored and verified by the medical and interpreting community. However, the role of the interpreter in mental health cannot be disputed. It is an all encompassing and crucial one, since the interpreter holds the key to helping the clinician unlock the door to the mental status of the client. In the absence of comprehensive education resources and official opinions, mental health interpreters must educate themselves on the external and internal processes of mental health interpreting in order to foster quality of care and proper diagnosis. They must also do this while balancing professionalism, safety, and consumer welfare.

### Notes


2. “Mental Health: Overcoming the Stigma of Mental Illness” (Mayo Clinic Foundation for Medical Education and Research, 2009), www.mayoclinic.com/health/mental-health/MH00076.


6. Ibid.


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**Reminder: Beware of Scams**

If it is too good to be true, it is probably a scam. A number of e-mail and online scams have specifically targeted translators and interpreters. Stay vigilant!

ATA Members and Internet Scams
www.atanet.org/membership/internet_scams.php

National White Collar Crime Center
www.nw3c.org

**ATA Chronicle** • April 2014

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Until very recently, conference interpreters worked exclusively in conventional settings, such as meeting rooms and convention halls, and all participants (client, audience, and interpreters) were in the same venue. However, with improved and more reliable high-speed Internet and the development of telephone conferencing centers and web conference applications, we are now at a turning point where conference interpreting is feasible remotely from just about anywhere via webcast interpreting. This article will provide a basic overview of this fascinating and evolving area of interpreting.


A webcast is a multimedia presentation streamed over the Internet, broadcasting audio and video content to many simultaneous listeners/viewers. Webcasts can be streamed live (simulcasts) or be available on-demand. Webcasts are made possible because of web conferencing services, which allow conference events to be shared. These events are called webinars when referring to more interactive presentations and online workshops. Oftentimes, webinars and webcasts also include a telephone component in which listeners can access the presentation by dialing into a local number and listening to the audio feed from the event. This is made possible by telephone conferencing systems. Close proximity to speakers is not necessary in order to interpret for these events because they make use of Internet protocol-based technology.

Webcast interpreting is slightly different from video remote interpreting (VRI), a video telecommunication service that uses devices such as web cameras or videophones to provide sign language or spoken language interpreting services. In traditional VRI, interpreters are seen, whereas in webcast interpreting they are mostly heard.

Most webcast interpreting events today take advantage of audio and video technologies, allowing interpreters to take in as many audio and visual cues as possible.
Remote interpreting has actually been around for a few decades, with many improvements along the way. The first major institutional remote interpreting experiment of relevance to webcast interpreting was carried out in 1976 during the 19th General Conference of the United Nations Educational, Scientific and Cultural Organization (UNESCO), which was held in Nairobi over a period of five weeks. A satellite link (referred to as the Paris-Nairobi Symphonie Satellite) to the UNESCO secretariat in Paris permitted officials, delegates, interpreters, journalists, and others to interact with those physically present in Nairobi.1

Since then, many other remote and distant interpreting experiments have been conducted by several organizations, including the United Nations (UN) in 1978 (between New York and Buenos Aires during the UN Conference on Technical Cooperation among Developing Countries in Buenos Aires), the European Commission in 1995 (Studio Beaulieu), the International Telecommunication Union in 1999, and studies conducted by the European Parliament in 2000 and 2001. Some of these were not webcast interpreting studies per se, but addressed the issue of video-mediated interpreting and the fact that the interpreters and participants were remote.

The most well-documented remote interpreting research study dealing with human factors and performance in remote interpreting, and of relevance to webcast interpreting, is the 1999 joint project between the International Telecommunication Union and the École de Traduction et d’Interprétation, Université de Genève. The findings of this study are discussed in Barbara Moser-Mercer’s “Remote Interpreting: Assessment of Human Factors and Performance Parameters.” Moser-Mercer’s 2003 paper concludes that: “Remote interpreting has demonstrated that, for the same group of interpreters, working live in a conference room is psychologically less stressful (according to interpreters’ self-reports), less tiring (as evaluated via performance indicators), and conducive to better performance overall.”2

To mitigate factors such as stress and fatigue, which may decrease interpreter performance, Moser-Mercer recommends shorter interpreting times for interpreters working in a remote situation, as well as a thorough analysis of interpreters’ visual needs during the interpretation.

It should be noted that most webcast interpreting events today can take advantage of audio and video technologies, allowing interpreters to take in as many audio and visual cues as possible. Because of advancements in audio and high-definition video components in today’s technologies, interpreters can rely on visual information, such as observing a speaker’s body language, which is essential to good interpreting.

What Does a Webcast Interpreting Project Look Like?

Best practices in webcast interpreting events call for two interpreters per language and one project coordinator/manager. Just like at face-to-face events, conference interpreters working simultaneously will take turns and have rest periods. The difference here is that the interpreters are generally physically remote to the event and to each other, so the fact that the interpreters are not in the same booth will require more coordination between them in order to achieve seamless turn-taking.

Many web conferencing systems, such as Adobe Connect and Webex, have a chat window in which interpreters can communicate with each other regarding terminology questions, sound quality and volume checks, and the coordination of breaks and turn-taking. For example, this technology allows me to work from Colorado, whereas my booth mate is in Texas, and our project coordinator/manager is in New Jersey.

The project coordinator/manager should not only interface with the client and request materials in advance,3 but also monitor the incoming and outgoing sound, sound quality, and volume in a conference, just as a sound technician would. Similarly to the interpreters, the project coordinator/manager can also be remote to the client site and use the chat window to send instant messages to the interpreters.

Home Office Setup

Advances in residential broadband Internet and web conferencing programs have allowed interpreters to work from a well-insulated home office, where we will usually find:

- Robust and up-to-date computer systems
- Reliable high-speed broadband Internet
- Two phone landlines (one line receives the incoming sound, the other the outgoing sound)
- Binaural headphones for the incoming sound from the computer
- Binaural headphones for the incoming sound from the telephone

In a possible scenario, the incoming sound comes both from the computer (after having joined the web conference) and from the telephone line (after having joined the telephone conference). Such redundancy means that if the incoming sound from the computer is not good enough, the interpreter has the...
option of switching to the telephone line, or vice versa. Depending on bandwidth, the number of listeners, time of day, and any factors that are difficult to quantify (e.g., the actual broadband delivery, the computers and phones used), the incoming sound from the computer may be incredibly crisp and clear, compared to the incoming telephone sound, or vice versa.

The redundancy and combination of different technologies (phone conferencing system, web conferencing platforms) also highlight the need for integrated, seamless technology that allows interpreters to focus on what they do best, rather than having to add technology management to the coping game that interpreters play.

Of course, central to this discussion is the reliability of Internet bandwidth, which is necessary for the entire conference to work. I am curious to see additional options other than the traditional offerings, such as Adobe Connect and Webex. I am already excited about new developments in wideband and multiple channels, which will allow switching language directions on the fly and the ability to use more integrated products such as ZipDX.

**Typical Projects**

As far as topics are concerned, most of my events have been in one of these major fields:

- Clinical trials
- Mergers and acquisitions, quarterly earnings meetings
- Employee briefings and communications
- New products and services
- Multi-level marketing
- Work safety

**A Unique Challenge**

Currently, the big questions associated with webcast interpreting are how to obtain reliable high-speed bandwidth, how to work with an integrated, seamless solution, and how to measure quality or success in webcast interpreting events. Besides the interpreter’s delivery, the listener’s understanding of the content matter, and orchestrating seamless turn-taking among interpreters who are not able to communicate visually with each other, we also have the technology factor to consider. When we solve the challenges of Internet connectivity and providing crystal clear sound on a consistent basis, we will have made quantum leaps in this field. If you ask me what I like most about webcast interpreting, I will tell you that, as an interpreter, I live on adrenaline, so webcast interpreting gives me my daily rush without going through the TSA screening lines at the airport!

**Notes**

Translators, particularly beginning translation students, often see translation as an art that is understood only by a select few who possess an almost magical knowledge of the craft. These gifted few pass down this knowledge to the initiates of an exclusive group. This belief is often reinforced by the fact that one original source text may yield several translations. Translators have choices and must contemplate several alternatives before choosing the words that will become their final target text, and it is this very selection that is viewed as an artistic process. Although translation is indeed related to the art of writing, the training of translators “is in reality the training of good writers capable of appropriately expressing a text in the target language.”

When translating from English into another language, novice translators already know they are exposed to the possibility of making errors by daring to fulfill their roles as language brokers. Any text to be converted to another language may pose a series of problems while being subject to translation. In most cases, translators are asked to provide an idiomatic translation; that is, producing a text that follows the conventions of the language of the target text and observes a native speaker’s way of expression. There are different types of problems that a translator may face in order to provide a naturally flowing text. These could be of a linguistic, extralinguistic, instrumental, or pragmatic nature.

Translation Problems

Linguistic problems are those related to the norms and differences that exist between two languages on several levels: lexical, morphological, syntactic, stylistic, and textual (e.g., cohesion, coherence, thematic progression, text types, and intertextuality). Extralinguistic problems are related to issues concerning thematic, cultural, or encyclopedic matters. Instrumental problems are caused by difficulty in research. Pragmatic problems are linked to speech acts in the source text, the intention of the author, presuppositions and implicatures, as well as issues resulting from the specifics of the translation assignment, the characteristics of the target audience, and the context in which the translation is carried out. All of these potential problems can easily lead novice translators (and even experienced ones) astray.

Translation Phases and Errors

Translation is commonly seen as consisting of two basic phases: the comprehension phase and the re-expression phase. In the comprehension phase, the translator establishes the sense and meaning of the source text. In the re-expression phase, the translator finds the appropriate words and expressions so that he or she can reformulate the content of the source text in the target language. It is during this phase that novice translators often commit the most errors. In other words, a great deal of effort goes into making sure everything from the source text has been translated, which involves a lot of checking and rechecking of important terminology. Errors that can occur during the comprehension phase, such as incorrect meaning, misinterpretation, nonsense words, and omission, are of absolute importance. Often, however, the re-expression errors, which may be due to tiredness, time constraints, and/or the influence of the source language, are more common and often not given enough importance. They are,

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Learning Learning from Translation Errors

By Marko Miletich

Novice (as well as expert) translators could benefit from creating a checklist before turning in their translation as a final product.
nevertheless, an extremely important part of the final product. As such, novice (as well as expert) translators could benefit from creating a checklist where they ask themselves questions about the text before turning in their final product. There are three types of re-expression errors that could be recognized easily: syntactical, morphological, and punctuation.

**Syntactical Errors:** Syntactical differences (the way in which sentences are put together) may vary a great deal. (For example, English usually prefers juxtaposition, while Spanish prefers subordination.) Keep in mind that the preferred length of sentences may be different in your target language when compared to English. The connectors between sentences may also be different, as well as particular collocations (the way words usually combine: we say “strong wind” but also “heavy rain”). A clear example of a difference in a collocation would be the English idiomatic expression “from head to toe,” which in Spanish becomes de los pies a la cabeza (“from feet to head”), thus indicating a completely opposite direction. All of these issues play an important part in providing the idiomatic translation already mentioned. Some questions to include in our checklist here include:

- Does your target language link or separate sentences the same way English does?
- Have you checked to make sure the word order follows the usual pattern for your target language?

**Morphological Errors:** There are several items that can fall under this heading. An important one would be spelling. Although spelling is usually checked automatically through the spell checkers included in most word processing programs, there may be words not recognized by a spell checker. (For example, a word that is spelled incorrectly in one language might be a perfectly acceptable word in another.) Another important point often forgotten is capitalization. The English language tends to use capitalization much more than other languages. If your target language uses capitalization, check the rules for that language (e.g., Spanish, does not capitalize days of the week, months, or nationalities). If your language uses accent marks (such as French, Portuguese, or Spanish), make sure you remember the rules that govern accentuation or consult reference books dealing with orthography. Although the topic of false cognates has been pounded into our brains as translators, we may still have to check occasionally, especially those of us who have been living in the U.S. for a long time. As you are reading through a text, you might want to ask yourself the following:

- Have you checked spelling after the usual computer spell check?
- Are words in the proper case (upper/lower)?
- Have you made sure that accent marks are used when necessary?
- If your language has words with gender endings, have you made sure that they are in masculine/feminine agreement with other words in the text?
- Have you made sure there are no false cognates? For example, is it librería (“bookstore”) or biblioteca (“library”)?

**Punctuation Errors:** Although many languages share punctuation marks (periods, commas, etc.), they are often used differently (e.g., the period appears outside the quotation marks in Spanish). American English may place a punctuation mark that will not be used in a target language, such as the comma used before the conjunction “and” in a list, which is not required in most cases in Spanish. Some questions to mark on your checklist for this area include:

- Are commas used according to the rules of the target language?
- Does your target language require additional punctuation? (For example, opening question and exclamation marks in Spanish.)
- Does your target language use different punctuation? (For example, Spanish dialogues in literary texts use dashes and not quotation marks as in English.)

**Understanding Errors**

Although no one likes to admit making mistakes, we often do. All of us can learn from translation errors if we learn to categorize them. In addition, there are ways to check for possible mistakes before delivering a translation into the client’s hands. We may hate to admit to ourselves the reasons we make mistakes, which could be due to inadequate linguistic skills, such as poor use of syntax, mediocre knowledge of orthography, or weak composition. This can be remedied easily with more training. Errors could also be due to a heavy English-language influence that is infiltrating the target text, which is something that can be easily avoided through more careful editing. Finally, errors also occur due to not being careful enough in the presentation of the target text (e.g., not devoting enough time to revisions and editing). The solution is simple:
spend more time revising (or as much as possible, given that translators often work under strict time constraints). Errors that occur during the re-expression phase of translation are very common. A more careful look at the potential errors concerning syntax, morphology, or punctuation can help improve the translation before it is ready for its final delivery. Error analysis can also help translators detect and prevent recurring problems. All of this analysis will help each of us become a more professional translator and keep clients happier and coming back.

Notes
   Original text read: “Es en realidad de formular un texto adecuadamente en la lengua de llegada.” (The quote in English in the article is my translation.)

delivered. Error analysis can also help translators detect and prevent recurring problems. All of this analysis will help each of us become a more professional translator and keep clients happier and coming back.


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**The Savvy Newcomer Blog**

**www.atasavvynewcomer.org**

Getting started as a translator or interpreter can be a rocky road. Newcomers are in need of advice and encouragement from working professionals with on-the-job experience. In response to this need, a group of dedicated ATA volunteers has created The Savvy Newcomer blog to discuss questions about starting out in the profession. The blog is for all newcomers to the profession, whether a student getting ready to enter the industry or an individual trying to break into a new career.

We welcome you to come join us in making The Savvy Newcomer a lively community where veteran translators and interpreters can offer their best “do this, not that” advice. This is a tremendous opportunity for experienced professionals to give back to the profession and for newcomers to learn how to become successful.

Check us out at www.atasavvynewcomer.org and sign up to receive an e-mail notice when a new post goes up.
Much has been written about what makes entrepreneurs successful, and in recent years many books have also been written about success factors in the language profession. I have also done quite a bit of writing about what one should do to succeed in our fantastic profession. While there are no secrets (which I would gladly share if they existed), there are many factors that contribute to success. There are the basics, such as top-notch language and writing skills for translators, business skills, and a pleasant speaking voice and stamina for interpreters, among hundreds of other factors, both large and small. However, I have recently started noticing that not too much has been said about the importance of being humble.

I think being humble and recognizing one’s limitations and shortcomings can be a significant success factor. It keeps you honest and grounded. If you are humble enough (and smart enough) to understand that you cannot take on a translation pertaining to, say, quantum physics, it will serve you well, since you will not deliver a terrible translation. You should be humble enough to recommend a brilliant colleague who happens to have a doctorate in physics. Your colleague will probably be happy to get the business, and the client should also be happy that you did not decide to wing it instead of directing her to the expert.

In addition, humility helps you build a good reputation as an insightful analyst of your skills, rather than being thought of as a show-off. Some of the translators and interpreters I admire most are also the first ones to say that they do not know something. Now, I do not think there is much about legal interpreting that my court interpreting heroes Holly Mikkelson and Esther Navarro-Hall do not know, but I really like how they rarely speak in absolute terms and always allow some room for better ideas and other approaches. I have also noticed that the most experienced linguists are the ones who know exactly what they are or are not good at, while some newcomers tend to overrate their own abilities, which is a dangerous thing. It is important to have confidence, but that confidence must be backed up by skills.

Humility has served me well in my years as a court interpreter. I gladly confess that I was initially terrified of the new interpreting territory, but fear and humility motivated me to acquire vocabulary at a fast pace. It is unusual not to be humbled by what experienced court interpreters know. I have been flabbergasted by newcomers who insist that they know everything and that there is nothing they can learn from experienced interpreters (or translators). Of course these newbies are wrong, and going around saying you know everything certainly will not endear you to your colleagues. My best advice to newbies and to my students is to be a sponge and to follow an experienced interpreter around if he or she allows it (be sure to pay for lunch!). This endeavor is a bit more difficult on the translation side, but ATA listservs are a great opportunity to get advice from the best in the business, especially if you are new to translation.

It is important to keep one’s ego in check and eat some humble pie if necessary. For instance, when an experienced colleague disagrees with your attempt at translating a particular sentence, rather than getting defensive, take this valuable advice for what it is: a gift. Then, 10 years from now, you can pay it forward. Regardless of how long I have been in the business, I am continuously humbled by all of the things my colleagues know and by how much I still have to learn. I will never know everything, and that is a great gift for my brain and for my career.
When Lucy Brooks from eCPD Webinars contacted me sometime last year to offer me a slot (or two) for a webinar, I tried to come up with something a little different. And I think I did.

Rather than talk about what I know about translation technology, I wanted to talk to other translators about where they felt we are missing out in translation technology. Then I would take those suggestions to the translation technology developers and get their responses—whether they could see that an implementation could happen, whether they might already have something like that in place, or whether they might have other suggestions themselves. Finally, two weeks after the first webinar, I would do a follow-up webinar to report on the developers’ responses and come up with an action plan of sorts.

I am very happy to report that all of this happened just as planned and with very tangible results.

For the first webinar, entitled “Translation Technology—What’s Missing and What Has Gone Wrong?” (you can view it for free at http://vzaar.com/videos/1464723), I had already polled the subscribers of my Tool Box Journal and my Twitter followers. I was able to present the webinar attendees with some categories of missing or underdeveloped features—voice recognition, access to external resources, termbases, translation memories/corpora, machine translation, general user-friendliness, exchange standards, and “other”—that we then used to flesh out during the webinar. (You can find the specific criteria in a recent copy of the Tool Box Journal at http://tinyurl.com/missingfeatures.)

This long list of proposals and queries went out to more than 20 translation technology providers (essentially everyone I could think of who makes software relevant to freelance translators). The following providers responded, some with very comprehensive answers: Atril (Déjà Vu), KantanMT, Kilgray, Lingua et Machina (Similis), MemSource, Multicorpora (MultiTrans), SDL (Trados Studio), Star (Star Transit), Tauyou, Terminotix (LogiTerm), Wordbee, Wordfast, and XML-INTL (XTM Cloud). Among those that did not respond were some longshots like Microsoft and companies like the Ukrainian AIT, whose owners probably have their minds on more elemental issues right now with recent events in Ukraine. On the other hand, the non-response of other disappointing MIAs may reveal a certain dismissive attitude toward their users.

As I said, some of the responses were rather detailed, so it would go beyond the allotted space of this column to give you all of them, but I am happy to share the compiled results as a large Excel spreadsheet. (Just e-mail me at jzetzsche@internationalwriters.com.) In the meantime, though, here are some highlights.

Overall, our suggestions were not only welcomed but deeply appreciated by most vendors, who typically were very honest in their assessments. Take, for instance, Wordbee’s introductory remark: “Our development plan is quite full. I would be lying if I said it’s possible to turn it around now. Therefore, I can only say ‘we will do it’ for a very small part of your list. But all points seem ‘logical’ pertaining to stuff to be done in the mid- or long-term.” Great: if that is the result, we will take it!

A number of tool vendors also used this opportunity to show off some of the features of their tools. Rather than this being annoying, however, it was helpful to see that in some categories we might already have made more progress than we (or I) thought. For instance, consider the automatic fixing of fuzzy translation memory matches and/or machine translation (MT) matches with termbase data or other material. I was aware that Déjà Vu had been doing this for some time (this was easy to see in the wording of the proposal), but it turns out that Wordfast Pro, MultiTrans, and Star Transit are already using this important feature as well. And just as importantly,
memoQ, XTM, and Wordbee are working on implementing it.

Interestingly, MemSource responded to that particular item with this: “None of our clients have asked us to implement fuzzy match repairs yet.” If I had any doubts about the importance of this whole exercise, that response convinced me of its value. Far too often, technology (and other) vendors focus on their existing customers rather than assessing what other potential users would like to see in a technology they might want to later adopt. At least now they all know what freelancers would like to see.

This is exactly why the developers of relatively new tools were much more open to suggestions. If you look through the Excel spreadsheet, you will find that Wordbee, XTM, and MemSource provided answers to the tune of “Great idea, we’ll work on it” much more frequently than more traditional companies. This is not to say these companies ignored our suggestions. Star, for instance, pleaded for more suggestions of regular expression uses and usage examples. (We had suggested that the use of regular expressions may be powerful, but also counter-productive because it essentially creates two different classes of users: the ones who are not afraid of using computer language to control their tools, and the rest of us.) In addition, Kilgray, Atril, and SDL showed themselves to be very open to creating user interfaces based on user profiles (something else we suggested). MemSource indicated that it wants to take that a step further by analyzing user actions over a period of time to create a user profile.

Overall, SDL had a slightly different strategy when responding to our requests. Rather than promising to do this or that, it pointed consistently to its OpenExchange app store, where third-party developers offer all kinds of apps, many of which offer, or could offer, the very features for which we asked. SDL’s Daniel Brockmann even coined a new term: TEnP (Translation Environment Platform). This is juxtaposed with TEnT (Translation Environment Tool)—the term we use to refer to what were formerly called computer-assisted translation tools. Daniel has a valid and interesting point. In many ways, SDL Trados Studio is (potentially) more able to respond to the needs of users by relying on third-party developers who recognize that very need and develop solutions for it. The OpenExchange has been around for long enough to have gained some traction, and it will be interesting to see whether other developers—I am thinking especially of Kilgray—come up with something comparable.

There were a couple of other interesting tidbits. When it came to the topic of terminology management, the responses of the tool vendors made it very clear that there really are two very different approaches to terminology: the glossary-like approach assumes that a termbase consists essentially of a source term/target term terminology list, whereas the much more complex terminology approach satisfies not only the immediate need of the translator but also that of the terminologist. Clearly, tools like SDL MultiTerm, Star TermStar, Kilgray qTerm, and LogiTerm fall into the second category, while the various Wordfast products (Wordfast Pro, Classic, and Anywhere) fall into the glossary category.

The two (statistical) MT providers that responded (KantanMT and Tauyou) are now at least aware of the requests that freelance translators have for their tools, in particular that there is an immediate need for the MT engine to learn when the translator adds corrections in the post-editing process. (KantanMT already has an Instant Segment Retraining technology, whereas Tauyou is more cautious: “In some cases, [instant training] is possible, while not in others (or too dangerous).”)

Beyond these and many other results (which you can find in the Excel spreadsheet), there were two more immediate action items.

Since there was a strong feeling among participants that it would be beneficial to have an exchange standard for keyboard shortcuts between different tools, I provided the tool vendors with a list of the 20 most important processes within a TEnT that would be helpful to be exchanged. I have also passed on a plea to revive the SRX standard, which is the standard that is concerned with exchanging segmentation rules between different tools. While the first of these requests is self-explanatory, the second was brought up in connection with the desire to have different sets of segmentation rules for different types of texts (and, of course, languages). It would be great if these kinds of rules did not have to be developed for each tool but could be shared between the different technologies. SDL Trados Studio does not currently support SRX, and this would be a very helpful change.

Oh, and there is one more outcome from my first webinar. We will have another comparable webinar in January 2015 to see what progress we have made with our requests and whether there are new ones that have risen to the top of the list. Stay tuned for the announcements.
Interpreters Forum
María Cristina de la Vega

Ten Things You Must Not Do to Your Colleagues

1. **Do not** give advice freely, even if you think it would be helpful, unless someone asks you for it specifically. It is far better to just lend an ear. Most people just need a sounding board to express their thoughts and come to a decision about events in their lives, professional or otherwise.

2. **Do not refuse to share resources.** If you can help make an assignment come off better with the product of your research, do not hold back. It will make you look better to your colleagues and, in turn, your interpreting team will look better to the audience. Remember that if your partner is not up to par for some reason, you will be judged together, not necessarily separately. I am not, however, by any means condoning interpreters who consciously fail to do their part.

3. **Do not increase on-site drama** by making unnecessary comments about the assignment, players, conditions, etc. If it is a tough gig, you have enough on your hands without revving up the emotions, which will not improve anything and only serve to put everyone more on edge. Strive to put everyone at ease by focusing on the positive.

4. **Do not give recommendations** unless you are fully in agreement with doing so. Do not cave in out of embarrassment. It is better to blush once than to have a permanent red face over possible fallout.

5. **Do not show off** by hogging the microphone, speaking of past assignments, dropping names, etc. You do not need to demonstrate forcefully how good you are. Others will form their opinion of you based on your unaffected performance.

6. **Do not be late.** There are very few, if any, excuses in my book for this, and showing up late for assignments speaks volumes about you both professionally and personally. You may be the best interpreter in the world, but it does not matter if I cannot count on you when I need you.

7. **Do not show up unprepared.** Even if you do not have specific direction as to how to study for an assignment, there is always some generic research that can be done to help you navigate more easily through a difficult job. If you have a reputation for prepping, it will precede you favorably with both clients and colleagues.

8. **Do not gossip** about colleagues, clients, or assignments. There is absolutely no upside to this and you will be classified by others accordingly.

9. **Do not share personal information** regarding clients, fees, payment practices, or conditions. This is not your bailiwick. Each professional needs to sort this out and you are not the arbiter.

10. **Do not force yourself into the lives of** clients, colleagues, or others. If you are interested in a relationship, put your best foot forward and show it, but do not overdo. ■
Please Discuss
Corinne McKay

How to Take Time Off

As warmer weather approaches, many freelancers turn their thoughts to taking a vacation. But when you are a solo practitioner, time off presents lots of challenges. How do you refer clients to another translator or interpreter when you are away? How do you plan financially for several weeks with no income? How do you stay in touch while on the road? This month, a panel of successful freelancers tells us how they prepare to unplug.

Tess Whitty: English>Swedish freelance translator and host of the Marketing Tips for Translators podcast

One of the most attractive things about being a freelancer is that I can work whenever and wherever I want, or so they say. The truth is a bit different. Most clients expect me to be available during office hours. Late responses can be considered bad customer service, or I can miss out on a job. In the beginning, I was afraid of turning jobs down and ended up working non-stop. That was not what I had imagined freelance life would be like.

Luckily, with experience I have figured out how to take vacations and have regular working hours. I even managed to relocate my business for an entire year so I could spend a year back home and refresh my language and writing skills in Swedish. This was not exactly time off, but I did take a lot of time during that year to travel in Europe.

How do I take time off? I tell my regular clients well in advance that I will be out so they have time to prepare. When the time comes, I set up an auto-responder for my e-mail, explaining to clients that I am on vacation and provide the contact information for colleagues who might be able to help them in my absence. (I have established good contact with a few colleagues, and we cover for each other during vacations.) I indicate when I will be back and whether I have access to e-mail. Upon my return, I usually e-mail my regular clients and inform them that I am available for work.

For the one-year relocation hiatus, I also informed my clients about my new time zone, highlighting it in my e-mail signature. I forwarded my business phone number to Google and used an iPhone app called Talkatone (www.talkatone.com) to receive calls and messages. I was able to keep all of my regular clients and even gained some new European ones. While in Sweden, I had to respond to e-mail from the U.S. in the evening, which was a bit stressful sometimes, but I still kept regular working hours apart from that. Now that I am back in the U.S., I get up early to check e-mail so that I can respond to my clients in Europe before their workday ends.

We freelancers are truly blessed to be able to do location-independent work and should take advantage of that. Just remember that a little planning goes a long way!

Marianne Reiner: Co-owner of TransConnect Translation

Traveling is in our family’s DNA. We work to travel, and lately I have made it my motto to travel to work as well.

Freelancers, whether in the field of translation or interpreting, often feel like they cannot take time off. “If I am away from my office, I will miss the contract of the year,” is the most common argument given for being glued to our desks. I am here to tell you that: 1) this is a very unhealthy approach to managing your business successfully, and 2) you can take some time off periodically while potentially gaining a client or two. Here is the strategy I have used while traveling.

As a legal and literary translator, I frequently take the opportunity to go back “home” to France to establish business contacts that have translated...
(pun intended) into work. I have conducted extensive research on the law firms, mid-size corporations, and publishers who I felt would be receptive to my approach and services.

Contacting these potential clients sometimes resulted in meetings. Sure, not all of my attempts led to contracts; however, by doing so I distinguished myself from the vast pool of translators who simply send their résumés around blindly. Recently, while researching a law firm, I noticed that the firm had litigated a case very similar to one I had provided translation for previously. Without breaking any confidentiality rules, I provided this firm with a summary of my experience in that particular area of the law. This helped me make the necessary connection, leading to a contract.

In your own field of expertise, chances are that your travel destination might have businesses that would be interested in your translation services. Be bold. Be confident. Emphasize that you will be in their town and would love to meet them in person. Once you seal that deal you will not feel like you have missed out on that “dream contract.” In fact, you may have just acquired the “contract of the year.” Best of all, you may find that working while traveling allows you to write off a portion of your travel expenses on next year’s taxes!

Eve Bodeux: French>English translator and principal of Bodeux International, LLC

Every other summer, my family and I take off for five weeks in France. For me, this trip is true multitasking—it is both personal and professional. Personally, it allows me to unwind and really experience, as the French say, dépaysement—I break out of my routine and forget about the daily grind all together. Blending personal and professional pursuits, my time in France allows me to brush up on the spoken and written language, as well as revel in all of the resources at my fingertips. I gravitate to the public library in whatever city I happen to be. All those books, and in French! I also am thrilled to be able to peruse hard copies of reference titles, even though many of my professional resources are electronic these days.

From a purely professional perspective, I set some time aside to meet up with clients in France. This gives me face time with them and helps to make me a “real” person. Like many independent professionals, I cannot afford to take off for the full five weeks, and must stay connected, at least part of the time, via e-mail and, sometimes, phone. Residential wifi is prevalent in France, so I can work, or at least check in, from most of our family and friends’ homes as we travel around. I use my smartphone in “wifi-only mode” when in Europe to be connected when necessary, but avoid international calling fees. I turn on my laptop only when it is really necessary.

About 15 years ago, I could not physically be out of the office for such an extended period of time, but the cost of my current flexibility is that I cannot be “out of touch” for the entire time I am gone. Where I am today in my personal and professional life, I do think it is worth the trade-off.
Interpreting Surgery: A Doctor’s Perspective


InterpretAmerica welcomes guest blogger Dr. Patrick J. Javid from Seattle Children’s Hospital. In this articulate and insightful article, Dr. Javid outlines the critical importance of timely access to qualified interpreters in all settings and languages. This article expresses beautifully how interpreters empower providers to give their best care, even in very challenging linguistic circumstances.

A few weeks ago, as the Surgeon-of-the-Week, our team structured its entire set of morning rounds around a single individual. This person was not actually with us on rounds, and she was not even in the hospital that day. But her expertise was instrumental to the care of one of our patients.

She was an interpreter. A Mixteco Bajo interpreter, to be exact. And she was one of the most important members of our team that day.

Victor was a three-year-old boy with a ruptured appendix. He went to the operating room on the night he arrived and then required five days of intravenous antibiotics in the hospital. He was recovering nicely, but his family only spoke Mixteco Bajo. They did not speak or understand any English, and very little Spanish. So, on each of his five days in the hospital, the only way to communicate with Victor and his parents was through a Mixteco Bajo interpreter.

Estimated that the language is spoken by a total of only 500,000 people in the world today. And we needed one of these unique individuals to help us discuss Victor’s plan of care with his parents.

I do not have hard numbers here, but I am told that there are very few Mixteco Bajo interpreters available at any one time. So, our team’s care coordinators went out of their way to arrange a morning phone call with a Mixteco Bajo interpreter on each day Victor stayed with us in the hospital. Essentially, we had made a recurring appointment with a phone interpreter and we dared not stand her up! So, no matter where we were on rounds each morning, we headed to Victor’s bedside at 9:30 a.m. for an audio rendezvous with our cherished Mixteco Bajo interpreter.

Once we reached our interpreter, things went smoothly. We discussed the boy’s upcoming discharge, his pain medicine regimen, and any indications he might return to the emergency room. The entire scenario made me think about the importance of language—and communication—in surgical practice.

I took French throughout middle school and high school. Of course, here in the Pacific Northwest, all those years of conjugating French verbs have not helped me very much. Apart from English, the most common language we encounter is definitely Spanish. On weekdays during business hours, we have Spanish interpreters throughout the hospital ready to help a provider communicate with a patient or family member. In the emergency department, an in-house Spanish interpreter is available until at least midnight every night. In the operating room, many of us have gotten to know our perioperative interpreters very well. They have a hard job all day long. As they literally run from the pre-op zone to the family waiting room, they are paged constantly to join a conversation with people they do not know on subjects with which they may be unfamiliar. I am always amazed that they do not lose their voices and wits by the end of the day!

It gets even more interesting when a live interpreter is not available in the hospital. For example, last month I met a young girl who needed urgent abdominal surgery for a bowel obstruction. She was experiencing intense pain and her family was obviously stressed and upset. The parents spoke Vietnamese fluently, and their comprehension of English was clearly very limited. The chances of finding a Vietnamese interpreter in the hospital on a Friday night were small. But the next thing I knew a computer was wheeled into the room,
complete with a large monitor, a webcam, and a microphone. This device, it turned out, was our interpreter! On the screen, in front of the family and me, sat a young woman named Marie. She introduced herself as our Vietnamese interpreter and she could see the patient’s parents as she interpreted via a wireless video conference call. We had to adjust the microphone a few times and I had to ask the parents to repeat themselves once or twice, but otherwise the process went amazingly well. It makes quite a difference to have your interpreter right in front of you, whether she is a product of wifi access on a computer screen or standing right next to you in real life. Skype to the rescue!

These online computer interpreter stations are available in the emergency department, the operating room, and the intensive care unit. When neither a live human nor wireless computer is available, we have something just as simple to use: the SPEAK line. From any hospital phone, dialing SPEAK will connect you directly to an interpreter hotline. After providing some basic information about the patient, you are connected almost instantaneously with an interpreter over the phone. We used to use speaker phones for these types of conversations, but recently the hospital built dual phone systems in all patient rooms. Now every room on the floor and in the intensive care unit has a phone with a headset for the provider and a headset for the parent. It is very easy to use.

With all of these resources, we essentially have 24/7 access to interpreters of any language or dialect. And I mean 24/7. There have been moments where I thought I would stress the system. For example, take my 3:30 a.m. call to the SPEAK line looking for a Somali interpreter after a laparoscopic appendectomy. Or the time I needed a Mandarin interpreter on Saturday morning rounds. Then there was my request for a Sunday afternoon Tagalog interpreter as I consulted a patient with a cholecdochal cyst.

Each time, the operator did not blink an eye (I think) as she replied gently: “Thank you, and please wait for your Somali/Mandarin/Tagalog interpreter.” And at the precise moment when the interpreter comes on the line, part of me always wants to say something like: “You are amazing! It’s 3:30 a.m. on a Tuesday morning, and not only are you awake, but you speak Somali!” I have held back so far.

There was only one time I could not get an interpreter in the middle of the night. That was the night I needed another Mixteco Bajo interpreter after a child’s 2:00 a.m. appendectomy. Those Mixteco Bajo interpreters are indeed hard to come by, and on this particular night, I think they were all asleep. So, we tried a Spanish interpreter and muddled our way through a conversation. The real discussion would have to wait for 9:30 a.m. the following morning when our prized Mixteco Bajo interpreter would call into the room.

I was talking with my wife (also a surgeon) about the crucial role that interpreters play in the medical setting, and she told me about an interesting experience she had last year. She was taking care of a hearing-impaired patient who needed an operation. Not only did the sign language interpreter accompany the patient to her clinic visit with my wife, but she was also there on the day of surgery. For those who have never needed general anesthesia, there is a lot of communication that goes on when you first lie down on the operating table and prepare to go to sleep. Adults are being told what is happening each step of the way, and the kids are reassured, cajoled, and praised. On the day of this patient’s operation with my wife, the sign language interpreter stood right next to the operating table as the anesthesia was being induced. Dressed in the standard surgical “bunny suit,” the interpreter signed the entire conversation with the anesthesiologist so that the patient would understand what was happening as she drifted off to sleep. The interpreter continued to sign until the anesthesiologist gave her the final signal to stop.

My wife added one more interesting tidbit. She liked the fact that I had written about the Mixteco Bajo language and that it is only spoken by half a million people around the world. But she had recently met a patient who spoke an even more exclusive language: Marshallese, the native language of the Marshall Islands. It is spoken by all of 44,000 people on our planet. And my wife needed a Marshallese interpreter in the clinic one day. After a few minutes of preparation, the Marshallese interpreter was ready and waiting on the phone. Amazing.

Whether they are in person, online, or on the phone, our interpreters are vital members of our team here. Without our interpreters, we simply could not deliver quality medical and surgical care to our children and their families.

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**Don’t Miss**

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<th>May 16-18, 2014</th>
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<td>National Association of Judiciary Interpreters and Translators</td>
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Kazuo Tatewaki’s *Banking and Finance in Japan* is targeted at readers who want to learn about the Japanese financial system. It provides a detailed and comprehensive study of the Japanese financial system and its unique intricacies through 1989. If it were updated, it would be a good introductory text for Japanese<>English translators who are beginning to get involved in financial translation and want to acquire subject knowledge. However, it has no bilingual text or glossary, and as such, is not intended as a translator’s reference book.

**Content**

In Part 1, the author provides an in-depth historical overview of the Japanese financial system and its role in the world economy. He explains how the modern banking and financial system was formed after 1868, and how it grew and developed before and after World War II and through the 1970s and 1980s.

Part 2 explains Japanese financial markets, including short-term money markets, foreign currency and Euroyen markets, and securities markets. It covers financial instruments unique to the Japanese market, such as gensaki and Euroyen transactions, as well as samurai and shogun bonds. Laws and regulations concerning the Japanese financial market are also introduced.

Japanese financial institutions are explained in Part 3. Tatewaki describes the types, characteristics, and functions of private depository institutions, private non-depository financial institutions, government financial institutions, foreign financial institutions, and interbank clearing systems in Japan. He also explains how banking, insurance, and financing operations are conducted in Japan.

In Part 4, Tatewaki introduces readers to Japan’s monetary authorities and how they implement monetary policy. He explains the powerful roles of the Ministry of Finance and the Bank of Japan in controlling the Japanese financial system.

**Overall Evaluation**

Given that comprehensive books in English on Japanese banking and finance are few and far between, this book has the potential to be a valuable resource. Unfortunately, however, its value is diminished because it is outdated. After its first publishing in 1991, another edition of the book was published in 2012, but the content was not updated. As one would expect, in the 20 some years since 1991, banking and finance in Japan have undergone major changes. Without current information, this book is only of limited use to novice Japanese<>English financial translators interested in learning about Japanese banking and finance. In addition, the book includes almost no Japanese terminology, so it is of no use for bilingual reference purposes. Professional Japanese<>English financial translators who already are familiar with the Japanese financial system would be better served by purchasing a comprehensive reference book or dictionary.
This edited volume contains selected papers from a 2010 conference on translation studies (TS) held in Leuven, Belgium. There is a total of 15 papers (13 in English and one each in German and French), plus an introduction written by the editors. The papers were chosen from a total of 43 presented at the conference, all subject to peer review. The title “Tracks and Treks in Translation Studies” is derived from the theme of the conference, the sixth in a series sponsored by the European Society for Translation Studies. The editors explain that this theme was chosen because TS has followed a diversity of tracks, while individual scholars have trekked from practice and/or teaching translation to acquiring theoretical and methodological tools, interacting with multiple disciplines along the way.

The editors’ introduction provides a helpful overview of the entire volume, giving a brief description of each article within the context of the organizing principle that guided the editors in their compilation. The book begins with two articles that set the scene by describing the current (as of 2010, that is) situation of TS in the academic and professional worlds. The articles that follow are grouped according to four themes: 1) process and product research, 2) translation pedagogy, 3) methodology, and 4) the translator as an agent in the communication process.

Content
In this review I will discuss the papers through the lens of my own experience as a translation practitioner and teacher who does not conduct empirical research. (It might be interesting to contrast my views with those of someone who does carry out research in TS.)

The first paper, “Who’s Who and What’s What in TS: A Preliminary Approach,” by Javier Franco Aixelá, describes a database developed for the purpose of “bibliometric studies,” described as an analysis of the works most often cited in TS publications. The point I found most interesting in this paper was that the number of citations per se does not necessarily reflect the influence of a given scholar’s work, since there is a great deal of “self-citing” in academic publishing, plus many citations may actually come from writings...
by authors who disagree with the scholar in question.

A paper entitled “Translation in the Network Economy: A Follow-Up Study,” by Risku, Rossmanith, Reichelt, and Zenk, involves a field study of a translation company with a view to identifying different types of networks that have emerged in the industry. Since the paper was presented in 2010, I am not sure how relevant the findings are today.

Another study is reported by Gyde Hansen in “Many Tracks Lead to the Goal: A Long-Term Study on Individual Translation Styles.” In this one, a group of translators were followed from their time as students in 1997 to their early careers as professional translators in 2007. The author found that they tended to adopt one of two “cognitive styles of production,” which she labels “translating on the screen” and “prospective thinking,” noting that each individual translator’s style remained the same over the 10-year period of the study. Gerrit Bayer-Hohenwarter also focuses on the translation process in “Triangulating Translational Creativity Scores: A Methodological Study in Translation Process Research,” whose title speaks for itself. The paper reports on the results of a proposed assessment instrument designed to measure creativity in translation.

Isabelle Robert’s “Translation Revision: Does the Revision Procedure Matter?” offers a thought-provoking analysis of different procedures that may be followed in revising translations. The methods are examined from the standpoint of product quality, time required for the revision, and effectiveness of error detection. The study reveals that reading the target text (TT) alone first and then comparing it with the source text (ST) afterward is slightly better in all of these categories than the other three procedures tested (reading the TT only, comparing the TT and the ST paragraph by paragraph, or reading the TT and ST together followed by a final reading of just the TT).

The only contribution focusing on interpreting in this volume is Emilia Iglesias Fernández’s “Understanding Variability in Interpreting Quality Assessment.” It explores variations in responses to a survey on quality depending on age, gender, professional background, language, and whether the respondents were interpreters or end users. Evidently, users, particularly male users, focus more on content, whereas interpreters, primarily female ones, focus more on the nonverbal aspects of the interpreter’s performance.

Turning to translation pedagogy, the collection features two papers: Rosemary Mitchell-Schuitemoeder’s “A Project-Based Methodology in Translator Training,” which describes a more practical approach to teaching, and Cécile Frérot’s “Incorporating Translation Technology in the Classroom.” The latter paper discusses the use of corpus-based translation tools in the classroom, but many of the conclusions are relevant to professional translators as well. Another paper on pedagogy describes an innovative eye-tracking study designed to identify stages in students’ sight translation skill acquisition (“Eye Tracking Sight Translation Performed by Trainee Interpreters,” by Chmiel and Mazur).

The next group of papers in the volume turns to the notion of the translator as an agent. These contributions, whose titles are self-explanatory, discuss various aspects of literary translation: a study by Josep Marco called “Tracing Marked Collocation in Translated and Non-Translated Literary Language: A Case Study Based On a Parallel and Comparable Corpus”; “Who Are They?: Decision-Making in Literary Translation,” by Waltraud Kolb; “The Power of Voice in Translated Fiction: Or, Following a Linguistic Track in Translation Studies,” by Alexandra Assis Rosa; and “The Author Strikes Back: The Author-Translator Dialogue as a Special Kind of Paratext,” by Hanne Jansen. I found these papers intriguing (particularly the one on corpora, an increasingly important topic in TS), and I am sure a literary translator would glean even more from them.

The final two papers in the volume take a historical point of view. There is an examination of the importance of considering the time and place in which scientific texts have been translated vis-à-vis their contribution to scientific knowledge (“Les sources de la traduction et leur valeur heuristique en Histoire: hégémonie vs dissidence du discours médical,” by Lola Sánchez). The other paper offers an analysis of a somewhat bowdlerized Portuguese translation of the tales of Baron Munchausen in the 18th century as a reflection of the mores of Portuguese society at the time (“Zur Münchhausen-Rezeption in Portugal: Eine Fallstudie,” by Maria Antónia Gaspar Teixeira).

**Overall Evaluation**

*Tracks and Treks in Translation Studies* is an eclectic collection of articles covering a wide variety of topics in TS. The editors have done a good job of selecting and organizing them in such a way that most readers will find something to pique their interest. This volume would be very useful for translation teachers and researchers, and also of interest to practitioners.
New Certified Members

Congratulations! The following people have successfully passed ATA's certification exam:

**English into Chinese**
- Kit R. Pai  
  Marina, CA

**English into Spanish**
- Elsa B. Figueroa  
  Oakland, CA
- Carolina Vita Shepherd  
  Oakland, CA
- Gabriela E. Lemoine  
  Cordoba, Argentina
- Elena Vega  
  Houston, TX

**Portuguese into English**
- Olinda P. Azevedo  
  Ridgewood, NJ

**Spanish into English**
- Paul Lambert  
  San Francisco, CA
- Anna M. Stout  
  Grand Junction, CO
- Nikolaj D. Widenmann  
  Sandy, UT

**Swedish into English**
- Thomas E. Ellett  
  Niagara Falls, NY
As I mentioned in the last column, April marks Shakespeare’s 450th birthday. Of particular interest to those of us in this business are the many linguistic curiosities to be found in his dramas, where he inserted French, Spanish, Italian, and Latin periodically. Shakespeare dabbled in other languages as well. Characters whose native language was Welsh do appear in Shakespeare’s histories, but realistic Welsh dialogue was beyond even the Bard’s capabilities. In one instance (Henry IV, Part 1, Act 3) he decided not to arrange for a Welsh writer to interpolate accurate dialogue into his drama, and simply gave stage directions that a certain character both sing and speak in Welsh.

Those of us with a command of European languages where the formal and familiar pronouns are used can also delve into the reasons behind “thou” and “you” wherever they rub shoulders in Shakespeare’s dramas. That is, as long as we understand that the consistent use of “thou” and “you” was breaking down even during the Bard’s lifetime. In this respect, when we encounter Shakespeare’s work, we linguists are way ahead of the average reader or a member of an audience watching one of his productions.

New Queries

(English>French 4-14.3) “Applicative layer software” appeared in a quality plan project for building railways. Regrettably, it was part of a listing, so no detailed context sentence is available. Who wishes to try it?

(English>Italian 4-14.4) For this, knowledge of just what kind of housing is involved would be helpful. The problem term was “split entry,” as in “The main entrance is a split entry situated at the back of the house.” I would love to imagine that this is a reference to a human door and a doggie door, but would stake my life that that is not correct.

(English>Polish 4-14.5) The words in bold proved to be a stumbling block for a colleague dealing with an automotive battery text: “[The brand name] comes with a longer service life performance and provides up to three times more cyclability endurance than conventional batteries.” What is it, and what might it be in Polish?

(English Portugese 4-14.6) Did this become a problematic term because of a failure to add the word “special” before it? The sentence that caused the translator to pause is: “The activity center organizes different interest classes every month for members.” This is vague, but please attempt the Portuguese if you can.

(English>Swedish 4-14.7) At least we have a definition for the puzzling term “velocity ripple”: the ability of a motion system to maintain constant velocity under load, which makes it quite different from “jerk,” defined as the change in a positive direction of acceleration. Now, how about the Swedish?

(French>Italian [English] 4-14.8) This query is for the historically minded. We need help with the words in bold, please, either in Italian or English: Les rideaux de croisée ont été taillés dans un damas cramoisi à décors de pampres exécuté à Lyon en 1804 pour décorer le trône du pape Pie VII lors du couronnement de l’empereur Napoléon 1er.

(German>English 4-14.9) As we all know, there is constant ferment in accounting. Perhaps the newest term is anfallender kalkulatorischer
Gewinn. Here is a bit of context: Die Aufträge des A an B werden einzeln schließlich der anteiligen Gemeinkosten und des anfallenden kalkulatorischen Gewinns von D ko-finanziert. What sort of profit is it?

(Italian>English 4-14.10) In contract law, condizioni peggiorative is quite opaque. Fortunately, there is adequate context with which to work for this query: Per tutta la durata del presente Contratto, il Partner si obbliga a farsi praticare in favore dei Passeggeri, non siano mai peggiorative rispetto a quelle praticate nei confronti dei non-Clienti. What are the words in bold?

(Russian>English 4-14.11) In the context of a largely underground atomic power plant, what could опытный каскад refer to? Here is some more context: В этом атомном центре, объекты которого расположены большей частью под землей, помимо реактора ИРР-2 имеются: опытный каскад газовых центрифуг по разделению изотопов урана. What is it?

Replies to Old Queries

(German>English 9-13.5) (nach Vorliegen der 3 ausstehenden Sputumbefunde): Johnny Smeltz never felt comfortable with previous responses to this. The initial impulse is to translate ausstehenden as “pending.” But then the sentence makes no sense medically, since the patient cannot be judged free of disease if the sputum samples are still pending. From a medical point of view, sputum samples can be called “excellent” as long as they were coughed up from deep in the lungs and not simply saliva. Maybe in this instance, ausstehend is a back-translation, or a direct translation from the English “outstanding.” Thus, Smeltz suggests the following: “After three outstanding sputum samples, there are no present indications of contagious pulmonary tuberculosis.”

(Spanish>German 2-14.9) (asiento de banda): Jean-Pierre Maldonado believes this is a “sling seat” for a swing, as opposed to a wooden seat. Graciela Daichman (who is kind enough to assure me that this column is what she turns to first when her magazine arrives) calls it a “wide strap,” which is a type commonly found in children’s parks. Mercy Dominguez translated the entire context clause: “Fyle 4-seater metal swing set with strap seats.” Fyle, she believes, is a brand name. Sheldon Shaffer took this a step further and did a search for “Fyle” on the web. Failing to find it, he assumed that it is a poor rendition of “flyer.” In that case, the full phrase could be “Flexible Flyer 4-person Metal Swingset.”

(Spanish>German [English] 2-14.10) (por la presente causa): Audrey Feldman would render this simply as “in this case.”

   Thanks very much for the responses, but they all fit into a mere three categories. Surely I tossed out a lot more than that. Are there more that you, the readers, wish to review and comment on?
Humor and Translation
Mark Herman

Language on Eis (Ice)

The German word Eis, pronounced ice, means “ice” in English. Pronounced ace, it means the musical note E sharp, which is also equivalent, in modern musical notation, to the note F. Numerous compounds exist, and for most of them Eis has one of the two meanings specified, or, more rarely, refers to something white, colorless, or translucent, such as in Eisachat (“translucent agate”). And then there is Eisbein, which literally means “ice leg,” but is in fact a dish consisting of pickled pork knuckles. How did this word originate? Could it have anything to do with the off-white color of cooked meat?

Not according to a short memoir sent to me by Jack Thiessen. In this memoir, titled “Eisbein—Where the Skate Comes From,” a philologist named Sehmsdorf says:

… it was my grandfather who remembered that occasionally his grandfather in winter strapped to his shoes a pair of full sized pork knuckle bones, fashioned for the fit underneath his shoes, and then he zipped around the ice with this set of ice bones, or Eisbein. And if they did it, you can be sure that grandfather’s grandfathers dating back to the time when time was barely invented did the same.¹

Fanciful as this derivation may seem, it is corroborated by at least one other source, the German-English Glossary of Idioms, by Igor Maslennikov, which may be found online.² Maslennikov states that, during the Middle Ages, “The people in old Germany made skates from pig’s knuckle bones.”

According to Maslennikov, other idioms also originated during the Middle Ages, in English as well as in German. For example, “poor as a church mouse,” directly translatable into German as arm wie eine Kirchenmaus, reflects the fact that medieval churches had no pantries. Abtrittanbieter, literally meaning “exit supplier” in standard German and “toilet supplier” in colloquial German, refers to someone offering a private service, and comes from the fact that medieval people needing to relieve themselves would turn to those with large coats to shield them from public view while they did so. I especially like etwas aus dem Effeff beherrschen / verstehen (“to be in control of / understand something as ff”) because two other languages besides German are involved. The idiom means “to be able to do something blindfolded” and derives from the fact that ancient Roman legal writings were identified with the Greek letter π, which became transformed into the Latin letters ff. This is probably similar to the use of Latin u for Greek υ in our own time.

Some idioms derive directly from ancient Roman procedures. For example, etwas auf die lange Bank schieben (“shove something onto the long bench”) means “to procrastinate,” and refers to the fact that in ancient Rome cases were written down, and the files laid on a bench if the cases were too difficult. The files for the longest cases were shoved to the end of the bench.

One more idiom from Maslennikov: Eulen nach Athen tragen (“to carry owls to Athens”) means the same thing as “to carry coals to Newcastle.” Both mean to do something unnecessary or superfluous, because, just as Newcastle had plenty of coal, so Athens had plenty of owls, or at least representations of them, since the goddess Athena was usually symbolized by or accompanied by an owl. ■

Notes

Information and Contacts
Submit items for future columns via e-mail to mnh18@columbia.edu (that is 18, not el-8). Discussions of the translation of humor and examples thereof are preferred, but humorous anecdotes about translators, translations, and mistranslations are also welcome. Include copyright information and permission if relevant.

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ATA and the American Foundation for Translation and Interpretation (AFTI) present annual and biennial awards to encourage, reward, and publicize outstanding work done by both seasoned professionals and students. Awards and scholarships for 2014 include:

The Alexander Gode Medal, ATA’s most prestigious award, is presented to an individual or institution for outstanding service to the translating and interpreting professions. This award may be given annually. Nominations are solicited from past recipients of the Gode Medal and the membership at large.

The Lewis Galantière Award is given for a distinguished book-length literary translation from any language, except German, into English published in the United States. The award is bestowed biennially in even-numbered years.

The ATA Student Translation Award is presented to any graduate or undergraduate student, or group of students, for a literary or sci-tech translation or translation-related project. The award is given annually.

The AFTI JTG Scholarship in Scientific and Technical Translation or Interpretation is presented to a student enrolled or planning to enroll in a degree program in scientific and technical translation or in interpreter training.

The S. Edmund Berger Prize is offered by AFTI to recognize excellence in scientific and technical translation by an ATA member. The award is given annually.

The Marian S. Greenfield Financial Translation Presentation Award is offered by AFTI to recognize an outstanding presenter of a financial translation session during ATA’s Annual Conference.

The Alicia Gordon Award for Word Artistry in Translation is given for a translation (from French or Spanish into English, or from English into French or Spanish) in any subject that demonstrates the highest level of creativity in solving a particularly knotty translation problem. Open to ATA members in good standing.

The Harvie Jordan Scholarship is awarded to an ATA Spanish Language Division member in good standing to promote, encourage, and support leadership and professional development within the division. The scholarship is given annually.

For complete entry information and deadlines, visit www.atanet.org/aboutus/honorsandawards.php

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**Upcoming Events**

**April 26-27, 2014**
Colorado Translators Association
4th Annual Conference
Boulder, CO
http://cta-web.org

**May 3, 2014**
New England Translators Association
18th Annual Conference
Natick, MA
www.netaweb.org/cms2

**May 16-18, 2014**
National Association of Judiciary Interpreters and Translators
35th Annual Conference
Las Vegas, NV
www.najit.org

**May 18-21, 2014**
Society for Technical Communication
STC Summit
Phoenix, AZ
http://summit.stc.org

**May 18-21, 2014**
Association of Language Companies
Annual Conference
Palm Springs, CA
www.alcus.org/education/conference.cfm

**June 6-7, 2014**
National Council on Interpreting in Health Care
8th Annual Membership Meeting
“Enhancing Partnerships to Advance Language Access”
Charleston, SC
www.ncihhc.org

**June 21-22, 2014**
Japan Association of Translators
International Japanese-English Translation Conference (IJET-25)
Tokyo, Japan
http://ijet.jat.org/site/index25

**June 27-28, 2014**
Iowa Interpreters & Translators Association
10th Annual Conference
Des Moines, IA
www.iitanet.org

**July 3-6, 2014**
Registry of Interpreters for the Deaf
Regional Conference
Atlanta, GA
www.utrid.org

**July 31-August 2, 2014**
Arkansas Administrative Office of the Courts Court Interpreter Services
“Legal Interpreting Seminar for Interpreters in the Judiciary”
Little Rock, AR
https://courts.arkansas.gov/event/legal-interpreting-seminar

**August 4-6, 2014**
International Federation of Translators
2014 World Congress
Berlin, Germany
www.fit2014.org

**August 7-9, 2014**
Nebraska Association for Translators & Interpreters
15th Annual Regional Conference
“Translation and Interpretation: Making Culturally Competent Global Communication Possible”
Omaha, NE
www.natihq.org

**September 13-14, 2014**
Tennessee Association of Professional Interpreters and Translators
Annual Conference
Memphis, TN
www.tapit.org

**October 10-12, 2014**
California Federation of Interpreters
12th Annual Continuing Education Conference
“Focusing on Our Future”
Los Angeles, CA
www.calinterpreters.org/conference

**October 29-November 1, 2014**
Conference of Interpreter Trainers
Biennial Conference
Portland, OR
www.cit-asl.org/conf/presenters.html

**November 5-8, 2014**
American Translators Association
Annual Conference
55th Annual Conference
Sheraton Hotel
Chicago, IL
www.atanet.org/conf/2014

**November 21-23, 2014**
American Council on the Teaching of Foreign Languages Annual Convention and World Languages Expo
San Antonio, TX
www.actfl.org/2014convention-expo
What I like about SDL TRADOS Studio 2014

- **The ribbon** – I really like it and I also think that this will be helpful for new or basic users of Studio in particular. In previous training sessions, I found that trainees could not always find what they were looking for, whereas the new ribbon makes it much easier.

- **Automatic concordance search** – a very useful feature.

- **“One click” batch tasks** – for example, this makes analysis of a single file and single language combination much faster.

- **Performance speed** – it is noticeably quicker when creating projects.

- **Larger font in Termbase Viewer** – much better for my eyes!

- **MS Word 2007-2013 comments options** – I’m pleased to see that we can now choose whether these are extracted as translatable or Studio comments.

Gemma Cooper  
Translations and Training Manager, Alexika | [www.alexika.com](http://www.alexika.com)

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