Emotional Intelligence
Translating Pathology Reports
Short-Term Memory Exercises for Interpreters

With this issue:
From the President
Caitilin Walsh
president@atanet.org

Plus Ça Change (The More Things Change)

The year was 1991, and I still remember him vividly. It was my first ATA conference, and a long-bearded fellow could be seen in the halls both between and during sessions. I glanced at his name tag and learned that he was Ben Teague, a past president of the association I had just joined. As it turned out, he was one of the first people I met during that conference. Ben took the time to welcome me and chat. I still quote his imparted wisdom to my own students: “avoid prison” (pay taxes), “every decision is a business decision” (even the failure to make a decision), and “the best part of a conference happens in the hallways.”

A recent online discussion lamented the dwindling number of these grey eminences for us to look up to at conferences. The writer wondered if the future of ATA conferences—and indeed our entire profession—was in peril, as these wise men and women grew older and passed from our ranks and no longer graced our conference hallways and larger community.

What the conversation missed, of course, is what my mirror tells me unflinchingly every morning: we, who still feel like youngsters, have become these individuals. The grey hairs and hundreds of thousands of words under our (rather tight) belts are clear indicators that the torch has been passed—to us. And the steady increase in the number of attendees makes it clear that ATA’s Annual Conference is very much relevant and so much more than an opportunity to continue our education.

So, just as Ben stepped out of the conference hallway into a newcomers’ session to impart his wisdom oh-so-many years ago, it is now our turn to welcome the next generation, who are brighter and better prepared than we ever were. Since my first conference, the newcomer session has become a perennial offering, pink ribbons for newcomers have been introduced, and identifying the level of an educational session has become a staple of our program. This year, we see a slight shift as the newcomer orientation moves to a webinar platform that prepares you for the conference beforehand (so you know to bring business cards!), and the Buddies & Newbies meeting gets a bigger room.

So, whether you consider yourself a newbie or a potential buddy this year, take a moment to remember that wonderfully overwhelming conference experience—the reuniting hugs, the mind-exploding information, the numerous handshakes. It is why we all keep coming back. Because no matter what the mirror tells us, we all have something to learn, something to give, old friends to see, and new friends to meet.
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They say variety is the spice of life. And there is no better variety than in the city of Chicago, which hosts a wide range of ethnic neighborhoods and restaurants. Likewise, the enclosed Preliminary Program for ATA’s 55th Annual Conference in Chicago, November 5-8, 2014, contains a virtual smörgåsbord of conference goodies and delicacies. So, grab your highlighter and dig in.

The multi-colored grid at the heart of the Preliminary Program offers sessions on a wide array of subjects and languages; a delicate balance of new topics and tried-and-true sessions for both absolute beginners and seasoned professionals. Between our Distinguished Speaker series, preconference seminars, and sessions from our generous colleagues, it is sure to be a feast for the linguistically-inclined. Fortunately, we received over 400 proposals this year, which gave us a lot from which to choose —this is also a good sign of potential attendance.

In addition to over 180 educational sessions, we are pleased to offer a great program of special events. Here is a quick peek of what we have to offer this year. Be sure to check out the Preliminary Program and the website for more details (www.atanet.org/conf/2014).

Preconference Seminars: Three-hour sessions held the day before the conference that are designed to delve in-depth into advanced topics with an expert.

Tool Training Seminars: A new addition to our regular preconference seminar line-up that will explore the latest and greatest translator tools and programs in detail.

The Tool Bar: Our own take on the “Genius Bar” that will allow you to get answers to your detailed questions from tech wizards on a one-on-one basis.

ATA Distinguished Speaker Series: High-profile speakers will share their expertise on a wide range of subjects.

Brainstorm Networking: A new twist on the traditional Speed Networking event, where participants work their way around the room in discussions revolving around hot topics in translation and interpreting.

Betsy Benjaminson: The freelance translator from Israel who blew the whistle on Toyota’s unintended acceleration problem will share her story. Her talk will be followed by a thought-provoking panel discussion on ethics. (Sponsored by the American Foundation for Translation and Interpretation.)

Breathe, Stretch & Move and Zumba: The mellow morning Breathe, Stretch & Move is back by popular demand and will be joined by the more upbeat Zumba! For those who prefer adrenaline to (or in addition to) caffeine.

Conference App and Wi-Fi Hotspot: The popular multi-platform conference app and Wi-Fi hotspot will also return this fall with enhancements based on your feedback.

It is a mixed blessing that with so many sessions, you may not be able to get everything on your plate. You may find two sessions that appeal to you, but they may be scheduled in the same time slot. While we try to reduce these conflicts by shuffling subjects and languages, there is no way to eliminate this problem altogether. Instead, I can recommend ordering the session recordings that will once again be available on DVD and as an eConference. In addition to allowing you to be (virtually) in two places at once, the eConference can give you a little taste of the conference throughout the year.

So, pour a cup of coffee, pick up your pen, and start planning your program. I am sure you will see why so many of your colleagues come back year after year!

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A Free Night’s Stay at the ATA Conference Hotel

Five lucky winners will receive one free night at the Sheraton Chicago Hotel & Towers, the host hotel for ATA’s 55th Annual Conference, November 5-8! Reservations made before November 3 will automatically be entered to win. Winners will be announced at the Closing Session on Saturday, November 8. You do not have to be present to win. Make your reservation online now: www.atanet.org/conf/2014/hotel.htm.
ATA’s 55th Annual
Conference is set for the Sheraton Chicago Hotel & Towers, Chicago, Illinois, November 5-8, 2014. Chicago last hosted an ATA Annual Conference in 1974. We have looked several times at getting back to Chicago, but the marketplace has prevented us. Finally, in 2009—we typically plan four to five years out—we were able to contract for suitable hotel accommodations at a competitive rate within our window of desired dates (mid-October to early November).

Each year, we work to keep the conference fresh while carrying over some of the tried-and-true features. This year, one of the primary areas we have focused on is refining the conference app to make it more user-friendly and provide as much value and information as we can. To maximize your conference experience fully, please be sure to check out the app and become familiar with it. The app will be available in September.

Once you have registered, be sure to update your profile. All attendees are listed, but without any contact information. You need to provide that information to take full advantage of the app and its networking possibilities. In addition, do not forget to upload your résumé. This year, we have made it easier than ever to access attendees’ résumés. An icon will appear next to the names of attendees who have uploaded their résumés.

New this year, the session handouts and Proceedings are all accessible on the conference app. In addition to establishing a permanent record of the conference, the Proceedings—a compilation of session papers—provides a platform for those who need to be published (or want to take advantage of this opportunity to showcase their expertise). In 2006, we moved from all attendees getting a paper copy of the typical 300- or-so-page paper version to a CD version. This year, in order to improve the accessibility of this resource for conference attendees, instead of a CD, the Proceedings will now be included in the conference app. The Proceedings will continue to provide the same valuable information. For example, just looking back and reading Andre Moskowitz’s many comprehensive surveys of terminology usage in Spanish-speaking countries is useful and fascinating.

The Preliminary Program is included with this issue of The ATA Chronicle. You can also access the program and additional information on ATA’s site: www.atanet.org/conf/2014.

Make plans now to attend the largest annual meeting of translators, interpreters, company owners, and other language services professionals. See you in Chicago.
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.
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Susan Starling, German-English translator
Sarasota, FL

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When a project manager e-mails and calls you four times in 15 minutes at 5:00 p.m. on a Friday, do you recognize his or her stress and respond graciously? Or are you indignant? When you have too much work, do you say no to customers in a way that brings them back the next time they have a suitable project? Do you come across as dry or dismissive in your e-mail, and perhaps less approachable than a peer whom the client contacts instead next week? Do you recognize when stress at home is affecting your work, or vice versa? Do you see the difference between how you responded to the e-mail from Ms. Jones and to the one from Mr. Brown based solely on how you were feeling.

If we know ourselves well enough, we can structure our work lives to make them more sustainable.
that day? If so, will you control your emotions before responding to clients next week?

These examples show the need to recognize and understand emotions in yourself and others. We can all work to improve this in our lives.

Most of us are in this profession for the long term, aspiring to a successful career over decades. If we know ourselves well enough, we can structure our work lives to make them more sustainable.

Following a listserv discussion on this topic, the co-authors began collecting articles intended to help translators work sustainably. The approaches vary so widely that a single viewpoint may not be helpful or may come across as prescriptive. Although what is discussed here might apply to interpreters, the co-authors are translators and that is what they know best—interpreters have a different set of stressors with which to deal.

**How Emotionally Intelligent Are You?**

Emotional intelligence is one factor that predicts success. To quote Carolyn Gregoire, a features editor at the *Huffington Post*:

> To put it in colloquial terms, emotional intelligence (EQ) is like ‘street smarts,’ as opposed to ‘book smarts,’ and it’s what accounts for a great deal of one’s ability to navigate life effectively.¹

When we understand our emotions better we are much less likely to hit an emotional wall where we become unable to function effectively, cannot stand the thought of translating another text, or lose it with our significant other. You also need to factor in your personal challenges or weaknesses. We could say that we are talking about work-life balance, where work is what brings in money and life is everything else, but really we are talking about sustaining our entire lifestyle for the long term. Understanding how we react and interact helps our performance at work (and elsewhere, but we will limit this analysis to a work-related context).

**What Does It Mean to Be Emotionally Intelligent?**

Emotional intelligence analyzes each individual in four ways:

- **Self-awareness**
- **Self-management**
- **Social awareness**
- **Relationship management**

Self-awareness and self-management look at how we function internally, and social awareness and relationship awareness look at how we interact with others.

**Self-Awareness:** We need to be self-aware (have the ability to perceive aspects of our personality, behavior, emotions, motivations, and thought process) before we will be able to apply the concepts to other people. It is hard to be objective about ourselves, so if you have never used psychometric tests on personality type (e.g., Myers Briggs’ or team-working preferences [e.g., Belbin Team Role Reports’], that is a good place to start looking at yourself. If that is unappealing, how about writing down portions of your life story every day? Analyzing experiences can help show why you behave the way you do in certain contexts.

**Self-Management:** Once we understand ourselves, we can move on to self-management. The aim would be unconscious action, but to work on ourselves, we usually have to make a conscious action to change behavior and recognize a potential mistake as it is happening. Then we can adjust our behavior accordingly.

**Social Awareness:** Social awareness is about understanding the dynamics between individuals and groups. Areas you might consider would be compassion and conflict, as well as how comfortable you are socially.

**Relationship Management:** The final quadrant, and the one to work on once you have some grasp of the first three concepts, is relationship management. Once you have this one down you might be in a better position to maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict. People who have mastered all of these aspects would tend to handle the examples of stressful situations we outlined at the beginning of this piece calmly and constructively.

The concepts we discuss here are based on material by Travis Bradberry and Jean Greaves in their book *Emotional Intelligence 2.0,* and are widely available in books, quizzes, courses, and other “self-help” material by them and other authors. Googling the concept will provide a huge number of resources.

So, one freelancer succeeds and another fails. One translator hits a wall routinely, leading to low (or slow) patches. Another has a struggling practice. Yet another appears to thrive, gaining new clients every year and speaking out on how much he or she loves the profession. Looking at experience, habits, knowledge, or intellectual capacity rarely explains all of the differences between individuals. This is why analyzing emotional intelligence can often be helpful to fill that gap. So, how do you feel today?

**Another Approach**

Regardless of your individual level of emotional intelligence, you will probably still be familiar with the pattern of going through cycles of enthusiasm followed by general “fed-upness,” periods of energy followed by fatigue, and times of productiveness followed by stress. It can, however, be difficult, if not impossible, to predict when and how these cycles will occur. This is made harder by the fact that our work is not constant or predictable and may itself come in irregular bursts that do not coincide with the times that we naturally feel motivated.

Equally, it is not just work that affects how we feel. The emotional aspects of life—from relation-
ships, looking after children, stress over bills or what you ate yesterday, how well you slept, or forgetting to buy milk and running out—will all affect your resilience and ability to work effectively.

What follows are self-awareness exercises you can practice to help manage the unpredictability of your emotions. If you know your emotional triggers, you will be in a better position to cope with stressful situations when they arise.

**Acknowledge Your Inner Voice**

Since mental blocks cannot be predicted based on the work you receive, and since the other aspects of life are also unpredictable, rather than maintaining an organized schedule and being disciplined, another approach to avoiding the “wall” is to learn to listen to your “inner voice,” or intuition.

A key factor to gaining emotional intelligence is to learn how to catch that spontaneous reaction to something and then acknowledge it. Rather like an early warning system, you can pick up on little “clues” that you are approaching the “wall.” These clues will be different for everybody, so it might be helpful to practice noticing your responses.

One way of doing this is to keep a “response diary.” When-ever you receive e-mail, send off a piece of work, or find yourself struggling with a hard word, note down one or two words that describe your feelings at that particular moment. As you become more self-aware through this practice, you may well find that certain feelings are more recurrent than others or that certain feelings are associated with certain thoughts. Once you understand your responses more thoroughly, you will be able to act more effectively to stop negative feelings building up and, in fact, building a wall for you to hit.

**Acknowledge How You Feel**

Listening to your intuition is not quite enough. You also need to acknowledge how you feel. Regardless of what you think “should or shouldn’t” be happening, it can help enormously to let go and simply accept that whatever you feel is fine. Whether you are managing 4,000 words a day with no stress, or struggling to finish 1,000—that is fine.

Before even beginning to work out why you may feel a particular way, it is important to notice your feelings and simply accept them with no judgment. Struggling does not mean that you are a bad translator, or that you are losing your grip. It simply means you are struggling—no more and no less. Conversely, flying through your work does not mean you are an excellent translator and getting everything right. It means simply that you are currently doing well.

It may sound like a simple truism to say “just be,” but recognizing and accepting your feelings, and then behaving toward yourself in a way that acknowledges them can actually have quite a profound and positive effect on your attitudes toward work, yourself, and other people.

**Anything Is Worth a Try**

In a way, it is rather like looking after a child. If your child is tired and grizzly, you put him or her to bed, even if it is an hour earlier than usual. In fact, analytical psychology works with the idea of one’s “inner child.” This is understood to be the “childlike, usually hidden, part of a person’s personality that is characterized by playfulness, spontaneity, and creativity, and usually accompanied by anger, hurt, and fear attributable to childhood experiences.”

We never quite lose the imprint of our childhood as we grow, so learning to recognize how your “inner child” is feeling, and then caring for that “child,” may help you avoid that wall, or at least prevent you from hitting it at top speed. Working out the best way of caring for your “inner child” is not always easy, but just as children learn by experimenting, you too can be open-minded and try out different activities each time you notice you are flagging.

You are an individual, with your own idiosyncrasies, so there really is no rule as to what you should do. Whatever you feel might be really “nice” right now is worth a try. Every time you start feeling overwhelmed by it all is another time to try out something new to take care of yourself. So, what do you feel like doing next?

**Notes**


(The following was originally published in the Spring 2014 issue of Caduceus, the newsletter of ATA’s Medical Division.)

Pathology reports are notoriously challenging, as they combine highly technical language with sometimes poetic modifiers that call for both scientific expertise and creativity on the part of the translator. For example, scientific terms like “eosinophilic cytoplasm” may be found alongside more creative adjectives like “florid,” “gritty,” or “foamy.” Fortunately, the format and much of the terminology of these reports is pretty standard, and once you have the basics down it is usually not too hard to figure out the rest.

Here is an overview of frequently used terms in English pathology reports, plus some common pitfalls I have encountered over the years. The latter are specific to Dutch>English, but they may still alert you to issues in your own language pair. The main components of a pathology report are outlined in the following sections.

1. Clinical Information
   This is a brief introductory section containing some (or all) of the following:
   - Relevant information about the case history.
   - Identification of the surgical resection site (i.e., the part of the body from which the tissue specimen was taken).
   - How the tissue specimen was submitted (fresh or in some type of fixative, such as formalin, which is a mixture of formaldehyde and water).
   - Preliminary diagnosis and questions.

2. Gross Examination/Description
   This section contains a general description of the tissue specimen in terms of its size, weight, color, consistency, and other distinguishing features that can be seen with the naked eye. Standard terms and phrases in gross descriptions include:
   - “Dissection reveals,” “sectioning reveals,” and “serial sections reveal” are all standard opening phrases in gross descriptions.
   - “Distance to the (proximal/distal/anterior/posterior/medial/lateral) margin” refers to the distance between the suspicious cell formation and the outer edge of the surrounding tissue.
   - “Marked with suture/stitch” refers to a piece of suture material that is attached to one side and marked for orientation of the tissue specimen. The orientation may be referred to simply as “anterior margin,” for example, or a more detailed description might be provided, such as “single suture is proximal” (i.e., situated toward the point of origin or attachment, such as a limb or bone).
   - “Cassettes” are the specimen containers.
• “Submitted in its/their entirety for processing” is a phrase indicating that all of the removed tissue is being submitted for analysis.

Examples of Terminology Pitfalls:

1. In Dutch, this section is referred to as *macroscopie*, so the temptation is to translate this as *macroscopy*. The closest correct English term would be “macroscopic examination,” although, in my experience, English pathology reports favor “gross examination” or “gross description.”

2. The Dutch word *bioppt* refers to the collected tissue, not the collection procedure, but it is easy to overlook the distinction and translate it as “biopsy.” I have even seen a few English reports over the years in which “biopsy” was used to refer to the tissue, but the correct term is “specimen.”

3. Microscopic Examination/Description

   This is exactly what it sounds like: the view under a microscope. The standard method for preparing the tissue is to embed the specimen in hot wax, let it harden overnight, and cut, or section, the wax into thin slices that are then placed on slides and stained with dye for better contrast and visibility. If a surgeon needs a specimen to be analyzed immediately, a frozen section is prepared by flash-freezing the tissue and slicing the frozen cube. The microscopic view enables the pathologist to review the structure and shape of the cells and note any abnormalities that stand out. Standard terms and phrases in microscopic descriptions include:

   - “Architecture” refers to the general shape and structure of cells.
   - Some common descriptions of architecture are: “spindle-shaped” (tapering at both ends); “fascicular” (in bundles); “filamentous” (wiry); “villous” (hairy); “stori-
   - “Stroma” refers to the connective structure between cells. The stroma is often described as “myxoid” (i.e., having a mucus-like consistency). Changes in the stroma are a sign of malignancy.
   - “Nucleus” and “nucleolus” refer to a mass of nerve cells that directs growth, metabolism, repro-

Online Resources for Terminology Related to Pathology

- An Illustrated Guide to Performing the Bone Marrow Aspiration and Biopsy
  A step-by-step illustrated guide to biopsies with extensive descriptions and photographs from actual procedures.

- University of Pennsylvania School of Veterinary Medicine’s Computer-Aided Learning Program
  [http://cal.vet.upenn.edu](http://cal.vet.upenn.edu)
  This site is actually for veterinary students, but it is an interesting interactive tool designed to teach students how to identify and describe different shapes and structures in biopsy specimens.

- DermNet NZ: The Dermatology Resource
  [www.dermnetnz.org](http://www.dermnetnz.org)
  A dermatological pathology glossary. When you click on a term you get a definition plus photographs, means of identification, differential diagnoses, and other pertinent information.

- The Pathology Guy
  [www.pathguy.com](http://www.pathguy.com)
  This site was created by a pathologist for students and contains a wealth of information on every aspect of pathology, including glossaries, lectures, study guides, and images.

The result of the analysis and tests is often not conclusive, so pathology reports tend to state that the evidence is “suggestive of” or “consistent with.”
duction, and functions in the transmission of genic characters. Pathologists study the shape, size, and quantity of the nucleus for anything abnormal. For example, an abnormally large nucleus is a sign of malignancy.

- Based on the cell structure, the pathologist assigns a histologic grade (i.e., rates the structure of organic tissue) expressing the level of abnormality. The cells can be described as “well-differentiated” (healthy), “moderately differentiated,” or “poorly differentiated” (abnormal).

Other things the pathologist looks for include:

- Cell-richness/cell-poorness: The relative number of cells present in the specimen.
- Mitotic figures: Cells in mitosis (cell division) are easy to spot. Instead of a nucleus, the chromosomes are visible as tangled, dark-staining threads. These are referred to as “mitotic figures.” Counting mitotic figures sometimes helps the pathologist identify benign from malignant cells. Mitotic figures are often numerous in malignant processes. These are often indicated in the pathologist’s report this way: “[number]/HPF” (HPF = high-power fields).
- Invasion/infiltration of other tissues.
- Necrosis/necrotic areas (i.e., dead tissue).
- Whether or not the tumor reaches the edge of the tissue specimen. If it does, the margin is described as “positive/involved.” If not, the margin is described as “negative/not involved/clear.”

Examples of Terminology Pitfalls:

The literal translation of the Dutch word snedevlak is “resection sur-
face,” and it is sometimes used that way (i.e., referring to the entire surface of the specimen on the slide). However, the word usually refers to the “resection margin” (i.e., the outer edge of the specimen).

4. Additional Tests

Sometimes additional tests are done on the tissue to rule out or confirm specific diagnoses. This is done by additional inking, or staining the tissue specimen with so-called markers that reveal different types of disease. This is not the same as the initial staining, which is for visibility purposes only. Test results may say the test is positive/negative (for the specific marker). This may also be phrased as “shows weak/strong positivity/negativity,” or “weakly/strongly positive/negative.” There are too many different types of tests to list here, but here are a few examples:

- Melan-A (melanoma)
- MDM2 (liposarcoma)
- CD3 (lymphoma)
- Prekeratin (myoepithelioma)
- FISH Test (This one is a little different in that it maps out the genetic material in the stained tissue and reveals genetic abnormalities.)

Examples of Terminology Pitfalls:

Always check the spelling of marker tests even if it appears straightforward, since conventions differ according to the language.

5. Conclusion

In the final section of the report, the pathologist will offer his or her conclusions based on the gross examination, microscopic examination, and additional testing. The result of the analysis and tests is often not conclusive, so pathology reports tend to state that the evidence is “suggestive of” or “consistent with.” Another common phrase is “favored diagnosis” (i.e., we cannot be sure, but this is the most likely option).

If You Are Not Sure, Check

The most important thing, as always, is to research everything you are not 100% sure about, and even then it does not hurt to double- and triple-check what you think you know. For more information on this topic, the box on page 14 lists some particularly helpful online resources.
A few months ago, I was fortunate enough to be able to speak with Gary Lefman, an internationalization architect at Cisco Systems. Gary is a master of internationalization and localization computer science. He is a computer scientist with the added benefit of having worked 14 years in software engineering, network voice engineering, and telecommunications at Cisco. Over the past decade, Gary has developed into a prominent specialist in software internationalization and localization. He is a practical and visual thinker; intent on internationalization innovation. He is currently gathering material for his second book on advanced software internationalization.

Please say a few words about yourself. How did you get involved with internationalization and localization?

My response will probably sound very familiar to most people in the localization industry. The reason I am where I am today, and the reason I have modeled my life around this industry is simply because of an accident—a disastrous accident—if that makes it seem any less passé.

I was invited to join Cisco in 2000, before I had finished my undergraduate degree, and became a network engineer with a research and development group specializing in telecommunications protocols and switching. It was not long before I started to design, build, and manage development labs in England and China.

Somewhere around the time the Dotcom Bubble had a blowout, management volunteered me to rectify a tragic cocktail of localization issues with a prominent voice product. I had never heard of the term localization, but I threw myself into the project with full gusto—blind and naïve—as a good engineer always should, and solved the problem. Unbeknown to me at the time, I had altered the course of a crushed localization project, which subsequently expanded from four locales into 52 within a very short time. Thus, having been thrown to the wolves and walking away unscathed, I had gained a level of recognition and respect that fueled my decision to switch to the dark, and far more exciting I might add, side of voice localization engineering.

With an abnormal thirst for producing truly global products, it was only natural that I should move into an architectural role and focus on developing an internationalization strategy for the entire engineering organization. This involved developing an internationalization support structure for developers and internationalization champions, as well as a full training program to cover all aspects of product and content internationalization to multimedia localization. In the meantime, I have been working on several projects outside of Cisco.

At the end of 2013, I graduated with an MSc in multilingual computing and localization from the University of Limerick, via the Localisation Research Centre. Not wanting to stop there, I am now working on my PhD with CNGL the Centre for Global Intelligent Content at Trinity College in Dublin. I am also a partner and chief technology officer in a fantastic company that redefines localization education. In addition, I serve as a director for an internationalization consultancy.

In December 2013, my first book was published, *Internationalisation of People Names* (Scholars’ Press, 2013). It is a study of human name structures around the world and presents a model to prevent identity loss within computer systems. Earlier this year, I was recognized as a Fellow of the British Computer Society, as well as a Fellow of the Royal Institution of Great Britain. Although I have a strong background in internationalization and localization engineering, I would say that I still have a very long way to go.

Can you describe some peculiarities of the internationalization platform for Cisco products you developed?

Up until five years ago, I would have said there was nothing peculiar about internationalization. Throw in a few standards and best practices, and anything is possible.
But today, with a bring-your-own-device mentality and the so-called Internet of Everything, we have really mixed things up. It has gotten to the point where developers are rushing to produce application programming interfaces, but do not consider how the fruits of their labor will be implemented in locales other than their own. This is probably due to a focus on supporting different manufacturers’ platforms, more than the people that use them.

With a lot of applications being developed in the U.S., there is still too little consideration for the global user. This is not exactly a peculiarity of internationalization per se, because every platform has its qualification and quirk, but it is still a challenge nonetheless.

**What is the most challenging aspect of your work?**

Changing the mindset of development teams—convincing them of the real value of internationalization—is a monumental task. The first barrier is deep-seated common misconceptions that inject ice-cold fear into the hearts of many developers when we utter the term localization. It is fear of the unknown and self-doubt that ultimately cause a developer’s resolve to crumble.

I believe this challenge can be addressed, to a certain degree, by academic institutions. Schools, colleges, and universities continue to be oblivious to the need for internationalization when teaching computing and writing. They often fail to provide an awareness of the world’s variety of cultures and how these cultures perceive and interact with programming systems. These are the very systems that students may one day be developing themselves.

**Can you recommend any best practices and tools for proper internationalization?**

Without a doubt, the Unicode Common Locale Data Repository (CLDR) is the quintessential resource a developer should have in his or her bag of tricks. This thoroughly grounded library of locale data will help enormously in the development of truly global products. Also, the use of programming libraries like the International Components for Unicode will make implementation of CLDR child’s play. Adopting new technologies and standards, such as the Internationalization Tag Set 2.0 and HTML 5 will also make life much easier for developers and localizers alike.

Developers should also consider moving toward Best Current Practice 47 for finer-grained locale codes that better represent languages and cultures than the simple ISO 638-1 and 3166-1 codes for languages and countries respectively.

As for tools, the most important tool I have worked with is Globalizer by Lingoport. This is a crucial piece for any developer because it performs internationalization static analysis and pinpoints almost all of the common internationalization problems. These are problems that would otherwise become apparent during product localization, and ultimately affect the time and cost of software development.

**How do you envision the future of the localization industry?**

Today, the World Wide Web of information is predominantly accessible in the English language, but this will undoubtedly change. Why? Because advances in the way audio, visual, and textual content is linked to similar content in other languages will help make all of this content even more available on the Internet. This is inevitable, and, to compound the matter, the vast amount of new information (and disinformation) being added online on a daily basis means there is going to be an ever-increasing desire to share it with the world. This is where we step in, but it is not going to be an easy ride.

Things are going to move very quickly when it does happen, and whilst the smaller localization service providers are lean and agile, the larger, institutionalized providers are going to be faced with some tough choices if they want the best seats in the show. They will need to develop a culture of adaptation and learn how to change direction in a very short space of time. They will also need to know their limits, because they will find it detrimental to their business if they attempt to accept every job.

I also foresee a lot of new language services providers appearing on the scene. They will be more specialized, focusing only on smaller and more specific domains such as social media or tourism.

This increase in demand will also affect developers, but there will be a greater understanding of the need for internationalization. This will accelerate research into more effective internationalization standards, as well as better integration of internationalization into programming languages and software development tools. The result: seamless localization and localization workflows. Is this all pie in the sky? Perhaps.

But note that I have not mentioned machine translation yet. This is because the advances in machine translation will probably continue to be slow and painful. If we have not cracked it since the 1950s, then we are not going to crack it in the next 60 years. This is because the human brain is a brilliant, yet at the same time wonderfully complicated, organ, and no machine will ever match it.

**Notes**

Enhancing Short-Term Memory for Accurate Interpreting

By Roda P. Roberts

It has often been said that an interpreter needs to have a good memory. This statement, while true to a large extent, is somewhat misleading. It seems to imply, among other things, that an interpreter should be able to recall in great detail what he or she read or experienced several years ago. While that kind of recall would be a great asset for anybody, it is certainly not essential for an interpreter. Interpreters work in the moment, so what they need to remember and recall is what has just been said by other participants in the communicative situation in which they are working that day. In other words, what they need is a good short-term memory.

Types of Memory

Since the 19th century, memory has been classified as either short-term or long-term. This distinction was fully exploited in the 1968 Atkinson-Shiffrin model of memory (also known as the multi-store model), developed by Richard Atkinson and Richard Shiffrin.1 They proposed that human memory involves a sequence of three stages, outlined below.

Sensory Memory: The sense organs have a limited ability to store information about the world in a fairly unprocessed way for less than a second. The visual system possesses iconic memory for visual stimuli such as shape, size, color, and location (but not meaning), whereas the hearing system has echoic memory for auditory stimuli.

Short-Term Memory: Our short-term memory is where much of our information processing takes place. It is where we try to make sense of what we see or hear and convert that into meaningful information, retrieving items from long-term memory to fill in the gaps as required. Information (ranging from one or two to over seven chunks of information) is retained for between 15 and 30 seconds, which is just long enough for it to be reused.

Long-Term Memory: Our long-term memory provides for the lasting retention of information, from minutes to a lifetime. Long-term memory appears to have an almost limitless capacity to retain information.

Good memory has to be developed gradually.
While the Atkinson-Shiffrin model of memory clearly shows the difference between short-term and long-term memory, these researchers also use the term “working memory” to refer to an individual’s short-term store. But are these two terms really synonymous?

The relationship between short-term memory and working memory has been described differently by various theorists. Some researchers feel that the two concepts are distinct. They see working memory as a theoretical framework that refers to structures and processes used for manipulating information temporarily, and short-term memory as the short-term storage of information that does not entail the manipulation or organization of material held in memory. Other researchers do not make the same distinction.

According to Tran Thuy Duong, “short-term memory is a system for temporarily storing and managing information required to carry complex cognitive memory.” 2 While Nelson Cowan believes that working memory includes short-term memory and other processing mechanisms that help make use of short-term memory, he feels that the short-term memory/working memory issue is not so much a debate about substance, but rather a slightly confusing discrepancy in the usage of the two terms.1 While most theorists today use the concept of working memory to replace or include the older concept of short-term memory, thereby placing more emphasis on the notion of the manipulation of information instead of passive maintenance, the distinction between the two is not clear-cut.

**Short-Term Memory and Interpreting**

The role of short-term memory in interpreting has been discussed by several interpreting researchers. The Atkinson-Shiffrin memory model formed the basis of Danica Seleskovitch’s analysis of consecutive interpreting.4 Seleskovitch proposed that successful interpreting is based on an understanding of the message in the source language and the restatement of that message in the target language. She felt that interpreters do not simply transfer the words of the original, but rather the sense of a speech in a given communicative situation, taking into account each word’s register and style. Daniel Gile, whose performance models have been adopted here, views interpreting performance as a set of three efforts—the Listening and Analysis Effort, the Production Effort, and the Short-term Memory Effort—each of which takes up part of a limited supply of processing capacity.5

- **Listening and Analysis Effort:** Involves all of the comprehension-oriented activities, from analysis of the acoustic features of incoming sounds, to the recognition of certain sound sequences as words in the source language, to the interpretation of the meaning of words and sentences.
- **Production Effort:** The output part of interpreting, which involves all of the operations extending from the mental representation of the message to be delivered to speech planning and the performance of the speech plan.
- **Short-Term Memory Effort:** Involves operations that occur continuously while interpreting. First, short-term memory operations are required because of the lag between the moment speech sounds are heard and the moment they are analyzed. Moreover, short-term memory also comes into play between the time speech sounds are analyzed and formulated as ideas and the time it takes to produce speech. The Short-term Memory Effort can be intensified due to situational issues or language-specific factors (e.g., the speaker’s accent is difficult to understand, the speech is unclear due to poor logic or the sheer density of the information presented). It is also more difficult to remember information if the source language is syntactically different, with embedded structures, from the target language, causing the interpreter to reformulate speech segments earlier than normal.

These three efforts, along with a Coordination Effort, which is required to coordinate the other three efforts, are found in both simultaneous and consecutive interpreting. The essence of the Effort Models implies that rather than an increased capacity (i.e., bigger storage) of the interpreter’s memory, it is the efficient management of information that contributes to the interpreter’s success.

**Consequences of Inadequate Short-Term Memory**

Memory plays a role at every stage of the interpreting process. Proper functioning of short-term memory involves:

- Efficient processing of sounds into recognized words and then into chunks of information, calling upon long-term memory as required to fill in any gaps.
- Effective storage of these information chunks.
- Timely recall of the information.

Inadequate short-term memory inevitably has negative consequences, some of which may not be obvious. The most obvious consequence of poor short-term memory is omission while interpreting, including:

- Omission of a qualifier (saying “powerful” instead of “extremely powerful,” or “a long speech” instead of “a long, boring speech”).
- Omission of a subordinate clause (“the thief was held down by store security” instead of “the thief, who was caught red-handed, was held down by store security”).
• Omission of a sentence(s).

The other obvious consequence of poor short-term memory is what may be termed “approximate interpreting.” For example, the interpreter recalls that the speaker said that X had a powerful impact on Y, but does not remember the degree of intensity meant by the speaker when using “powerful” (somewhat? fairly? very? extremely?). So, the interpreter may opt for “fairly powerful” as a safe bet, when the speaker had actually talked about an extremely powerful impact. The interpreter could also choose a neutral (and somewhat meaningless) linking word (e.g., “and”) because he or she cannot remember if the link between ideas was one of addition, opposition, or consequence! In the worst-case scenarios, poor short-term memory leads the interpreter to total inaccuracy, such as describing a suspect as wearing a “brown jacket” instead of a “blue jacket.”

Less obvious but nevertheless serious consequences can result when memory requirements are greater than memory capacity. For instance, saturation may occur when the source and target languages are syntactically very different from each other, thereby forcing the interpreter to store a large amount of information for long periods before being able to reformulate it. This saturation can lead to the interpreter not having enough memory capacity to complete the task. Moreover, the higher the density of the informational content of the source-language speech, the harder it is for the interpreter to remember all of the chunks of information. This is particularly true in the case of enumerations, which are dense, as they consist of information elements put next to each other without grammatical or other low-density words in between.

To alleviate a number of these memory issues, as well as to retrieve more chunks of information from memory, interpreters can take notes during consecutive or simultaneous interpreting. Names, numbers, and dates must be noted, since they are difficult, if not impossible, to retain in memory, especially when there are several of them grouped together. The same is true, although for different reasons and to a different extent, of all lists and difficult technical terms.

Since understanding is necessary for information to be stored in short-term memory efficiently, anything that is strange or new to the interpreter needs to be noted before it can be analyzed. However, the more notes an interpreter takes, the less his or her focus is on the Listening and Analysis Effort, which is essential for good interpreting. Hence the importance for interpreters to enhance their short-term memory by all possible means.

General Guidelines for Exercises for Enhancing Short-Term Memory

As mentioned earlier, proper functioning of short-term memory involves: 1) efficient processing of sounds into recognized words and then into chunks of information, 2) effective storage of these chunks, and 3) timely recall of the chunks of information. While it would be good to work on each of these aspects separately, this is unfortunately not possible, since the only way to verify efficient processing of sounds into words and units of meaning, as well as their effective storage in short-term memory, is through recall in one form or another. So, the exercises proposed in the following sections will involve all of these aspects, although the length of the speech span processed and stored, as well as the timing of recall (how quickly recall takes place), will vary.

Memory exercises should simulate actual interpreting as closely as possible, since the specific goal is to enhance memory for interpreting purposes. However, memory exercises should not involve bilingual transfer, since the latter leads to different problems that may take the focus off memory. The same exercises may be done alternately in both of the interpreter’s languages; in fact, doing so is highly recommended.

Memory in interpreting cannot be considered in a vacuum. It is related to listening to and analyzing a text on the one hand, and to producing it in another language on the other. Memory in interpreting deals with text, which is generally made up of more than a word or a series of unrelated words. Therefore, numbers and words in lists are not good candidates for short-term memory retention exercises. This is even more true for letters, since recall of a group of unrelated letters is not a normal mental activity. For realistic development of short-term memory we need to use short texts, where individual words can be analyzed in context and retained as chunks of information, rather than merely as acoustic units or visuo-spatial units.

The exercises discussed here will not be promoting mnemonic techniques, although at first sight they seem particularly suited for interpreters seeking to improve their memory. Mnemonics are memory techniques for remembering information that is otherwise quite difficult to recall. Mnemonic techniques show you how to code information vividly, using stories, strong mental images, familiar journeys, and so on. The key idea of mnemonics is that by coding information presented through language using vivid mental images, you can reliably code both the information and how it is structured. And because the images are vivid, they are easy to recall when you need them.

These techniques would no doubt work well if you were trying to memorize a list of counties for an exam, but if you heard this list in a speech you were interpreting you would certainly not have the time to think of suitable images or concoct a relevant story while you continued to listen to and analyze the next segment, or to reproduce a previous segment in the target language.

Suggested Exercises

All of the exercises suggested here can be used by a single interpreter, by a group of interpreters
working together, or by an instructor teaching an interpreting course.

**Exercise 1: Shadowing**

Shadowing involves repeating what a speaker says, word for word, in the same language. It generally involves staying a word or two behind the speaker as one repeats what has been said. This lag can be increased slowly as the one doing the shadowing becomes more comfortable with the exercise. Shadowing is an exercise that is usually practiced in preparation for simultaneous interpreting, since it teaches the interpreter to listen and speak at the same time. For example:

**Speaker:** The suspect was handcuffed and placed in the police car.

**Interpreter:** [Lag] The suspect [Lag] was handcuffed [Lag] and placed in the police car.

Shadowing is also a good exercise for memory development, since it forces the interpreter to store and recall small groups of sounds, words, and chunks of information in a relatively short period of time. However, this exercise is complicated by the fact that the speaker continues to speak while the interpreter is recalling a previous segment. Since this forces the interpreter to listen and speak at the same time, which increases the level of difficulty of the exercise, he or she may not derive full benefit from this exercise for memory development purposes—at least not at the start of memory training. This is where shadowing with a twist comes into play (see Exercise 2).

**Material for Exercise:** Any type of text would be suitable. The initial texts should not be more than about 100 words, although they can get progressively longer. Here is a sample text:

*The morning of October 17 we were on routine patrol in town. At 1:15 a.m. we were dispatched to the Polecat Bar to investigate an assault call. When we arrived at the bar approximately five minutes later, an ambulance was parked in front. We proceeded directly into the establishment and observed activity behind the bar in the kitchen. When we entered the kitchen, we observed a female subject lying on the floor. The two ambulance attendants said the woman had suffered a knife wound, but was still alive. We instructed them to get her to the hospital right away.*

**Preparation:** If you are practicing on your own, you will need to prerecord the selected texts using a normal rate of speech. However, if you are pressed for time, you could practice shadowing using short spans of speech (preferably news items) heard on the radio or television. If you are working with a group, you could have one person read out the selected text while another shadows it.

**Exercise 2: Shadowing with a Twist**

Shadowing with a twist, like conventional shadowing, involves repeating exactly what a speaker says in the same language. However, in shadowing with a twist, this repetition is done after a short pause following the speaker’s utterance, which makes the shadowing more like consecutive interpreting. This adjustment to conventional shadowing eliminates the difficulties related to listening and speaking at the same time and allows the interpreter to focus specifically on memory. For example:

**Speaker:** The suspect [Pause] was handcuffed [Pause] and placed in the police car.

**Interpreter:** [Lag] The suspect [Lag] was handcuffed [Lag] and placed in the police car.

Additional twists can be added to shadowing by making the repeated utterance span longer and longer until it reaches a full sentence.

**Material for Exercise:** The same as for Exercise 1.

**Preparation:** You will first need to divide the selected texts into short speaking segments. Next, you must prerecord the texts using a normal rate of speech, but pausing between the speech segments.

**Exercise 3: Freer Shadowing with a Twist**

This exercise should be done once the interpreter has practiced shadowing with a twist and can repeat longer utterances without a problem. This is where the interpreter should test not only acoustic memory (memory of sounds), but also his or her memory of meaning. In this exercise the interpreter does not just repeat blindly what has been said, but, where possible, says the same thing using other words. For example:

**Speaker:** The suspect [Pause] was handcuffed [Pause] and placed in the police car.

**Interpreter:** [Lag] Handcuffs were put on the suspect [Lag] and he was placed in the police car.

Or even:

**Speaker:** The suspect [Pause] was handcuffed [Pause] and placed in the police car.

**Interpreter:** [Lag] The suspect [Lag] was handcuffed [Lag] and placed in the police car.
This type of slightly freer rendering or paraphrasing of the original is often frowned upon in court interpreter training, where it is considered a dangerous first step toward “free translation,” which is a no-no in the legal environment. However, this practice is harmless enough as one element of a memory exercise.

**Material and Preparation:** The same as for Exercise 2.

**Exercise 4: Attentive Listening for Key Elements**

Careful listening is an important element of memory recall. If you have not listened attentively to something, it is impossible to recall it later. First and foremost, attentive listening involves identifying the key points of an utterance. For example, you should be able to listen to a short narrative or descriptive text (about 100 words) and answer the key questions “Who? What? When? Where? Why? How?” (or as many of these questions as applicable). For example:

*It was about eight o’clock. I was watching TV, CNN. Then I went to the kitchen to get a drink of water. At that time the four men came in from the back door, which was open to let in some fresh air. They had something covering their faces. Like ski masks—balaclavas. They came right into the kitchen. Then, one of them said that they wanted money and jewelry. And at once they told me to turn around and not look at them and then to lie down on the floor, so I did, because I knew that I didn’t have any choice.*

After listening to this text, you should be able to identify the following key points:

- **Who?** Speaker + four robbers
- **What?** Home invasion
- **Where?** In speaker’s home
- **When?** Around eight p.m.
- **Why?** Robbery
- **How?** Robbers using balaclavas, asking speaker to lie on the floor and not look at them

While not all of these questions would necessarily be pertinent in every case, the ability to answer most of them would indicate attentive listening for key points.

**Material for Exercise:** Any narrative text or descriptive text would be suitable. If you are a court interpreter, you can extract a suitable narrative from the opening address of a trial or from witness testimony. The initial texts should not be more than about 100 words, although they can get progressively longer.

**Preparation:** If you are practicing on your own, you will need to prerecord the selected texts using a normal rate of speech. If you are working with a group, you could have one person read out the selected text while another identifies the key elements.

**Exercise 5: Progressive Expansion of Recall**

Good memory has to be developed gradually. One cannot move from forgetting about half of what one hears to remembering it all. The following exercise has been created bearing this in mind. It is based on a 50–60-word speech utterance and involves recalling first the main ideas and then, during a second or even third pass, recalling progressively more details. Here is a sample text:

*My husband, Peter Thomas, was killed by a young man driving a stolen car. He had phoned me at noon to tell me he was going to the bank during his lunch hour, and five minutes later he was crossing the street when he was struck down. He was killed instantly. I was devastated when I heard the news.*

First, the interpreter must listen to the text once and identify the main ideas, such as:

1) My husband was run over by a car.
2) He was killed instantly.
3) I was devastated.

Next, the interpreter must listen once again to the text and then add more details to the main ideas. For example:

1) My husband was run over by a stolen car as he was crossing the street.
2) He was killed instantly.
3) I was devastated by the news.

Finally, the interpreter should listen one more time and then recall all of the details (including the name of the husband).

Not being expected to recall all of the details from the start allows the interpreter to be more relaxed and to remember more than he or she would if tense. As the interpreter becomes more proficient at recall, the number of times he or she listens to the text can be reduced from three to two. The size of the practice text can also be increased to 70, 80, or even 100 words. The ultimate goal is to be able to reproduce, after listening just once, all of the details found in an utterance that is around 50 words.

**Material for Exercise:** Any narrative text would be suitable. If you are a court interpreter, you can extract a suitable narrative from witness testimony. The initial texts should not be more than about 50 words, although they can get progressively longer.
Preparation: If you are practicing on your own, you will need to prerecord the selected texts using a normal rate of speech. If you are working with a group, you could have one person read out the selected text while another does the exercise.

**Exercise 6: Visualization**

Most people are visual learners, meaning that they remember things they see (images) better than something they are told or see on paper. An example would be picturing the homes you have lived in over your lifetime. You can see the images of the houses or apartments in your head, even though you may not remember the house numbers or streets. Images stay in your head longer than abstract information. For this reason, mnemonics suggest that you use visualization to retain different types of information, thereby artificially creating mental images. For instance, one way to remember the term *stratovolcano* (a type of volcano) is to visualize a mountain with a straight side (strat = straight) with a series of o’s climbing up it. However, given that this type of image is artificial, it takes time to create. Such visualization is therefore not practical for an interpreter.

However, there are utterances that lend themselves naturally to visualization, and the interpreter should recognize them and use visualization to retain and recall them.

Court interpreters are often required to interpret descriptions of what a witness saw (a place, a suspect, etc.). These descriptions are ideal for the use of visualization for memorization. Let’s use the following example, taken from a pre-trial detention hearing (United States vs. Leopoldo Suarez and Manuel Lopez). The government attorney is questioning a U.S. customs officer about stopping a vessel and searching it. This is what the officer had to say:

*The vessel was listing to the starboard side as it went up the river and looked suspicious. The customs patrol brought the vessel back to the customs house and conducted a search. When they opened the hatch, they could smell fresh paint and the paint was still wet, so they opened the area and there were 350 packages of cocaine concealed in a hidden compartment.*

The entire scene can be visualized in a sequence of four images:

1. The vessel going up river, tilting to starboard.
2. The customs patrol stopping the vehicle, bringing it back to the customs house.
3. The customs patrol opening the hatch and smelling and seeing fresh paint.
4. The customs patrol searching and finding a hidden compartment containing a large number of packages of cocaine.

This step-by-step visualization would help the interpreter reconstruct the entire scene. The only element that is hard to visualize is the number of packages (350), but even that can be remembered through association (another mnemonic technique). For example, 350 is almost equivalent to a full year.

Visualization exercises can be completed by oral recall or, in some cases, by drawing the images involved. In other words, memory recall does not have to be through words in every case.

**Material for Exercise:** Any narrative or descriptive text would be suitable.

If you are a court interpreter, you can extract a suitable narrative from the opening address of a trial or a description from witness testimony. The initial texts should not be more than about 50-60 words, although they can get progressively longer.

**Preparation:** If you are practicing on your own, you will need to prerecord the selected texts using a normal rate of speech. If you are working with a group, you could have one person read out the selected text while another identifies the key elements.

**Exercise 7: Segmentation**

This exercise is based on the concept that it is easier to retain a number of limited chunks of information than one or two larger dense chunks. Segmentation involves breaking up a larger chunk of information into two or more smaller chunks. For instance, the following sentence can be segmented as indicated:

*I was at the local bar when I met a person by the name of Ricardo, whom I now know to be a sergeant in the police department working with the Drug Enforcement Administration.*

1. I was at the local bar.
2. There I met somebody called Ricardo.
3. Now I know he is a police sergeant.
4. He is working with the Drug Enforcement Administration.

This exercise can be performed using both written texts and oral
texts, preferably starting with the former and ending with the latter. The segmentation itself can be done either in writing or orally.

Material for Exercise: Any long sentences would be suitable for this exercise, although the denser the information they contain the more challenging they will be. The sentences should contain at least three separable chunks of information. If you are a court interpreter, you can extract suitable sentences from court transcripts (e.g., the opening address of a trial or even witness testimony).

Preparation: If you are doing this exercise using written material (i.e., reading the sentences), you will not need to do any further preparation. However, while doing the exercise, you will have to be disciplined enough to read the sentence only once before doing the segmentation. If you are doing this exercise using oral material while practicing on your own, you will need to prerecord the selected sentences using a normal rate of speech. If you are working with a group, you could have one person read out the selected sentence while another segments it.

Exercise 8: Recognizing Incoherent orambiguous Messages

Speakers are often unclear. They may speak incoherently (i.e., in a disjointed, illogical way). Their speech can also be ambiguous (i.e., using words with an obscure meaning or a double meaning). Incoherent or ambiguous speech is generally hard to remember and recall. This exercise is intended to help you recognize incoherence or ambiguity in speech, which is one way of remembering and recalling it. After listening to a relatively incoherent or ambiguous text you should be able to identify what aspect is incoherent or ambiguous and what makes it so. Here are two examples:

Flying planes can be dangerous.

This sentence is ambiguous because “flying planes” can describe either: 1) planes that are in flight, or 2) being a pilot.

John asked Matt to be quiet. Then he got angry.

The second sentence is incoherent because the referent “he” is not clear. If “he” refers to John, the sentence is illogical because there is nothing to indicate that Matt turned down his request to be quiet.

Once the incoherence or ambiguity has been recognized, it can be recalled and dealt with at the production stage of interpreting. The way that incoherence and ambiguity are dealt with varies according to the interpreting situation. In a conference setting, for example, the interpreter clarifies the ambiguity in most cases and certainly removes any obvious incoherence. In a courtroom setting, however, the interpreter is bound to reproduce the ambiguity or the incoherence as best he or she can, since those elements may reflect the speaker’s educational background or intentions or character. The purpose of this specific exercise is merely to identify the segment that is ambiguous or incoherent in an attempt to remember it, and not to deal with it in any particular way.

Material for Exercise: You will need to find sentences or passages that are ambiguous or incoherent. You should start collecting such material as you come across it.

Preparation: If you are doing this exercise using written material (i.e., reading the sentences you have selected), you will not need to do any further preparation. However, in doing the exercise, you will have to be disciplined enough to read the sentence only once before attempting to identify the ambiguity or incoherence. If you are doing this exercise using oral material while practicing on your own, you will need to prerecord the selected sentences using a normal rate of speech. If you are working with a group, you could have one person read out the selected sentence while another identifies the ambiguity or incoherence.

Exercise 9: Remembering Messages with Which You Disagree or Which You Find Offensive

Confirmation bias (also called confirmatory bias or my side bias) describes a tendency to favor information that confirms a personal belief or hypothesis. People display this bias when they gather or remember information selectively, or when they interpret it in a biased way. The effect is stronger for emotionally charged issues and for deeply entrenched beliefs. Even if people have sought to interpret evidence in a neutral manner, they may still remember it selectively to reinforce their expectations. This effect is called “selective recall,” “confirmatory memory,” or “access-biased memory.” In short, it is harder to remember information that is contrary to what we believe.

One way of dealing with such information is to put yourself in the speaker’s place. In other words, take yourself out of the picture and identify with the speaker. In so doing, you are temporarily denying your personal beliefs and prejudices and assuming those of the speaker. To practice this, start by summarizing a controversial text and then move on to freer shadowing with a twist on the same text.

Material for Exercise: Any controversial text would be suitable, although what is controversial for one person may not be so for another. The following text on the hijab could be considered controversial:

The burkha is the ultimate visual symbol of female oppression. It is the weapon of radical Muslim men who want to see Sharia law brought worldwide, and would love women to be hidden, unseen, and unheard. It is totally out of place in a civi-
A problem arises when note-taking takes away from attentive listening, because the interpreter is too busy taking notes to analyze what is being said.

West Virginia will be one of seven states partnering with the federal government in a subsidized health plan that allows consumers who don’t qualify for Medicaid or employer-provided insurance to buy private care on a sliding scale. As part of the Affordable Care Act, the state also will expand Medicaid eligibility. A family of four that now earns more than $8,240 is ineligible, but next year the cutoff will rise to $83,499. About 133,500 more people will qualify, according to recent state estimates.

Material for Exercise: Any text containing names, numbers, and/or dates would be suitable. The texts should not be more than about 100 words.

Preparation: If you are practicing on your own, you will need to prerecord the selected texts using a normal rate of speech. If you are working with a group, you could have one person read out the selected text while another does the summarizing or shadowing.

Exercise 10: Using Notes to Jog Memory

Interpreters must always be prepared to take notes when interpreting because jotting down “key reminders” aids memory. However, a problem arises when note-taking takes away from attentive listening, because the interpreter is too busy taking notes to analyze what is being said.

There is consensus on the items that cannot be readily remembered without notes, including proper names, numbers, dates, and lists. How much other information requires note-taking seems to vary according to a number of factors: the length of the speech, the density of the information, and, of course, the interpreter’s memory skills.

This exercise is intended to train the interpreter to take notes, starting with only proper names, numbers, dates, and lists, and then progressing to ideas. The goal is for the interpreter to discover how much note-taking he or she requires to be able to reproduce a source message accurately and completely. The sample text here shows how to use this technique:

lized country. Precisely because it is impossible to distinguish between the woman who is choosing to wear a burkha and the girl who has been forced to cover herself and live behind a veil, I believe it should be banned. The burkha is not a religious sign, “it’s a sign of subservience ... we cannot accept that women be prisoners behind a screen, deprived of all identity.”

The initial practice texts should not be more than about 100 words, although they can get progressively longer.

Preparation: If practicing on your own, you will need to prerecord the selected texts using a normal rate of speech. If you are working with a group, you could have one person read out the selected text while another does the summarizing or shadowing.

Both types of exercise require effort on the part of their users. The effort required on the part of interpreters using memory exercises involves identifying suitable exercises, finding appropriate practice material, and preparing the material for use. While there are some prepared exercises and material avail-
able, they are not all equally effective. Perhaps some of the more innovative exercises that have been proposed here could be done using available recordings. This would save interpreters the time and effort required to find material from scratch and prepare them for use. It would also encourage them to get started right away on a personal program for memory enhancement.

Notes


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www.fit2014.org

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In April, I was very saddened to hear about the passing of a lovely colleague: María Cristina de la Vega, a well-known court and conference interpreter. I did not have the pleasure of knowing her well, but I was well aware of her positive impact in the interpreting profession. She will be sorely missed. As a fellow columnist in The ATA Chronicle, María Cristina wrote about interpreting, her area of expertise, and even though I have also written about interpreting in this column, I will make sure to include even more columns on interpreting in her honor. I would like to dedicate this month’s column to María Cristina and to the legacy she left. Above all, she always emphasized the importance of professionalism, and I could not agree more. Our profession is richer because of professionals like her. Descansa en paz, María Cristina.

I have worked as a conference interpreter at some fantastic conferences with many great booth partners. Most of my experiences have been extraordinary, but I have also learned from my own (and others’) mistakes. Without further ado, here is a brief (by no means exhaustive) list of what to do to make yourself popular with your booth partner.

**Go the extra mile.** If you are the local interpreter and your booth partner is flying in from elsewhere, contact him or her and offer advice and pointers. Traveling to a new city is stressful, and suggestions are always appreciated. I usually also ask if my booth partner has forgotten something at home that I can either bring or pick up. I know what it is like to be stuck in a hotel without a car, working long days, and sometimes all you want is a carrot-ginger juice. And I can certainly grab that for my booth partner. Small gestures can go a long way.

**Share information and glossaries.** I heard recently from a lovely colleague that she works routinely with fellow interpreters who cover up their spreadsheets to avoid sharing information with their booth partner. This does not make sense, as the booth is a team and you have to work together to be successful. Be sure to e-mail any glossaries to your booth partner ahead of time so you can share terminology and other material. Being prepared is not only professional and ethical, but it is also in everyone’s interest, and not sharing can backfire. If there are two women in the booth and one does not want to share notes, thus affecting the performance of the other, the entire booth will look bad. Attendees simply will not be able to distinguish who is speaking when, unless, of course, the team is made up of one male and one female interpreter, which is relatively rare.

**Practice effective teamwork.** Conference interpreters usually work 20-30 minutes at a time. However, when your microphone is not on, that does not necessarily mean you should leave the booth (beyond a quick restroom break). Recently, I saw an interpreter slumped in her chair and thought she needed medical attention, but she was just napping. I do not recommend doing that. You are the backup, so you should be paying attention. One time, I had to mute my microphone to ask my booth partner: “What did he just say?” Turns out the speaker had said, “…like the Boston Pops on tour,” which I had not caught. I was quite lucky that my booth partner came to the rescue.

**Share the space.** Booths are small spaces, so stick to your side of the booth and leave plenty of room for your partner. If you bring snacks, be sure to pack enough for two. Bring extra pens, water, coffee, Post-it notes, and anything else that will make your job easier.

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**Information and Contacts**

This column is not intended to constitute legal, financial, or other business advice. Each individual or company should make its own independent business decisions and consult its own legal, financial, or other advisors as appropriate. The views expressed here are not necessarily those of ATA or its Board of Directors. Ideas and questions should be directed to judy.jenner@entrepreneuriallinguist.com.

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You can also find her at www.entrepreneuriallinguist.com. Contact: judy.jenner@twintranslations.com or judy.jenner@entrepreneuriallinguist.com.
On the website of Heartsome (www.heartsome.net), a translation environment tool company located in Hong Kong, the following announcement was made last week:

We regret to inform you that we have made a tough decision in view of our financial situation at Heartsome: Heartsome will cease operations on July 31, 2014. On that day, Heartsome will shut down its website and stop all development, sales, and technical support work. We hereby sincerely apologize for any inconvenience and trouble. In the past few years, we have failed to achieve our mission despite putting in tremendous effort. We hope to make our last contribution to the industry by making Heartsome products open-source to allow capable individuals to continue developing and improving these products to benefit more people in the industry.

Here are some arrangements we have made for our closing down:

• We will provide technical support until July 31, 2014, to help you migrate from Heartsome products to other products.

• Heartsome 8.x products will be made open-source. The source codes will be hosted at GitHub using GPL v3 before May 31, 2014. You may use them at no cost and modify them freely.

• To allow all existing users of the official version of Heartsome Translation Studio 8.0 and TMX Editor 8.0 to continue using the product(s) you have purchased, we will soon provide a free version that does not require license verification.

Heartsome is not the first product that has given up in this very competitive market. Tools like TSS/Joust, Amptran, Quintillian, Clear-CAT, Trans Suite 2000, Aliado, and NoBabel have taken the same step, and plenty of others are officially still around, but really have long since given up.

What is clearly different about Heartsome is the decision to make the product into an open-source product, though it is not without precedent. In 2001, Lionbridge released its ForeignDesk product to the open-source community. Well, let me correct that. Lionbridge released it with an open-source license, but a community was never found, so the product died a quiet death amidst good intentions.

To avoid the same thing happening to Heartsome, which is a very complete and capable product, folks have to want to take it forward and be proactive. I know of at least one very capable person who is interested, so we will see how that goes.

One of the problems at Heartsome during the past few years was that they were never particularly communicative, and it was no different this time when I asked for more comment. Since they chose not to answer, I asked the owners of two other companies that are (or were) closely connected with the Heartsome company in Hong Kong.

Heartsome was originally founded by Klemens Waldhör, an employee of Alpnet, who co-founded Heartsome Singapore and Heartsome Europe with Alpnetian Geraldine Lim. This lasted until 2004, when the companies split into two independent entities. Heartsome Singapore started to market the Heartsome tool suite, and Heartsome Europe’s product was called Araya (www.heartsome.de).

The main developer of Heartsome Singapore, Rodolfo Raya, left the company in 2007, took the code he developed, moved to his native Uruguay, and called his product Swordfish (www.maxprograms.com). Heartsome and Swordfish looked very similar at first, but they slowly diverged into clearly distinguishable programs. This was mainly because Rodolfo kept on developing his...
A few months ago, I decided to attend my first National Meeting of the American Chemical Society (ACS). They have two National Meetings per year, and the one I attended drew over 13,000 attendees for five full days of technical sessions, symposia, poster sessions, lunches, a large exhibition, and networking events. The event was too large for the Dallas Convention Center, so sessions were also held at half a dozen hotels nearby.

With more than 161,000 members, ACS is the world’s largest scientific society and one of the world’s leading sources of authoritative scientific information. It encompasses all fields of chemistry, from petroleum to nanomaterials to pharmaceuticals and polymers, and the entire industry spectrum, from academic research and education to commercial research and development to industrial production and sales. My first mistake was that, other than attending mostly symposia in the medicinal chemistry track, I did not have a plan to focus on a limited number of these options.

I came a day early to attend the annual meeting of the International Activities Committee, which seemed like my best bet for meeting potential clients. I introduced myself at the meeting and had a brief chat with an administrative assistant who has handled translations for ACS in the past, but I did not make a great impression or valuable contacts. (I have exchanged a few e-mails with the administrative assistant and connected on LinkedIn, but the relationship has stalled.)

Over the next several days, I attended symposia where I learned about advances in medicinal chemistry and other topics, which is great for developing my specialization. I also went to every networking event I could and forced myself to come out of my introverted shell and strike up conversations. At some events I “worked the room” and talked to a dozen people or more; at others, I stayed at a table with a small circle of people all evening. On the whole, every conversation went pretty much like this:

Me: (general greeting and small talk) “So, what do you do?”

Stranger: “I research X” or “I work in Y. What do you do?”

Me: “I’m a Russian translator. I specialize in translating for the chemical and pharmaceutical industries, so I’m here to learn about advances in the field.”

Stranger: (look of complete confusion) “Are you presenting?”

Me: “No, I’m just here to learn and network.”

Stranger: (still looks confused and loses interest)

Me: “Do you have a card? Here’s mine.” (exchange cards)

THE END

I never figured out how to move the conversation forward. When I spoke to people who were presenting later at the conference, I wished them “good luck” in Russian and explained the phrase. This sometimes got a friendly smile or chuckle, but often the poor person I had cornered became even more confused.

Worst of all, when I attended events sponsored by the International Activities Committee, where people insisted that there was no need for translation because all scientists speak English nowadays (and besides, we can all use Google Translate), my responses to these claims were weak. I often got cut off and pushed aside.

At one session on alternative careers for chemists, a technical writer spoke about working as a freelancer and independent consultant. I decided I really should speak to her after her talk. After all, we share many freelancing challenges, plus she is also a career counselor, and I thought it might be
nice to pick her brain a bit. I thought that asking her a question would be the best way to open up a conversation, so I asked “What advice would you give to an introvert who finds professional networking a challenge?”

Albeit not a particularly incisive question, it was all I could come up with at the moment. I was expecting her to suggest that I practice in front of a mirror or join Toastmasters. Her response? “You just have to suck it up and do it.” End of conversation. She immediately turned to speak to someone else.

That night in my hotel, I realized I was completely bombing my first non-translation conference. I thought about all of the other things I had failed at over the past two years of freelancing, and how I had picked myself up and learned negotiating skills, marketing techniques, business management, organization, and more. All of those fumbles had not ended my career. I had learned from my mistakes and used those lessons to improve. I went for a run that evening and decided to relax for the rest of the conference and just soak up information.

Fast forward about two months. A local friend and colleague (Steven Marzuela) got a handful of free passes to the Offshore Technology Conference (OTC), an annual trade show for the oil and gas industry held every spring in Houston. It draws hundreds of companies, from the biggest international oil majors like ExxonMobil and Shell to tiny family-owned companies that make rubber seals and gaskets. I thought I might attend some of the technical sessions, but it turned out that the free guest pass only got me into the exhibit hall. Most of the people manning the exhibits are there to sell their products. They are not the people in the company who would handle translation or make contracting decisions. So, I decided to take a completely different tack.

Most of the exhibits, especially for the big companies, were displaying models or full-scale prototypes of their equipment. So, I would walk up to a big shiny thing and look at it, walk around it, lean in close, turn handwheels, touch surfaces, etc. When a company representative introduced himself, I would just point at something and say “What’s that?” or “What kind of valve is that?” The representative would give a brief explanation, and if he seemed friendly and open to further conversation, I would say something like: “I’m a translator. I translate design documentation and specs for equipment, but sometimes I’ve never even seen it. I came out today to look at equipment and learn all I can.” If the representative got quiet after that, I would thank him for the information and move on. I also tried to be aware of other visitors to the booth. For the small companies especially, exhibiting at the OTC is a significant expense and they want to talk to as many potential buyers as possible. Their time is valuable, so I would only linger if there were no other takers lurking behind me.

If he asked what languages I translate, he would often be surprised and quite interested. He would usually offer to answer more questions or show me more equipment. In this way, I got to see the inside of ball valves, gate valves, and butterfly valves. I saw frac stacks with ball launchers. I touched intumescents, coatings, and alloys. I felt drill bits. I learned about drilling mud and changed a screen in a mud shaker. I picked up a poster showing various offshore drilling and production platforms with all the parts labeled. I got to put on a hardhat and climb up to the operator’s cabin on a top drive platform.

A few exhibitors even asked for my card, saying they might need translation services. Most were just happy to show me their products and answer my questions. I would always end by shaking hands and saying “Thank you so much for your time!”

Although I only gave out about a dozen business cards, I left feeling much more positive about my experience, and I cannot wait to do it again.

GeekSpeak Continued from page 29

product, whereas Heartsome went into a sort of beauty sleep until it was revived a few years later under new ownership with a new place of business in Hong Kong.

That is why I contacted Klemens Waldhör and Rodolfo Raya about their take on the recent events.

Klemens responded in a rather laid-back fashion by pointing out that while he has suspicions that not all of the code went to where it was supposed to go after the separation, he is not particularly worried. This is because with his Araya solution, he “has specialized in XML and server-based installations, and therefore corporate clients” for which he customizes his tool. So, his tool does not compete with other readily available tools.

When I asked Rodolfo about Heartsome HK’s demise, he said: “I was not expecting today’s announcement, but it didn’t surprise me.” And: “Heartsome’s departure does not affect me, my companies, or my clients. I’m still fully dedicated to developing translation tools, providing support for my customers, and designing new versions of my programs.” Oh, yes, and then he also mentioned this: “The new company [Heartsome HK] took the products I developed for the old company and sold them after updating all of the icons and buttons.”

So, anyone who wants to dig deeper into the code that is to be open-sourced should probably clarify these issues of ownership.
This version of Cassell’s Latin Dictionary – Latin-English / English-Latin is a reprint of the 1953 edition. The author of the 1953 version, D. P. Simpson, who was the head of Eton College’s Classical Department at the time, noted in the preface that the dictionary first appeared in 1854, and that it was revised and enlarged in 1886 and 1892. John R. Beard, the author of the original 1854 edition, stated that “the Latin ... is to be Ciceronian,” and that he “had done no more than skim the cream of ‘the best scholarship of Germany’” (German scholars being at the time the frontrunners in classical studies). Indeed, citations from Cicero are more numerous than those of other authors in this dictionary.

D. P. Simpson also explained that the dictionary relied on A Latin Dictionary by Charlton T. Lewis and Charles Short (Oxford: Clarendon Press, 1879, reprinted 1975), which had been prepared pending completion of the Oxford Latin Dictionary (started in 1931, completed in 1982 by P. G. W. Glare, and published by Clarendon Press in 1982). The goal of the Oxford, a monumental work, was “to include classical Latin from its beginnings to the end of the second century A.D.” It was designed to be independent of the Thesaurus Linguae Latinae, a comprehensive German dictionary that, in 1958, had only been completed up to the letter M.

To date, the Oxford Latin Dictionary remains the gold standard of Latin-English dictionaries. Therefore, in this review, I will compare Cassell’s to the Oxford, even though the dictionaries are intended for two different users. Although “skimpy” compared to the Oxford, Cassell’s also has an illustrious origin in the best English and German scholarship. It comes from noble loins and retains that heritage.

I will also compare Cassell’s to the work on which it is based, Lewis and Short’s A Latin Dictionary, and to another popular dictionary, Collins Latin Concise Dictionary (New York: HarperCollins, 2006), which I consider to be in the same category as Cassell’s. Based largely “on E. A. Andrews’ edition of William Freund’s Latin Dictionary,” A Latin Dictionary contains 2,019 pages of Latin>English entries. Lewis also compiled a compact (1,178 pages) Latin>English dictionary for students, A Latin Dictionary for Schools (Oxford: Clarendon Press 1889, reprinted 1953). However, I found this work somewhat dated, so it was not useful for this review.

Conciseness

D. P. Simpson wrote that Cassell’s “conforms to contemporary English idiom” and that it suggests paraphrases to express modern English in Latin. For example, for the English entry “personal,” the first translation is privatus, proprius, after which some modern English expressions translated into idiomatic, but still classical, Latin are proved as follows: “more often rendered by pronouns, such as ipse, ego, tu, se; to make a __ appearance, ipse or praesens or coram adesse; __ appearance (= looks), corporis habitus.”

Like the Oxford, Simpson continues, Cassell’s employs “classical” Latin, the language of what we still consider the best period ... The first part is intended ... to help the student in the reading of such Latin, the second to help him in the writing of it ... in the manner of Cicero, Caesar, or Livy.” Since it is intended for the student rather than the specialist, Cassell’s is much more concise (650 pages of Latin>English, against Oxford’s 2,126 pages). Since it also aims to aid in Latin composition, Cassell’s has an English>Latin section (232 pages) as well.
Citations of Classical Authors

While the first edition of Cassell’s included second-century A.D. patristic terms (i.e., those relating to the fathers of the church and their writings), they were later omitted, following a similar decision made in 1951 by the editors of the Oxford. In all, 47 classical authors are cited. Cassell’s only lists the author, while the Oxford cites the author, work, page, and line. Cassell’s does not list citations chronologically, though this is a moot issue since most of the leading authors cited lived and wrote in roughly the same century.

Like the Oxford, Cassell’s includes proper names “where their intrinsic importance appears to warrant it.” One example is Romulus. For this emblematic entry, Cassell’s offers a lengthy explanation: “Son of Iliorhea Silvia and Mars, twin brother of Remus, the founder and first king of Rome, worshipped after his death under the name of Quirinus.”

By contrast, the explanation provided by Collins is perhaps too brief: “Founder and first king of Rome.” Similarly, the first translation provided by the Oxford is “Romulus, the legendary founder of Rome.” The second is “Romulus Siluius, one of the legendary kings of Alba Longa,” which is followed by a number of citations. The entry in A Latin Dictionary reads: “The founder and first king of Rome, worshipped after his death as Quirinus,” after which three citations are provided.

Etymological Notes

Cassell’s gives only brief etymological notes and no entries on suffixes. However, like the Oxford, Cassell’s contains both “literal” and “transferred,” or acquired, uses of a word. I find this quite useful in trying to parse meaning out of a complex text or to trace the meanderings of a word’s meaning over time. In regard to spelling, Cassell’s follows the Oxford’s criteria, in that “the assimilated form is the more common one” (e.g., “app” instead of “adp”), but without cross-referencing.

Thoroughness of Entries

The Collins Latin Concise Dictionary contains 236 pages of Latin>English entries and 192 pages of English-Latin entries. It is based on the Collins Latin Gem Dictionary (1957) by Professor D. A. Kidd of Canterbury University, and was revised in 1997. It is more concise than Cassell’s and the format is smaller (7.6 x 5 inches). However, unlike Cassell’s, Collins has a Latin grammar section, detailed verb tables covering 120 regular verbs and more than 300 irregular verbs, and supplements on Roman history, life, and culture, and a special section of Latin words and phrases used in contemporary English. According to the author, Collins offers a “comprehensive treatment of texts read in high school and college.” Its font and layout are somewhat easier to read than Cassell’s, but it is not thumb-indexed. The spelling is modernized throughout. It does not have author citations, which I think is a major shortcoming.

All in all, I found that of the two, although it lacks the verb tables and grammar section, Cassell’s is the better choice because it offers thoroughness of meaning, citations, Greek cognates, and the distinction between original and acquired meaning.

Comparison of Coverage

As a means of comparing the scope of coverage provided by each dictionary, I gathered some entries for the two terms listed in Examples 1 and 2.

Example 1: ius, iuris (noun)

Cassell’s:

right, law

Literal meaning with nine citations, including:
1) gentium (law binding the world at large)
2) ius civile (law binding Roman citizens)
3) summum, summa iniuria (of the letter of the law)
4) dicere (to declare the law, to administer justice)

Transferred meaning:
1) A court of justice; plus four citations
2) Jurisdiction; plus two citations, including:
   • sui iuris esse (to be independent)
3) Right; plus five citations, including:
   • iure (rightly)

Collins:

law, right, justice; law court; jurisdiction, authority
1) gentium (international law)
2) publicum (constitutional law)
3) summum (the strict letter of the law)
4) dicere (administer justice)
5) sui iuris (independent)
6) iure (rightly, justly)

Oxford Latin Dictionary:

law, right
1) That which is sanctioned or ordained, law

Information and Contacts

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Have an idea for a dictionary you would like to see reviewed? Contact Peter A. Gergay, chair of ATA’s Dictionary Review Committee, at pgergay@aol.com.
2) (Ablative) with legal sanction, according to the law [see iure]
3) ius summum
4) Legality, validity (of enactments, etc.); plus citations and 12 more definitions that take up an entire page and more

A Latin Dictionary: right, law, justice

Literal meaning:
1) That which is binding or obligatory
2) That which is binding by its nature
3) Right, justice, duty; plus numerous citations

Example 2: rogatio, rogationis (feminine)

Cassell’s:
An asking
1) As politics (tense), a proposed law, a bill laid before the people; plus citations
2) In general, a question; plus citations
3) A request, entreaty; plus citation

Collins:
1) Proposal, motion, bill
2) Request; (rhetoric) question

Oxford Latin Dictionary:
[Rogo + -tio]

1) A request, invitation; plus citations
2) The act or process of questioning; plus citations
3) A proposed measure put before a Roman assembly for approval as law, bill; plus citations

Overall Evaluation
To conclude, it is clear that the Oxford and A Latin Dictionary are for scholarly work. For most translation needs, however, Cassell’s and Collins do a decent job. Of these two, Cassell’s Latin Dictionary is clearly superior.

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The Translation Inquirer is by no means a Civil War buff, but the fascinating 2006 book by Tom Wheeler, *Mr. Lincoln’s T-Mails: How Abraham Lincoln Used the Telegraph to Win the Civil War*, introduced the concept of an early adopter, which the technically-minded 16th president (the only one of our 44 presidents to obtain a patent) definitely was. Lincoln used the nation’s telegraphic network to monitor and direct the armies which he commanded. So, could I be considered an early adopter in my profession? With regard to the use of the dual monitor, yes; I had mine up and running in January 2006, as some of you recall.

New Queries

(Danish>English 7-14.1) Is KAS an abbreviation that designates a kind of hospital or section thereof? Here is some very limited context: HASTER: KAS, f.x. KAS Gentofte.

(English>Dutch 7-14.2) Someone set forth the adjective “add-free” [could this be “ad-free”?] as an attribute of visibility in art galleries to enhance the experience and allow galleries to reach out to larger audiences. The term appeared in the context of promotional material for a particular gallery.

(English>Italian 7-14.3) Apparently, in the world of information technology there is a program called a “workflow orchestrator.” This sentence helps a bit to elucidate what goes on: “The workflow orchestrator for remediation processes can be customized, and optionally allows remediation edits to be reincorporated back to the source or destination.” Please supply good Italian for this.

(English>Macedonian 7-14.4) Treatment of farm crops is the question here, specifically “base dressing.” Here is a bit of a blurb: “XXXXX offer the best available product for direct soil application. Mid-season side dressings with Multi-K Prills are recommended as they help meeting the dynamic nutritional requirements of plants.” Okay, enough of that. Now the punch line: “base-dressing and side-dressing of all crops,” and “production of granular NPK fertilizer blends.” What is this process?

(English>Spanish 7-14.6) On the website of a medical equipment manufacturer, “day surgery” was mentioned without any further context. Dare we guess that this is the same thing as “same-day surgery” or “in-and-out surgery,” and proceed with the Spanish based on that? Or is it something else?

(French>English 7-14.7) The term plissé côté appears as part of a list of techniques and trends suggested for a clothing line. Regrettably, the text does not supply additional hints regarding what this term could mean. In accompanying images online, the translator posing the query recognized knife pleats, stitched pleats, and draping on bras, but otherwise remained baffled by this copy written by a trends agency for a fashion brand.

(French>German [English] 7-14.8) In a methodology report on museum statistics, a colleague found this: Dans la deuxième partie du rapport, une liste de variables visant à rendre compte de différentes dimensions de la réalité des musées est exposée. Examples of the type of information the problem phrase in bold could indicate included the number of visitors, times when the facility is open, and its finances.

(German>Italian [English] 7-14.9) A colleague wondered about Prallströmung, which appeared in a text pertaining to the printing industry: Papierbahn hinter Prallströmung und im aufsteigenden Pfad der Nachtrockenstrecke trennen.

(Italian>English 7-14.10) In the world of organized crime, what is natura monosoggettiva? The term
appeared in a text explaining how certain laws apply to a specific case used as an example. Here is a sentence fragment to help: In proposito alcune valutazioni contenute in giurisprudenza sembrano creare un certo dubbio circa la natura monosoggettiva o plurisoggettiva del delitto di cui Art. Is that enough to unlock the problem?

(English>Italian 7-14.11) What say ye to lo stato di forza, which relates to software associated with a molding machine? Here is where it appears: Con questa casella di spunta è possibile cambiare lo stato di forza dell’IO.

(English>Portuguese 7-14.11) An academically targeted Brazilian Portuguese text contained the boldprint target term (perhaps used metaphorically) in this sentence: Como as relações entre sujeitos no trabalho são permeadas pelo tempo que as regula, tanto no plano contratual quanto no interpessoal, elas se consolidam em processos de mudança e do cobranças mútuas, por isso os entrevistados selecionaram algumas condições ideais almejadas para trabalhar: dois terços salientaram que seria “fazer o que gostariam,” “ganhar mais,” e “ter mais tempo livre.” What are they?

Replies to Old Queries

(English>French 4-14.3) (applicative layer software): Jenn Mercer suspects that this is simply bad English for “application layer software.” For more information, type in “OSI model” as a search term. The French would be logiciel de couche application.

(English>French 4-14.8) (rideau de croisée): Joan Wallace says that anyone accustomed to reading French literature from the 19th-century or earlier will know that croisée is an old-fashioned way to say “window.” Therefore, given the context of this query, the term simply means “curtains” or “drapes” rather than any specific type of curtain.

(English>German 9-13.5) (nach Vorliegen der 3 ausstehenden Sputumbe funde): Gisela Greenlee asserts that the most recently published explanation still falls short. What it means is “after the three pending sputum samples were available.” In this case, nach Vorliegen means simply that the samples had been received and were in the doctor’s possession, and most likely were still pending when the patient was discharged initially.

(English>German 5-14.6) (Stan znet): Puzzled by the abundance of Google hits for this term (about 8,000), John Foulks says that a good English equivalent is “stamped rivet,” although “punch rivet” is even better.

(Russian>English 4-14.11) (опытный каскад): In Kathleen Davis’ opinion, this apparently refers to an “open” cascade of gas centrifuges, used to refine uranium in an enrichment scheme. The more centrifuges in the cascade, the better the enriched refinement. By separating U-235 from U-238, the material being enriched is passed as gas molecules, progressively richer and richer in U-235, from one centrifuge to the next higher one in the cascade. However, the system is a closed one, with no part of it being open to prevent material from escaping.

Thanks very much to all participants. For those of you in the northern hemisphere, enjoy what remains of the summer. Ditto for the winter for those of you south of the equator.

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Are You LinkedIn?

What is LinkedIn?
LinkedIn is a free e-networking service that helps you create an online community of links to new contacts, prospective clients, and great jobs. Through a LinkedIn network you can discover inside connections and reach the clients you need to meet through referrals from people you already know and trust. Your professional relationships are key to building your business.

How Does It Work?
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The ATA Chronicle  ■  July 2014
Humor and Translation
Mark Herman

I am not the only one who writes about humor and translation. In the past decade there have been articles in several journals and, in 2010, two books: Translation, Humour and Literature and Translation, Humour and the Media, both edited by Delia Chiaro and both published in Great Britain by the Continuum International Publishing Group, now part of Bloomsbury Publishing. This month, I will discuss some of the articles in the first book and continue with the second book next month.

What struck me most while reading “Language-based Humour and the Untranslatable: The Case of Ziad Rahbani’s Theatre,” an article by Nada Elzeer, was how linguistic competence alone could not hope to even recognize, much less translate, some of Rahbani’s humor. The translator would also need either a thorough knowledge of the source culture or the help of a native informant. Consider a verbal exchange from one of Rahbani’s plays, the literal English translation of which is:

And what if Zalim [a horse] does not win?
Then Jarbu’a [a strange name for a horse, meaning “female rat”] will.
May God [new meaningless verb derived from “Jarbu’a”] your neck!

This is funny because it distorts a set expression in the Levantine dialect (“May God break your neck!”), and because the Lebanese consider it funny for a meaningless word in one statement to be derived from a meaningful word in a previous statement. It is the recognition of this second consideration that requires more than linguistic competence.

But sometimes all that is needed is a good knowledge of the target language. Another of Rahbani’s jokes is an exchange that can be translated literally:

Did you say you had a brace fitted for your teeth?
Yes.
Well, they would be sure to throw you under it.

Elzeer states that “The above joke would only make sense if, as in Arabic, the word for ‘brace’ was the same as that for ‘bridge.’” But an English “bridge” is also something that can be fitted for teeth, making the construction of an English pun equivalent to the one in Arabic relatively easy.

“Linguistic Factors in Humour,” by Graeme Ritchie, explains the difference between referential humor, in which language is used to describe a funny story, situation, or event, and verbal humor, which depends on the idiosyncrasies of a particular language. Puns are an example of the latter, and the “Notes on Contributors” states that Ritchie has helped create a system for generating puns with a computer.

Still staying on the subject of puns, in an article titled “The Laughing Word of James Joyce” by Rosa Maria Bolletieri Bosinelli and Samuel P. Whitsitt, the authors cite statements by two other authors, Patrick Parrinder and Chiara Mucci, respectively, about the nature of puns. The first is commonplace, the second is new to me, and I disagree with both:

The pun is a universally despised linguistic device …

Punning is threatening for the male, and in its femaleness, its infantile behaviour, it points to how language possesses an inner instability …

If a pun is female, and translation itself is female (see the February 2014 column), then the translation of a pun must, genetically speaking, be XXX (or is that XXXX?).

Bosinelli and Whitsitt give a good example of a punning sequence from Joyce’s Finnegans Wake:

The word is my Wife, to expounce and expound, to vend and to venerate, and may the curlews crown our nuptias! Till Breath us depart!

They also quote a statement by Giorgio Melchiori, that “because Finnegans Wake in the original looks foreign to its reader, its translation is easier than it seems.” But they give no examples of translations from...
Finnegans Wake. They do give a few from Joyce’s Ulysses, some successful, others not.

Michael Ewans, in his article “Translating Aristophanes into English,” shows how a translation can be both accurate and actable by replicating the effective meaning of the ancient Greek. No footnotes are needed for a speech by Lysistrata, the literal translation of which is

But if someone had summoned them to a place of Bacchic revelry, or [a grotto] of Pan or to Kolias or [a shrine of] Genetyllis, you wouldn’t be able to move for all the wild drumming.

As it is, there’s not a single woman here —

if it is rendered into English as:

But if someone had summoned them for an orgy, or a sleep-out or a celebration of the love goddess,

you wouldn’t be able to move for all the wild drumming.
As it is, there’s not a single woman here —

The article “Translating English into English in Jokes and Humour” by Christie Davies is concerned with the translation of jokes from various English dialects into standard English, mainly for the benefit of those who have learned English as a second language and therefore cannot be expected to understand dialects. But I especially like what Davies has to say about translation theory, a subject that has generated many words that I suspect few ATA members have ever read:

None of this [the knowledge required to translate jokes] can be deduced from theory, whether translation theories or educational theories. In any case these abstract formulations are not in fact true theories, since they do not generate testable hypotheses and so there is no way of knowing when they are valid. … I shall not even speculate as to whether such theories should be regarded as a waste of space or merely as a waste of time …

I will close with five jokes from the introductory article by the book’s editor Delia Chiaro, some of which have been further edited by me:

The three ages of man: tri-weekly; try weekly; try weakly.

Sum ergo cogito. Dat puts da cart before da horse!

Mummy, I don’t like daddy!
Then just eat your vegetables!

The new documentary about the Monica Lewinsky affair will be an oral history.

Sign in a Scottish boarding house: Bed and Breakfast with local honey.
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
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