How Interpreters and Speech-Language Pathologists Collaborate to Serve Children with Disabilities
Summary of the ATA Compensation Survey

To address the need for a comprehensive picture of the market for translation and interpreting services, ATA recently conducted a compensation survey. The ATA Compensation Survey serves to provide professional practitioners and others with an overview of the income and pay rate data of translators, interpreters, and company owners working in the U.S.

Becoming a Mentor: Giving Back and Leveling Up

Mentoring someone isn’t just about sharing wisdom, passing along expertise, or supporting the development of (future) colleagues. Mentoring is also expected to benefit the mentor. Whether you’re working with a student, a new professional, or a colleague, the interactions you have as a mentor will lead you to reflect more critically and deeply on your professional practice.
18
Dynamic Duos: How Interpreters and Speech-Language Pathologists Collaborate to Serve Children with Disabilities
Interpreting and speech-language pathology are professions centered in language and communication. So, what happens when these worlds meet? Learn how speech-language pathologists and interpreters in Minnesota have collaborated with the Minnesota Department of Education to develop dynamic training workshops to help language professionals serve linguistically diverse school districts.

22
Literary Translation: Finding Focus in Its Fuzzy Borders
What makes literary translation challenging is also what makes it interesting. A good translation should respect and reflect the author’s style and vocabulary, but this doesn’t mean that every single word or phrase you choose has to perfectly resemble the author in style and effect. Let’s explore some of the frequent challenges faced by literary translators, such as making the voice of a character sound authentic and translating names and places with intentional meanings or symbolism.

26
Interpreting in Rural Communities
Language access services that provide community interpreting remain concentrated in urban centers. As such, rural communities must rely upon remote access, a model that fails to account for the cultural specificity of rural life and livelihood. How are interpreters in rural communities adapting to meet the increased need for language access?
An Exciting Time to Be a Member!

As I write this, ATA’s Board has just wrapped up a very successful and productive Winter Board meeting in Los Angeles at the Westin Bonaventure Hotel, the conference hotel for ATA63 (October 12–15, 2022). We have lots of exciting things in store for you this year, including an Annual Conference you won’t want to miss! I’ll leave the details about the conference for President-Elect Veronika Demichelis to share (see page 6), but let’s just say I can’t wait to welcome you to my sunny Southern California!

Okay, on to the meeting! First, I want to thank all the volunteers who provide reports to the Board for our quarterly meetings. We’re always in awe of all the work you do for our members and the professions. These reports help keep the Board apprised of what you’re working on, and each year I serve on the Board I find myself more and more impressed with all that’s happening in our Association and the many benefits we provide our members.

ATA Compensation Survey:
One of the many reports the Board received during the meeting was from Past President Ted Wozniak about the compensation survey ATA launched last year. This industry-wide survey was designed to capture a comprehensive picture of the market for T&I services in the U.S. You’ll find a summary of the survey results in this issue on page 10, and the full report is available exclusively to ATA members for free by logging into the Member Center area of ATA’s website (https://bit.ly/ATA-compensation).

Bylaws: As you may remember from the results of the 2021 election, the Bylaws now allow for members of any membership class to serve on committees (see Article III, Section 3). Thus, the Board voted to approve a long list of members to serve as full members, rather than assistants (a term I never liked anyway!), to many of our standing committees.
After experiencing two very trying years of the pandemic together, I’m excited for all that’s in store.

Thank you to all who serve as committee members. Your work is vital to the programs and projects we’ve all come to know and enjoy as ATA members.

**New Research Study:**
The Board also approved a research study on the correlation between performance on ATA’s certification exam and proficiency in machine translation post-editing. The study will be conducted by a few members of ATA’s Certification Committee later this year. The results should be of great interest to many in the translation profession, so watch this space for updates!

**Celebrating Diversity:**
Finally, I’m thrilled to share that ATA has produced a new video on the importance of diversity in our Association and professions. It highlights not only the many different voices and cultures, languages, and backgrounds reflected in our membership, but how we appreciate all that makes us different while uniting us as a community. You can find it here: [https://bit.ly/ATA-diversity-video](https://bit.ly/ATA-diversity-video).

My column has a space limit, otherwise I could go on and on with all the things to look forward to this year. So, for now, I’ll leave you with this small snippet of highlights. After experiencing two very trying years of the pandemic together, I’m excited for all that’s in store. And I hope you feel the same.

ATA will continue to be here to support you, to elevate you and our professions, and to be the voice of professional interpreters and translators, due in large part to the many dedicated and diverse members who run our programs with a vision toward the future.

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**USEFUL LINKS**

**ATA63 Conference Website**
www.atanet.org/conference

**ATA Compensation Survey**
(You’ll need to log in with your member number and password)

**Bylaws**
www.atanet.org/about-us/how-ata-works/bylaws

**Diversity Video**
It’s Full Steam Ahead for ATA63!

Get ready! ATA’s 63rd Annual Conference will be here before you know it, and it’s shaping up to be a fantastic event.

Just before the February Winter ATA Board meeting in Los Angeles, I had several meetings with President Madalena Sánchez Zampaulo, ATA Headquarters staff, our event planning vendor, and the conference hotel staff. Work on ATA63 is in full swing, and I’m happy to share some updates with you.

Hosting a hybrid conference in 2021 was a necessary and very welcome decision. However, the cost of streaming and recording all the conference sessions was a heavy burden on the Association’s budget. Considering the challenges of the past two years and that our last fully in-person conference was three years ago, I want to make sure that ATA63 is an event to remember. At the moment, it looks like we can all look forward to a great conference in Los Angeles—just like we remember them from pre-pandemic times. While we’re all eagerly waiting for the conference registration to open in July, here’s what you can expect.

Conference Hotel: Let me tell you that the Westin Bonaventure Hotel, the venue for ATA63, doesn’t disappoint! Elegant and striking, the hotel looks like a movie set—it has actually been featured in several popular movies and TV series! Walking through the hotel during our site visit, I could imagine our conference attendees enjoying the cozy, yet spacious, atrium with its soaring ceilings, water features, greenery, ample seating, and lots of nooks where you can rest and recharge between sessions, catch up with friends, and have quiet conversations with new connections. There’s a grab-and-go café, a bar that’s buzzing with activity, and a breakfast/lunch restaurant in the lobby area.

Our fitness-minded colleagues will enjoy the hotel gym, complete with treadmills, Peloton bikes, strength machines, free weights, and other equipment. There’s a heated outdoor pool, and, if you’re a runner, you’ll love the indoor jogging track. (Of

FROM THE PRESIDENT-ELECT

VERONIKA DEMICHELIS
veronika@veronikademichelis.com
Having considered the cost of streaming, and in an effort not to raise the price of attending the conference this year, the Board agreed that ATA63 will be a fully in-person event.

Great Sessions and Networking: In addition to conference sessions, you can look forward to an outdoor Welcome Celebration, your favorite networking events, the Job Fair, our popular Book Fair, the Conference Dance Party (yes, we’re bringing it back!), and more! I’ll be sharing updates as we put together the conference schedule. In the meantime, you can catch a sneak peek of ATA63 in this video (https://bit.ly/ATA63promo).

Safety Measures: As always, the well-being of attendees remains a priority. I’ve heard from many colleagues who attended ATA62 in person who said they felt safe and happy to finally get together. You can rest assured that we’re planning ATA63 with the health and safety of our attendees in mind. As of March 4, 2022, Los Angeles County lifted its indoor mask mandate regardless of vaccination status in places such as bars, stores, offices, restaurants, gyms, and movie theaters. Proof of vaccination or a recent negative test is still required at indoor events with 1,000 people or more. Masks are still required at indoor/outdoor public settings for people with COVID, for 10 days after symptoms begin or after a positive test result. We’ll keep you updated as health guidelines continue to evolve.

I’ll be sharing more updates as they become available. See you in sunny Los Angeles, October 12–15, 2022!
Board Meeting Highlights

The American Translators Association’s Board of Directors held its Winter Board meeting February 5–6 in Los Angeles, California, at the Westin Bonaventure Hotel, site of ATA’s 63rd Annual Conference (October 12–15, 2022). Here are some highlights from the meeting.

**Ethics:** The Board discussed proposed changes to the Code of Ethics and Professional Practice. Director and Ethics Committee Chair Robin Bonthrone shared insights with the Board regarding the committee’s rationale for various changes. The Board will vote to approve the revised Code of Ethics and Professional Practice at the Spring Board meeting.

**Certification:** The Board reviewed the Certification Committee’s report that addressed progress toward offering certification exams on demand. In addition, the Board approved:

- The appointment of David Stephenson as chair of the Certification Committee. David, the past chair, agreed to step up for the remainder of this year to chair the committee after the death of Michèle Hansen.
- A research study on the correlation between performance on the certification exam and proficiency in machine translation post-editing. The study will start later this year. The results will be shared with the membership.

**Translation and Interpreting Resources Committee:** The Board approved the dissolution of the Translation and Interpreting Resources Committee. ATA President Madalena Sánchez Zampaulo and Translation
The Board meeting summary is posted online. The minutes will be posted once they are approved at the next Board meeting. Past meeting summaries and minutes are also posted online at www.atanet.org/membership/minutes.php. The next Board meeting will be April 9–10, 2022, in Alexandria, Virginia. As always, the meeting is open to all members, and members are encouraged to attend.

Nominating and Leadership Development Committee: The Board approved the following appointments to the committee: Danielle Maxson, Frieda Ruppaner-Lind, Yolanda Secos, and Izumi Suzuki. Past President Ted Wozniak is the committee chair.

Committees: The Board approved the appointments of members to several committees: Advocacy Committee, Business Practices Education Committee, Certification Committee, Divisions Committee, Education and Pedagogy Committee, Ethics Committee, Governance and Communications Committee, Honors and Awards Committee, Membership Committee, Professional Development Committee, Public Relations Committee, Standards Committee, and Strategy Committee. All ATA committees are listed on ATA’s website (www.atanet.org/about-us/committees). There you will see each committee’s charge, the committee chair, the committee members, and the contact information.

The ATA Compensation Survey, Sixth Edition
Now available exclusively to ATA members for free!

In 2021, ATA invited translators, interpreters, and T&I company owners in the U.S. to participate in a compensation survey. This industry-wide survey was designed to capture a comprehensive picture of the market for T&I services.

The report created from this survey represents the most complete, accurate, and up-to-date income and pay rate data on the translation and interpreting professions. The results are invaluable in managing a T&I business and planning for the future.

The report documents income and pay rate data by profession, employment status, and languages. In addition, respondent profiles include specialties, education, business structures, pricing structures, services provided, client mix, and more. For interpreters, there’s a breakout by delivery modes and credentials. For translators, the use of CAT tools and post-editing services are reported.

Access the Full Report Online
See page 10 of this issue for a detailed summary and then log into the Member Center area of ATA’s website to download your copy now! https://bit.ly/ATA-compensation.
Summary of the ATA Compensation Survey

As an ongoing effort to provide business strategies and solutions, the ATA Compensation Survey is an important service provided by ATA to its members.

By Ted Wozniak

To address the need for a comprehensive picture of the market for translation and interpreting services, ATA recently conducted a compensation survey. The ATA Compensation Survey (previously called the Translation and Interpreting Services Survey) serves to provide professional practitioners and others with an overview of the income and pay rate data of translators, interpreters, and company owners working in the U.S.

The survey is an invaluable benchmarking tool for nearly everyone in or affiliated with the translation and interpreting industry. The survey allows an individual or company to easily compare their compensation to their peers. Translators and interpreters can review rates across languages, specialties, and location, and companies involved in translation and interpreting can refer to this report when determining their competitiveness with respect to compensation. Students considering careers in the translation and interpreting industry can also use this tool to guide their specific career decisions and gain insight about potential compensation. In addition, the survey serves as a practical tool for a broader audience—individuals and businesses in the market for translation and interpreting services.

As an ongoing effort to provide business strategies and solutions, this survey is an important service provided by ATA to its members.

Survey Design

ATA worked with Dynamic Benchmarking, LLC., an independent firm specializing in association-related research, to conduct an industry-wide survey of compensation for translation and interpreting services. Responses were received from language services professionals residing in the U.S. Dynamic Benchmarking collected the survey responses, thus ensuring participant anonymity. ATA membership was not required to participate.

To show the effects of the pandemic on translator and interpreter income and rates, the survey was designed to collect data both from before the pandemic (2019) and during the pandemic (2020).

The 11 classifications of language services roles in this report include:

- Self-employed/freelance translator
- Self-employed/freelance interpreter
- Self-employed/freelance project manager or coordinator
- Self-employed/freelance terminology manager, translation or interpreting teacher, translation or interpreting examination designer/grader, cultural trainer
- Staff translator
- Staff interpreter
- Staff project manager or coordinator
- Staff terminology manager, translation or interpreting teacher, translation or interpreting examination designer/grader, cultural trainer
Bilingual/dual role employee who also translates

Bilingual/dual role employee who also interprets

Language services employee who is owner, president, or executive

Demographic information was obtained for detailed analysis by, among other factors, age, gender, years of professional experience, education, ATA membership, geographic region, and certification and interpreter certification/credentials. This comprehensive data allows users to compare their income, hourly rates, and per-word rates to individuals with similar profiles. (See Figures 1–3.)

**Some Key Findings**

**Respondent Demographics:** Survey respondents had varying backgrounds and experience. More than two-thirds of respondents were female, more than 44% were over 55 years of age, and nearly one-third were ATA-certified. Slightly more than half the respondents (54%) identified as White, 16% as Hispanic/Latino/a/x, just over 9% as Asian American/Asian, and 2% as Black. Almost 10% identified as Mixed.

In terms of education, more than 59% of respondents held a master’s degree or higher. Years of experience were also fairly even, at about 15% for those reporting between 11–15, 16–20, and 26–30 years of experience, with a mean of 20 years.

**Income Varied by Employment Classification:** Translation and interpreting company owners reported the highest mean gross income at $142,271, which was well ahead of staff translators ($94,091) and staff interpreters ($80,787), freelance interpreters

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**Figure 1: Respondent Demographics**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percent</th>
<th>ATA Member</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>28%</td>
<td>Yes</td>
<td>89%</td>
</tr>
<tr>
<td>Female</td>
<td>68%</td>
<td>No</td>
<td>11%</td>
</tr>
<tr>
<td>All other</td>
<td>1%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>Percent</th>
<th>Years of Professional Experience</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>20–24</td>
<td>&lt;1%</td>
<td>1–5</td>
<td>9%</td>
</tr>
<tr>
<td>25–34</td>
<td>8%</td>
<td>6–10</td>
<td>18%</td>
</tr>
<tr>
<td>35–44</td>
<td>19%</td>
<td>11–15</td>
<td>15%</td>
</tr>
<tr>
<td>45–54</td>
<td>26%</td>
<td>16–20</td>
<td>16%</td>
</tr>
<tr>
<td>55–64</td>
<td>29%</td>
<td>21–25</td>
<td>12%</td>
</tr>
<tr>
<td>65+</td>
<td>15%</td>
<td>26–30</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>31–35</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>36–40</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>41+</td>
<td>3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Services Role*</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-employed/freelance translator</td>
<td>85%</td>
</tr>
<tr>
<td>Self-employed/freelance interpreter</td>
<td>12%</td>
</tr>
<tr>
<td>All other</td>
<td>12.7%</td>
</tr>
</tbody>
</table>

*Multiple responses possible
($71,000), and freelance translators ($49,000). The lowest income was reported by multiple-role staff translators/interpreters who are also freelance translators/interpreters ($32,000).

**Education and Language Services Income:** The results showed an unexpected dichotomy between education and income level. Reported average income increased with higher education levels: $46,467 (associate’s), $57,972 (bachelor’s), and $57,581 (master’s). However, respondents with some college but no degree reported a higher income than those with a doctoral degree or other advanced degree ($58,002 vs. $48,932).

**Membership Matters:** ATA members reported higher income than nonmembers, with median income 22% higher ($41,200 vs. $32,000) and mean income 42% higher than nonmembers ($50,751 vs. $29,708).

**Client Mix:** Almost half of the freelance translators surveyed reported working mostly with language services companies (LSCs) and some direct clients, while 13.7% each reported working for direct clients only or LSCs only. Close to half of freelance interpreters also reported working mostly with LSCs and some direct clients, but far fewer (4%) reported working for direct clients only while 14% reported working for LSCs only.

**Rise of the Machines(?)**
Freelance translators continue to embrace technology. Just under 22% of freelance translators reported providing post-editing of machine translation (PEMT) services, but only 0.6% reported PEMT as their sole service offering. The use of MT was slightly more prevalent at 30% and computer-assisted translation tools are the norm, used by 79% of freelance translators.

**Interpreter Delivery Modes:** Not surprisingly during the pandemic, 64% of freelance interpreters reported providing remote interpreting in addition to on-site delivery. Only 3% reported providing only remote interpreting, and 28% reported providing only on-site interpreting.

**Access the Full Report Online**
The 58-page ATA Compensation Survey (Sixth Edition) presents the survey results in much greater detail than is possible in this summary. The complete report includes translation and interpreting hourly rates and rates per word for a wide range of language combinations. It’s important to remember that the statistics published by ATA should be regarded as guidelines rather than absolute standards. ATA intends the survey to
reveal general trends in the industry, not exact amounts.
The full report is available to ATA members for free by logging into the Member Center area of ATA’s website (https://bit.ly/ATA-compensation).

Ted Wozniak is a full-time ATA-certified German>English translator specializing in finance and accounting. He has bachelor’s degrees in German (University of Texas at Austin) and accounting/economics (University of Miami). He is also a graduate of the German Basic Course at the Defense Language Institute. His career path has included stints as an accountant, stockbroker, and U.S. Army translator, interpreter, and “liaison officer.” He was also an interrogation and language instructor at the U.S. Army Intelligence Center and School. He has served ATA as president (2019–2021), treasurer (2013–2017), director (2010–2013), and chair of the Ethics Committee (2016–2017), and as current chair of the Nominating and Leadership Development Committee. He is president of Payment Practices, Inc., an online database of translation company payment practices, and owner/moderator of Finanztrans, a mailing list for German financial translators. ted@tedwozniak.net

Figure 3: Gross Income from Language Services (Single and Dual Role Respondents Only)

<table>
<thead>
<tr>
<th>Role Description</th>
<th>Median</th>
<th>Mean</th>
<th>25th Percentile</th>
<th>50th Percentile</th>
<th>75th Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>All respondents</td>
<td>$44,000</td>
<td>$53,572</td>
<td>$20,000</td>
<td>$44,000</td>
<td>$75,000</td>
</tr>
<tr>
<td>Language services company owner, president, or executive</td>
<td>$107,112</td>
<td>$126,229</td>
<td>$58,506</td>
<td>$107,112</td>
<td>$200,000</td>
</tr>
<tr>
<td>Self-employed/freelance interpreter</td>
<td>$61,000</td>
<td>$58,496</td>
<td>$25,750</td>
<td>$61,000</td>
<td>$92,250</td>
</tr>
<tr>
<td>Self-employed/freelance translator</td>
<td>$40,000</td>
<td>$48,305</td>
<td>$18,935</td>
<td>$40,000</td>
<td>$67,100</td>
</tr>
<tr>
<td>Self-employed/freelance translator; Language services company owner, president, or executive</td>
<td>$15,700</td>
<td>$27,428</td>
<td>$11,807</td>
<td>$15,700</td>
<td>$55,000</td>
</tr>
<tr>
<td>Self-employed/freelance translator; Self-employed/freelance interpreter</td>
<td>$43,612</td>
<td>$55,853</td>
<td>$20,229</td>
<td>$43,612</td>
<td>$76,125</td>
</tr>
<tr>
<td>Self-employed/freelance translator; Self-employed/freelance interpreter; Language services company owner, president, or executive</td>
<td>$50,000</td>
<td>$46,688</td>
<td>$39,250</td>
<td>$50,000</td>
<td>$56,278</td>
</tr>
<tr>
<td>Self-employed/freelance translator; Self-employed/freelance interpreter; Staff interpreter</td>
<td>$20,000</td>
<td>$35,200</td>
<td>$14,000</td>
<td>$20,000</td>
<td>$32,000</td>
</tr>
<tr>
<td>Self-employed/freelance translator; Staff translator; Staff interpreter</td>
<td>$42,471</td>
<td>$38,925</td>
<td>$24,000</td>
<td>$42,471</td>
<td>$45,000</td>
</tr>
<tr>
<td>Self-employed/freelance translator; Staff translator; Staff interpreter; Staff interpreter</td>
<td>$56,000</td>
<td>$48,827</td>
<td>$33,250</td>
<td>$56,000</td>
<td>$67,530</td>
</tr>
<tr>
<td>Staff interpreter</td>
<td>$77,524</td>
<td>$71,154</td>
<td>$46,350</td>
<td>$77,524</td>
<td>$86,716</td>
</tr>
<tr>
<td>Staff translator</td>
<td>$45,000</td>
<td>$60,674</td>
<td>$38,500</td>
<td>$45,000</td>
<td>$94,091</td>
</tr>
<tr>
<td>Staff translator; Staff interpreter</td>
<td>$48,000</td>
<td>$47,189</td>
<td>$38,640</td>
<td>$48,000</td>
<td>$50,520</td>
</tr>
</tbody>
</table>

About this Survey
Care has been taken to meet applicable legal guidelines for survey data, and therefore the survey has been managed by Dynamic Benchmarking, LLC. as an independent entity on behalf of ATA. All income or pay rate data upon which the survey is developed is more than three months old, and the reported information has been aggregated so that no individual participant can be identified. Strict confidence of survey responses was maintained throughout the course of the project. ATA makes no recommendations, suggestions, or exhortations regarding the conduct of its members or others in areas or activities addressed by this survey.
BECOMING A MENTOR: Giving Back and Leveling Up

Being a mentor is an excellent way to enrich your own practice, give back to the community, and play a part in the development of the profession. Read on to learn more about mentoring and how you can get started!

By Rachel E. Herring and Doug Bowen-Bailey

Take a moment to reflect on the course of your education and career, and on the people who were involved in significant moments along the way. If you were asked to name one, two, or five people whose support, guidance, and wisdom were crucial to your learning and development, who would appear on that list? Although the relationship between you and those people may or may not have been formal or structured, it’s likely that you were involved in a mentoring relationship.

You may be at a point in your career where you would like to give back to the community and profession by taking on such a role. Being a mentor is an excellent way to enrich your own practice while playing a part in the development of the profession. So, how do you go about doing this? In the following, we’ll introduce you to a range of formats and types of mentoring relationships and share suggestions for getting involved.

What Is Mentoring?

You’ve probably heard the word “mentor” used many times without thinking too much about what it means. Merriam–Webster defines a mentor as “someone who teaches or gives help and advice to a less experienced and often younger person.”

The fact is that this label can be applied to a wide range of relationships and situations. There isn’t one fixed definition or description of what a mentor “is” or “does.” Mentoring can range from very informal and unstructured to very formal and structured. It can be an officially or institutionally facilitated connection, or it can form organically. It can be limited in terms of time and scope, or it can be long-lasting and wide-ranging. It can occur one-on-one or in groups. It can involve working with students, newly-minted professionals, or experienced colleagues looking for guidance in a specific area. A person can have one mentor or many.

The National Consortium of Interpreter Education Centers defines mentorship as follows:

“A mentorship is a supportive relationship established between two or more individuals where knowledge, skills, and experience are shared. The mentee is someone seeking guidance in developing specific competencies, self-awareness, and skills in early intervention. The mentor is a person who has expertise in the areas of need identified by the mentee and is able to share their wisdom in a nurturing way. The mentorship established between two or more individuals is unique to their needs, personality, learning styles, expectations, and experiences.
In this relationship, the mentee has the opportunity to ask questions, share concerns, and observe a more experienced professional within a safe, protected environment. Through reflection and collaboration between the mentor–mentee pair or group, the mentee can become more self-confident and competent in their integration and application of the knowledge and skills gained in the mentorship demonstrating best practice.13

From this definition, we can extract a number of relevant features/aspects. A mentoring relationship:

- **Is Supportive:** The relationship is a positive force/safe space in the life of the mentee.
- **Involves Sharing Knowledge, Skills, and Experience:** This sharing runs both ways (not just from mentor to mentee!). Effective communication is fundamental to this process.
- **Involves Someone Seeking Guidance:** The mentee has chosen to be in this relationship because they are seeking something.
- **Involves a Person with Expertise:** The mentor is someone who has relevant experience/expertise that the mentee can draw upon. This implies the possibility that a person might seek out multiple mentors over time for distinct purposes.
- **Is Unique:** Each mentoring relationship is different and develops in a situated (contextualized) fashion.

**Why Mentor?**

Mentoring someone isn’t just about sharing wisdom, passing along expertise, or supporting the development of (future) colleagues. Mentoring is also expected to benefit the mentor. Whether you’re working with a student, a new professional, or a colleague, the interactions you have as a mentor will lead you to reflect more critically and deeply on your professional practice. You’ll also have the opportunity to develop your repertoire of skills and knowledge relevant to effective mentoring practice, such as active listening, interpersonal relations, building trust, setting and maintaining boundaries, engaging in productive feedback conversations, and offering structured learning.

As the description above implies, mentoring relationships can have many functions, including providing psychological and emotional support, role modeling, career guidance, skill development, and sponsoring/promoting the mentee in professional contexts.1 One of the hallmarks of mentoring is that it tends to be focused on development. Another is that it tends to be mentee–driven.

**Conscious Competence:** The individual understands or knows how to do something and demonstrating the skill or knowledge still requires concentration.

**Unconscious Competence:** The individual has practiced a skill so much that it becomes “second nature” and can be performed easily.

Some have also suggested that a fifth stage exists, in which one develops what David Baume, an independent international higher education researcher, evaluator, and consultant, calls “reflective competence.” This means you’re able to practice at the unconscious competence level while still remaining critical and reflective of what you do and how you do it. This awareness will allow you to recognize skill deficiencies in others and help them by passing on what you’ve learned so that they can eventually develop unconscious competence.5

As a mentor, you’ll have an opportunity to progress to this stage by intentionally reflecting on how you work, even if you don’t actually need to think about it to carry it out successfully. By doing so, mentoring may help you move to a new level in your own understanding and practice of interpreting and translation.

As an example from Doug Bowen–Bailey’s experience, a mentee recently asked him for support on building English vocabulary. Doug reflected on his own journey in both the ways he had incidental exposure to English in a variety of settings and registers, as well as the specific strategies he uses to continue that learning. For him, listening to podcasts is an important tool to access language use from English speakers of different cultural backgrounds and in different genres. So, he suggested various podcasts for this newer interpreter to listen to that include vocabulary items situated within discourse. This intentional reflection both assists the newer interpreter and supports Doug in his continued growth as a practitioner.

**Preparing to Mentor**

Although it may seem simplistic to say, the first step to becoming a mentor is to make the conscious
decision to move in that direction. It’s possible to take on a mentoring role without having set out purposefully to do so. However, and especially if you wish to become part of a more formal or structured mentorship program, establishing the goal of becoming a mentor is an important and powerful step.

Having made the decision to be a mentor, the next step is to deepen your knowledge and understanding of mentoring and effective mentoring practices. While we don’t have space here to discuss these practices at length, here are a few key mentoring skills with which to be aware:

- **Be an Active Listener:** This is the most basic mentoring skill, which the other skills build on and require. Demonstrate genuine interest in the mentee by making encouraging responses, such as reflecting back (paraphrasing) certain comments to show you’ve grasped the meaning and feelings behind the message. For example, a mentee might share detailed stories of some challenging situations they’ve had to navigate. You might respond with a comment such as “It seems like ______ [situational/contextual element] is proving challenging for you lately.” Other times, using back channeling behaviors such as nodding, gesturing, and other facial expressions/body language can demonstrate that you’re engaged in listening.

- **Build Trust:** Trust develops over time. Some key concepts in building trust include keeping confidences, spending appropriate time together, following through on what you said you would do, respecting boundaries, admitting your errors and taking responsibility for correcting them, tactfully sharing when you disagree or are dissatisfied with something that happened during or between sessions, and creating a safe space for others to share the same information with you.

- **Offer Encouragement:** Part of the mentor’s role is to be the cheerleader. As mentors, we support novice interpreters and translators through difficult conversations, encountering obstacles, and self-discovery all while believing in their personal and professional competence. Take opportunities to share with the mentee how you see them improving and what personal traits you value about them. Encourage them often, both personally and professionally, in person or through a follow-up email after mentoring sessions.

To learn more about mentoring, we encourage you to take advantage of the many resources out there, including the following available free online:

**The Science of Effective Mentorship in STEMM**
National Academy of Sciences  

This book brings together a wealth of information on mentoring and on effective mentoring practices, drawn from scholarly, peer-reviewed sources.

**Introduction to Mentoring: A Guide for Mentors and Mentees**
American Psychological Association  

**Experiential Learning in Interpreter Education**
CATIE Center at St. Catherine University  

This document summarizes relevant scholarly literature related to various aspects of experiential learning. While it focuses primarily on American Sign Language/English interpreting, the material it discusses is relevant to the general teaching and learning of interpreting and translation.

**GTC Supervisor Institute**
CATIE Center at St. Catherine University  

Developed by the CATIE Center, this archived online training has 11 modules focusing on different aspects of mentoring and supervision. While it focuses on American Sign Language/English interpreting, many of the resources are applicable to mentoring for any language pair. It also references a number of relevant books and resources.

**Getting Started**
There are many ways to get started as a mentor. If you’re interested in being part of a formal/structured mentoring program, local training programs are a good place to begin, as many will have practicum or internship requirements for their students. Find out what colleges and universities near you offer certificates, degrees, or other types of programs in translation and interpreting and contact...
their directors or internship coordinators to express your interest in being a mentor. Programs offered privately/outside academia may also have internship or practicum requirements.

If you work for a company, talk to your manager or director about whether your company could become an internship site for students. (An article about this appeared in the January/February issue of The ATA Chronicle.) Similarly, indicate your interest in taking on a preceptor or mentoring role for new hires. If you’re a contractor or freelancer with an agency, let the agency know you’re interested and willing to serve as a mentor for students placed by a training program, or for new contractors on the agency’s roster.

Another option for more formal/structured mentoring experiences is to join a program sponsored by a professional organization. For example, ATA has a mentoring program that you can learn about at [www.atanet.org/career-education/mentoring](http://www.atanet.org/career-education/mentoring).

If you’re primarily interested in less formal/structured mentoring relationships, be patient and allow time and space for such relationships to form. An important step is to open the door, metaphorically speaking, to the possibility of such relationships by being active within the profession, meeting and interacting with people, and letting others know that you’re available and willing to offer support. Exist and engage in the world in a way that makes it clear you’re approachable and encouraging. If you have a particular strength or specific interest, make it known that you’re happy to answer questions and offer advice to others. In short, although you can’t force a mentoring relationship into existence, you can create opportunities for it to form and flourish.

**Reflect on Your Motivation**

It can also be helpful to consider your motivation for becoming a mentor and the strengths and weaknesses you bring. You’ll also want to consider what type and scope of mentoring relationship will work best for you, both personally and professionally. For example:

- Are you well-suited to working with students in a more formal/structured relationship that will likely require more time and energy?
- Do you want a mentoring relationship that’s less structured or time-consuming?
- Do you have insight to offer in a specific area or domain of expertise, such as expanding professional networks or learning to use a specific technology?
- Your experience as a mentor will be richer and more enjoyable (and thus likely to last longer) if there’s a good match between your strengths and preferences and the type of mentoring opportunities you seek.

We hope this brief overview of mentoring has piqued your interest and will motivate you to consider how you can contribute to the profession and enrich your own practice by mentoring others. To conclude, we offer three brief pointers and reminders:

1. Being a good mentor isn’t something that one just is or that just happens on its own. Mentoring is a skill to acquire that requires hard work, learning, and practice, just like any other skill.
2. Developing our skills as mentors requires sustained self-analysis and critical reflection. This is not always an easy process, but it’s a valuable one.
3. As mentors, we must be humble and open. For example, rather than attempting to save face in an awkward situation or trying to always seem perfect in front of a mentee, we must be able to use difficult situations as learning experiences and discuss our work honestly and openly.

**NOTES**


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Interpreting and speech-language pathology are professions centered in language and communication. Interpreters facilitate communication among people who don’t share a common language. Speech-language pathologists (SLPs) work with individuals of all ages to diagnose speech and communication problems and provide therapy to improve communicative functioning. So, what happens when these worlds meet?

In the following, you’ll learn some of the ways in which interpreters and SLPs in Minnesota collaborate to assist children and youth with disabilities in the public school system. The information covered here is based on a session I gave with co-presenters Cynthia McInroy (a speech-language pathologist for Bloomington Public Schools in Minnesota) and Heidi Wilson (a speech-language pathologist for St. Paul Public Schools in Minnesota) at ATA’s 62nd Annual Conference last October.

Why the Need?

SLPs work in medical and school settings across the country to address the physical aspects of speech production and the cognitive functions that underlie language. In public schools, SLPs work with students whose primary disability affects speech and language, but they also serve students with a wide range of other conditions, including cognitive and physical impairments and autism spectrum disabilities. The American Speech-Language-Hearing Association (ASHA), a national organization with affiliates in every state, sets certification standards for SLPs and audiologists. While ASHA doesn’t offer separate certifications for bilingual SLPs or audiologists, it collects information on members who self-identify as bilingual and as bilingual service providers.

According to ASHA, although many efforts are underway to recruit and diversify the field, SLPs are predominantly White, English-speaking, and female. Only 8% of ASHA members, including both SLPs and audiologists, self-identified as bilingual service providers in 2020. This figure included 14,958 ASHA-certified SLPs and 885 audiologists. Members of ASHA spoke 82 languages, excluding American Sign Language and other forms of sign language, but the majority of bilingual SLPs (10,208, or 68%) provided services in Spanish and English.
**School Demographics**

The availability of qualified bilingual SLPs in no way matches the linguistic diversity of the U.S. student population. A brief look at the demographics for St. Paul Public Schools, one of the largest and most diverse districts in Minnesota, illustrates this. The district served over 34,000 students in 2020. Almost half of all students (46%) spoke one of 115 languages at home and potentially have parents that need interpreting and translation services. A smaller percentage (28%) of total enrollment were classified as English learners (ELs). (See Figure 1.)

**An Expanded Role for Interpreters**

St. Paul Public Schools have a long-established Latino community, and the district has welcomed successive waves of refugees from Southeast Asia, Somalia, other areas of Africa, and, most recently, Myanmar. SLPs in this district have always had to adapt quickly to serve language groups for whom there are few or no published resources and for whom the school district has no licensed bilingual providers.

St. Paul Public Schools first formed a multidisciplinary special education team to evaluate and identify disabilities among multilingual students in the 1970s, when large numbers of Hmong refugees began arriving. Interpreters have been an integral part of this team since its earliest days. Currently, the district has 22 positions for special education interpreters for children ages birth through 21, some of which were vacant at the time I prepared this article:

- Amharic (1 position)
- Hmong (6 positions)
- Oromo (1 position)
- Sgaw–Karen (5 positions)
- Somali (4 positions)
- Spanish (5 positions)

Although staff interpreters carry the title “special education interpreter,” they have a broad role within the schools. They schedule meetings, conduct parent interviews, and are frequently the first person on the EL/special education team to have contact with families. They interpret for meetings with parents and school personnel, but also assist with native language evaluations, review assessment materials to ensure cultural relevance, and translate documents. They are also active participants in regular team meetings to review cases.

Interpreters work closely with SLPs in St. Paul Public Schools. SLPs are responsible for evaluating the native language for all ELs referred for a special education evaluation. They determine whether a communication impairment exists, identify strengths and weaknesses in the home language, and provide information that aids in evaluating other skills areas. To determine if a student has a speech-language impairment, the SLP must show that the problem exists in the native language as well as in English. Interpreters are essential in this process because they gather information about how students communicate in their home language.

The role of the special education interpreter is considered a higher-level position within the school district. Interpreters who join the EL/special education team have a variety of educational and employment experiences. Newly hired interpreters receive coaching from a licensed staff member and an experienced interpreter serves as their mentor. They also receive training in special education compliance and on using the school district’s system for logging contacts and services.

**Creating Partnerships to Enhance Training**

The Minnesota Department of Education has worked closely with the EL/special education teams in St. Paul and Minneapolis to develop special education guidelines used throughout the state. The state guidelines, The EL Companion to Promoting Fair Evaluations, integrate interpreters and cultural liaisons into evaluation procedures (there’s even a chapter called “Working with Interpreters and Cultural Liaisons”). In 2015, the Minnesota Department of Education also developed its Code of Ethics and Standards of Practice for Educational Interpreters of Spoken Languages in collaboration with the University of Minnesota.

In 2016, the Minnesota Department of Education initiated a collaboration between the Minnesota Speech-Language–Hearing Association (MNSHA) and the Interpreting Stakeholders Group (ISG). The Upper Midwest Translators and
The availability of qualified bilingual speech-language pathologists in no way matches the linguistic diversity of the U.S. student population.
1. **SLPs need to partner with other language professionals to meet the needs of children and adults with communication disorders.** One partnership model is to expand the role of the interpreter, as is the case in St. Paul Public Schools. This raises a number of questions:

   - Can this model be sustained and replicated in schools around the country?
   - If so, should the professional’s role be given a name other than “interpreter” and have its own code of ethics?
   - What other steps are needed to establish professional standards and support this role?
   - Is it ethical for one person to help gather information used to identify a disability and to also interpret for meetings when information is conveyed to parents? How can role boundaries and ethics be negotiated when schools have limited resources?

2. **Parameters for serving multilingual children and adults with communication disorders should be established collaboratively by professional organizations representing SLPs and professional interpreters.** Procedures need to be incorporated into best practices guidelines and supported by education administration (local, state, and federal government) and higher education.

   - How can leadership and partnerships among organizations be established and maintained? In the case of Minnesota, one of the partner interpreter organizations was dissolved in 2021 due to the pandemic. How can professional organizations for interpreters be stabilized and engaged in developing collaborative practices?
   - Through its Dynamic Duo forums, practitioners in Minnesota have gathered valuable information about best practices and identified challenges. How can the lessons learned be used to transform school policies and procedures?

3. **SLPs will always need to partner with other language professionals to meet the needs of an ever-evolving array of languages.** However, additional efforts are needed to recruit bilingual SLPs representing the diversity of languages in the U.S. Do professional interpreter and translator organizations have a role in these recruitment efforts?

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**The Need for Continued Dialogue and Collaboration**

Interpreters and SLPs share the common goal of providing high-quality services to adults and children with communication disorders. State organizations and school districts in Minnesota are working together to identify ways of meeting this goal within the ethical confines of each profession. ATA members around the country are encouraged to expand upon the ideas presented here and continue the dialogue and partnership with SLPs. In the meantime, I recommend the following resources:

- Information regarding careers in speech-language pathology is available from the American Speech-Language-Hearing Association. ([www.asha.org/careers](https://www.asha.org/careers))
- The **EL Companion, Code of Ethics for Educational Interpreters** and other resources, such as Somali and Hmong language glossaries, are available through the Minnesota Department of Education. ([https://education.mn.gov/MDE/dse/sped/div/el/](https://education.mn.gov/MDE/dse/sped/div/el/))
- The Minnesota Speech-Language–Hearing Association is currently updating **Talk with Me**, a compilation of information and resources in many languages developed by SLPs with assistance from educational interpreters ([https://mnsasha.org/talk-with-me-manual](https://mnsasha.org/talk-with-me-manual))

**NOTES**


**Elizabeth Watkins** was the state consultant for English learners with disabilities at the Minnesota Department of Education until her recent retirement. She has always seen interpreters as integral to the implementation of the Individuals with Disabilities Education Act. She developed state and national resources for English learners with disabilities, including professional development for special education interpreters at the basic, intermediate, and advanced levels. She has also championed collaborative professional development, particularly in the field of speech-language pathology. *elizabethwatkins3049@gmail.com*
Learn what to clarify, what to sacrifice, and what to preserve in literary translation by exploring effective strategies for navigating the challenges of interpreting character voice, symbolism, and cultural nuances.

Literary translators are bridging the cultural and linguistic divide for readers worldwide. When translating a literary text, attention must be paid to a multitude of language features. As translators, we must capture tone, voice, rhythm, dramatic structure, themes, rhetoric, and historical context to effectively introduce new readers to a work of literature. Often, linguistic rules cannot be strictly applied, forcing us to maneuver within a spectrum of choice that has fuzzy borders.

When leafing through a work of literature, we frequently come across quotations, sayings, songs, poems, and unique character expressions. Effective translation of these literary elements requires us to perform extensive research, use our narrative skills, and make interpretive decisions about the text. Sometimes our research will help us determine whether or not to translate a particular word, phrase, or utterance. These decisions can be straightforward when the process is inside the spectrum of translatability. (See Figure 1 on page 23.) However, many of the choices we face are as unique and nuanced as the authors we translate. Let’s examine a few borderline cases to see how literary translators navigate the fuzzy ends of the spectrum.

By Petra C. Rieker
**Quotations and Idioms**

Many authors work with quotations at the beginning of a chapter or use them to break up a chapter into segments. The quotations can be from poets or writers, philosophers, famous people, or anonymous sources. Keeping the plot and readership in mind, we must evaluate the following options:

- Leave the quotation in the source language.
- Research and find a generally accepted translation in the target language.
- Replace the quotation with an equivalent found in the respective literature or regional culture of that time, or else go ahead and translate the original quotation.

The decision here becomes clearer depending on the established relationship between the source and target languages and whether the author is widely known. A search of reference material or an online search might yield more than enough acceptable translations. This makes it critical to choose the most reliable source, which is easier said than done. If a faithful translation doesn’t exist, then you must take on the challenge of translating it yourself.

Idioms and sayings are even more specific than quotations. These expressions reflect behaviors, traditions, and customs of a culture or group, which can be extremely difficult to translate. For some language pairs, a decent number of good translations are available, but only for some. Other languages will have no equivalents for particular expressions. For example, how could someone from a country where baseball is not a sport intuit the meaning of “in the same ballpark” or “knock it out of the park”? In such cases, it might be best to find an equivalent sport familiar to that culture to provide the reader with the same reading experience.

**Character Voices**

To make the voice of a character sound unique or more authentic, authors let them speak with an accent, dialect, or distinct tone. Authors also use specific sentence structures or vocabulary that’s characteristic of the country or region where the narrative takes place. But how can you create the same effect in your translation? The most obvious way to make an utterance sound foreign

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**The Spectrum of (Literary) Translatability**

![The Spectrum of (Literary) Translatability](image)

Figure 1: Though subject to overlap between categories, this model illustrates the broad spectrum literary translators must operate within.
is to leave parts of it in the original. For example, characters can address one another by their full titles in the source language (e.g., Sergeant Rob Harrings or Monsieur Hercule Poirot).

Another strategy is to leave certain conversational interjections in the source language (e.g., “Ach ja,” “Yeah,” “Comme ci, comme ça”). You could also preserve the foreign syntax or sentence structure. According to David Bellos, author of *Is that a Fish in Your Ear? Translation and the Meaning of Everything*, those “selective” or “decorative” foreignisms only work if the two languages and cultures have an established relationship, such as English and German, where the readers are able to recognize conversational interjections and are familiar with expressions of the source language. A way to validate that you have made the right choice for translating the character’s voice is to act like a screenwriter and read the dialogue out loud, making sure it sounds authentic and appropriate.

**Names and Places with Intentional Meaning**

Sometimes authors give their characters names that have intentional meaning or symbolism. In these instances, you have to get creative and find a way to provide the reader of the translated text with the same reading experience.

J. K. Rowling’s *Harry Potter* series is a great example. Besides invented words and cultural references, many of the names she gives to characters and places in her novels have meanings that are central to the plot. For example, the name of the suspicious Severus Snape is derived from *severity + snake*. To preserve this intention, the Italian translator for the series modified the character’s name to *Severus Piton* (from *pitone*, “python”) to express his snaky nature. The French translator renamed him *Severus Rogue* to capture his arrogance. If these interpretations had not been made, important connotations and meaning would have been lost for non-English-speaking readers. Here are other translations from around the globe:

- **Afrikaans:** Severus Snerp
- **Bayukken:** Severo Snapy
- **Bulgarian:** Сивиръс Снейп
- **Dutch:** Severus Sneep (Sneep pronounced “snape”)
- **Finnish:** Severus Kalkaros (Kalkaro is an old-style term for “rattlesnake”)
- **Hungarian:** Perselus Piton (*Piton* = “python”)
- **Norwegian:** Severus Slur
- **Portuguese (Brazil):** Severo Snape
- **Romanian:** Severus Plesneală
- **Serbian:** Сееверус Schejn (*Severus Snejp*)
- **Slovenian:** Robaus Raws
- **Ukrainian:** Северус Снейп (*Severus Sneyp*)
- **Welsh:** Sefran Sneip

Many of the choices we face are as unique and nuanced as the authors we translate.

**Accepting or Compensating for Losses**

But what’s the right choice when something doesn’t even exist in the culture of the target language? Literature is filled with houses, trees, and culinary dishes that can only be found in a specific region of a particular country. Italian literary critic, novelist, and semiotician Umberto Eco highlights the options translators have in these situations by using the example of a *chaumière*—a peasant’s small, humble cottage, usually made of stone with a thatched roof.

Though typical in France, a *chaumière* doesn’t exist in Italy, Germany, or elsewhere. Rather than lose the rhythm of the text or risk a dictionary–like description,
you can skip some of the properties or less relevant details of the chaumière while still conveying its visual impression to the reader. You can also opt for a cultural substitution by replacing the chaumière with a type of house that exists in the target culture. Another, yet weaker, option would be to add a footnote or leave the term in the source language and let the reader do the research. As the translator, you must decide if the potential losses that come with an interpretation are bearable for the reader and the plot.

**Reaching the Fuzzy End of the Spectrum**

In rare cases, sticking too close to the source text will lead to irreparable losses. In his novel *The Name of the Rose*, Umberto Eco’s character Salvatore speaks a language that consists of fragments of multiple languages, including Latin, Provençale, and an Italian dialect, as a means to protect himself. An example of this intentional Babel effect in Salvatore’s dialogue is: “Ich aime spaghetti.” If an English translator were to translate this phrase as “I like spaghetti,” the Babel effect would be gone, eliminating a vital aspect of the character’s psychology. For translators of European languages with readership who will recognize this mix of languages, including Latin, Provençale, and an Italian dialect, as a means to protect himself. An example of this intentional Babel effect in Salvatore’s dialogue is: “Ich aime spaghetti.” If an English translator were to translate this phrase as “I like spaghetti,” the Babel effect would be gone, eliminating a vital aspect of the character’s psychology.

What makes literary translation challenging is also what makes it interesting. You have greater flexibility in decision making than when translating other text types. Ultimately, you want to provide the reader of the translated text with the same experience as the reader of the source text. A good translation should respect and reflect the author’s style and vocabulary. If the author’s writing is choppy or flowing, it should be reflected in the translation. The same goes if the author’s style is harsh, pompous, flowery, or unambiguous. A good translation should also aim to convey what is written between the lines. However, this doesn’t mean that every single word or phrase you choose has to perfectly resemble the author in style and effect. You have options!

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Immigration to the rural U.S. has grown in some areas by as much as 130% in the last generation. Despite this growth, language-access services remain concentrated in urban centers. Based on our experience training community interpreters in a small town, this article will consider ways to meet increasing needs and ensure linguistic rights in underserved rural areas.

We both work as associate professors at the University of Minnesota Morris, a small liberal arts college located in a rural Midwestern community. Thomas teaches Spanish and Tammy teaches French. Thanks to expansion in manufacturing and agriculture, immigration in our small town (population 5,100) has for years followed national demographic trends:

- Nearly a fifth of the local public-school population now identifies as Hispanic/Latino.
- Unfortunately, interpreting resources in our community are scarce. The closest company dedicated exclusively to providing these services is located nearly 100 miles away in a larger urban center. The distance that interpreters must travel to reach our community increases the cost of these services, sometimes prohibitively.
- Lacking local professionals, small towns like ours often turn to remote interpreting, yet broadband access in rural areas remains relatively limited: 30% of people living in the rural U.S. don’t have a home broadband connection. Meanwhile, smartphone, tablet, laptop, and desktop ownership in rural communities trails rates in urban and suburban areas by about 10%.

In an effort to remedy this situation, in 2015, we worked with our university’s Center for Small Towns to create a local community interpreter/translator training workshop. The series is offered every year in advance of parent-teacher conferences in the local school system. Although the need for interpreting consistently outpaces the number of participants in the workshop series, hosting it annually serves to strengthen and maintain key relationships. It also sustains awareness of a constellation of issues around language access, civil rights, and linguistic and cultural diversity, as well as aspects that support and hinder efforts to build a more inclusive and culturally dynamic community.

Based on our experience training community interpreters in a small town, here are a few ways to meet the increasing need for language services while ensuring linguistic rights in underserved rural areas.

By Thomas Genova and Tammy Berberi
Rural Realities

The rural U.S.—a world that places a high premium on both good neighborliness and self-sufficiency—presents a series of cultural challenges for community interpreting. As David Grant, a writer and playwright in Minnesota, describes in his essay “People Like Us”: “When people come here in need of a safe place to make a fresh start, the culture [...] is glad to welcome them to shift the local culture to their new life [...] But the unspoken rules that the newcomers are supposed to intuit include (this): ‘Assimilate, and do it quickly.’” Such expectations can make it difficult to provide sustainable language services in rural areas, where interpreting is understood as short-term support for newcomers rather than a long-term investment in community life.

As a result, community interpreting is frequently carried out by untrained volunteers. In some ways, this willingness to help one’s neighbors for free represents the best of small-town culture; however, volunteers often have full-time work and family duties that make them unavailable to interpret. Moreover, because they offer their services “out of the goodness of their hearts,” it’s difficult to hold volunteers accountable to professional standards and protocols.

Even when undertaken with the best of intentions, volunteer community interpreting in small towns entails particular hazards. Interpreting for our friends, neighbors, and co-workers can impede the flow of information between service providers and clients. After all, it’s only natural that people who know us socially will feel uneasy discussing personal matters regarding health, finances, and family in front of us.

The same holds true for bilingual employees, who often double as interpreters in rural areas, sometimes without proper training in protocol and ethics. This blurring of professional boundaries can prove dangerous, as untrained individuals are called upon to negotiate potential conflicts of interest between their ad hoc interpreting duties and their official job descriptions.

Thus, confidentiality, impartiality, and role boundaries are critical ethical standards that can make or break effective communication in a rural setting. As much as we value the spirit of neighborly generosity in which volunteer interpreting takes place, the close-knit nature of small-town life makes meaningful training and a culture of professionalism vital for effective community interpreting in rural areas.

The Workshop Series

Following a community needs and assets assessment by the Center for Small Towns at the University of Minnesota Morris, our workshop series was developed as a “town-gown” partnership designed both to train interpreters for our community and to shift the local culture surrounding sustainable language services. In addition to interpreting skills, the workshops seek to build relationships among the different stakeholders in our area: the university, public—school system, and local Hispanic/Latino and non–Hispanic communities. Before the pandemic, the series was held at the town library. Free childcare was available on site and the Center for Small Towns provided a light meal as part of each session.

The series covers basic concepts and skills for community interpreting and translation, including:

- Community interpreting code of ethics and standards of practice
- Preparation and anticipation
- The interpreter introduction
- Liability issues
- Practice with message transfer, intervention, and cultural mediation

While these elements seem like standard fare, others address our local situation. For example, the first session features a panel of relevant community members, including the cultural liaison and other bilingual personnel in the school district, faculty partners who research Hispanics/Latinos in the rural Midwest, and the director of the Center for Small Towns. The final session includes a meet—and-greet with the teachers with whom interpreters will be working.

Similarly, in the interest of advancing equity in our community, we developed a bilingual booklet for the workshop. We also created tip sheets tailored to each of the three parties engaged in an interpreting encounter: one for interpreters; one for teachers and administrators; and a third, in Spanish, for families.

About 60 people have completed the workshop series since it was first offered in 2015. A majority of them have been undergraduate students who finish their studies and leave town. To date, the program has yielded relatively few community interpreters who stay in the area and can contribute to local needs.

Lessons Learned

Although it was our initial intention to offer the 40-hour training, which is now recognized globally as a minimum credential to work as a community interpreter, we quickly realized that community members were unable to commit to so many hours. So, we scaled...
back considerably, to four 2.5-hour sessions, and began describing our workshop series as a “gateway” to the field of community interpreting. Whenever local participants want to pursue the full 40-hour training, we work with the Center for Small Towns to secure funding for them to do so.

Having completed the full 40-hour training ourselves, we were surprised to hear local participants report that little of its content resonated with rural experiences. Their feedback prompted us to reevaluate the content of the workshop series and further emphasize its unique focus on our community. For example, we now dedicate more time to discussing how to handle confidentiality, conflicts of interest, and role boundaries in the specific context of our small town.

Currently, all bilingual school personnel have completed the 40-hour training, which has proven to be immensely supportive of local efforts. These individuals schedule, coordinate, and monitor community interpreters on parent-teacher conference day. Additionally, bilingual staff members are able to step in when a suitable community interpreter is unavailable.

We’ve taken several other steps to ensure the quality of community interpreters:

- The importance of a reflective log of one’s learning and growth is emphasized in the first session. Participants are invited to submit their logs to us at any time and receive thorough feedback about their bilingual skills.

- Along with these comments, participants receive detailed reference letters characterizing their skill level, in which we raise awareness about the professionalization of community interpreters and suggest the full 40-hour training as the next essential step in their growth. The reference letters serve an important purpose, especially in small communities where, due to a variety of factors such as limited access to the study of world languages and cultures in K–12, the importance of bilingual skills and intercultural competence may be misunderstood or underestimated.

- Interpreter knowledge and skills are carefully vetted. Trained community interpreters who don’t seem ready for interpreting instead translate school and classroom-related documents under the supervision of school personnel.

- Participants complete an anonymous evaluation of their experiences, providing feedback we rely upon to improve the workshop for the following year.

Another lesson we learned is the importance of grassroots collaboration. As university faculty, we naturally designed a program based on our experience. We
easily recruited university students of Spanish to the program and to serve as community interpreters for parent–teacher conference day. Within the school building, we and the recruited students assumed the roles that were familiar to us, which created a kind of university bubble—a cultural in-group. Positive changes came when the school’s cultural liaison took over the task of recruiting participants through her connections to the Hispanic/ Latino community. Having people from the local community participate in the program and their visibility on parent–teacher conference day shifted the power from “Gown” back to “Town,” undermining unintended hierarchies, foregrounding organic community relationships, and inspiring greater confidence and belonging among Hispanic/Latino users of community interpreters than we had seen in the past.

Collateral Growth
Although the workshops have yielded comparatively few interpreters who stay in the area and engage regularly at the school, the continued advocacy that the series represents has supported positive change in our community. A cultural liaison was hired in 2017, and she currently works part-time in the school and part-time as the executive director for a local nonprofit serving immigrants in our community. The serendipitous connection between the local school and the community inherent in her dual role has evolved the workshops toward a more organic, grassroots approach to training. The school administration now recognizes the skill-building required of teachers as part of their professional development (i.e., with continuing education credits) and compensates them for their voluntary participation in our workshops. Recently, funds have also been made available to remunerate interpreters as well.

Future Plans
The pandemic has prompted us to reformulate the workshops for remote delivery, yielding still more insights about the value of what we’re doing locally. A few workshop alums have been able to join us for a refresher session and then as interpreters for parent–teacher conferences, thus alleviating scheduling pressures. Remote meetings have entailed the technological barriers already discussed (e.g., low bandwidth) and undermined what we now realize are strengths inherent in our grassroots and community-oriented approach to ensuring language access in our schools. Other small communities in our region report similar challenges. In response, we’ve begun to imagine a hybrid workshop series, although not without some ambivalence about its promise. We also have plans to partner with neighboring communities to undertake community needs and assets assessments and to support the development of similarly place-based grassroots programs.

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NOTES

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How to Get Out of a Marketing Rut in Your T&I Business

So many people would love to make marketing a habit in their translation or interpreting freelance business, but it can be easier said than done.

Just like with any skill or habit, good marketing practices take time to develop. And when you find what works for you, what resonates with your clients, and what brings you more business, you’ll inevitably want to keep doing more of it. That said, it’s not unusual to experience a marketing slump from time to time. We all have them.

Perhaps you have enough work in the queue at the moment and stopped marketing altogether. I’ve been there! Or maybe you haven’t found what really works so it all just feels like a slog. Been there, too! The key to getting out of a rut and marketing your business consistently lies in two things most of us don’t think much about: what works for you and making marketing fun.

Identify what you absolutely need and let go of what you don’t. Just because there are multiple ways to market your business doesn’t mean...
you have to do all of them. Know where your clients are hanging out online and focus on marketing your business there. For me, that’s Google, LinkedIn, and email. Of course, this might be different for you. Avoid spending time on any specific platform or tool that doesn’t serve your business. If your clients aren’t on Instagram or Facebook, give yourself permission to drop those platforms from your mental list of potential places to market your business.

Start small. Starting small sounds easy enough, but many of us can quickly become overwhelmed by the bigger picture of what we believe marketing to be. Think of your marketing as a long-term relationship-building process. Just as you wouldn’t ask someone out on a date after meeting them for the first time, you wouldn’t ask a client to sign a contract the first time you reach out to them. Commit to a few minutes of marketing every day and build from there. I believe a little bit every day versus once or a few times a week is a smarter (and faster) way to build habits. Personally, I commit to 20 minutes a day. It’s what works for me. Find and do what works for you.

Focus on one thing at a time. One reason people feel overwhelmed about marketing their businesses is that they make it such a large task that it feels unattainable. Focus on one thing at a time. If you struggle with confidence in marketing your business, start there. Make a list of all the successes you’ve had with clients and then think of who else might need your help. Now that you have a list, you can focus on the next thing: figuring out how you’ll start building a relationship with potential clients. After that, you can focus on your next step, and on and on until you feel like you’ve finally hit a groove. By focusing on one bite-sized task at a time, you’ll slowly make progress in the right direction. This is essential to sticking with it and avoiding those periods of time when you would otherwise feel scattered or spread too thin.

Make Your Marketing Efforts Fun
Okay, you may be thinking “How can marketing be fun?” I get it. I used to really dislike marketing. In fact, I was great at finding ways to postpone or avoid it altogether. But when I realized how rewarding regular marketing can be, I found more ways to make it fun, too. Here are some ideas to help you get started.

Set goals and reward yourself when you achieve them. Do you want to hit a certain income goal this year? Do you have a goal to get three new clients in six months? Set some milestones and reward yourself when you achieve them. Whether it’s a day off, a new monitor for your workspace, or something even more luxurious, determine early on what you’ll do for yourself when you hit these goals so you can celebrate wins along the way. When you do, your marketing efforts will pay off in multiple ways.

Do it first thing (if that works for you) so you can’t talk yourself out of it. Now, you might be wondering how getting your marketing done first thing in the morning could possibly be fun. Well, if you’re anything like me, checking something off the to-do list early in the morning gives you a little boost of energy to move on with the day knowing that you already achieved something positive for your business. Just this morning, I reached out to two clients to check in with them about potential new freelance projects. By 8:30 a.m., I had confirmation of about $1,500 worth of new work. If that’s not a fun way to start your day, I don’t know what is! Whether doing marketing first thing works for you or not is a personal decision. But whatever you do, put it on your task list or schedule it so it gets done.

Get an accountability partner. If you work better with an accountability partner, someone you can check in with regularly to let them know you completed what you set out to do (and they do the same with you), put out an open call to colleagues on social media and ask if anyone would like to go on this marketing journey with you. Even if you only need accountability to get going, try checking in with each other for a few months to build your motivation and make your good marketing habits stick!

Marketing your business doesn’t have to be painful or tedious. If anything, once you get going, you’ll get to enjoy the fruits of your labor in terms of income, job satisfaction, and stronger relationships with clients.

When you approach marketing this way, making it work for you and making it fun, your marketing efforts will feel more natural and less like a burden or chore. Not to mention the marketing slumps will be fewer and further between! 

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**NOTE**


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Crowdin

Crowdin (https://crowdin.com) has undergone tremendous change over the years. It has evolved into a company with 65 full-time employees and the focus of its tool has completely shifted.

Crowdin is the cloud-based localization management tool that first appeared during the heyday of translation crowdsourcing and offered an inexpensive way to have files in software development formats translated by, well, everyone. The data owners could either invite specific users or open up their projects to the public.

Once Crowdin gained traction, Serhiy Dmytryshyn, Crowdin’s chief executive officer, and his team realized that it was a difficult sales proposition to provide access to free translation services via crowdsourcing but then charge for the technology to do that. (Sometimes the minds of translation buyers work in strange and mysterious ways.) They also realized that the folks who were drawn to their tool were not the typical translation managers, but software developers who recognized a kindred spirit behind Crowdin and found good support for all their file formats in a tool that translators liked.

Also at that time, the idea of agile development had already firmly taken hold in the software development world, calling for a continuous localization process rather than the crazy localization rush after the product development was essentially finished. So, Serhiy and his team moved away from the job-based approach (e.g., creating “jobs” for one or several files that would be sent out to a specific translator) and optimized Crowdin for those kinds of continuous, often micro-task-based workflows. At that point, they also had a number of partnerships with service providers with whom they could connect their clients. Since their clients were not the typical translation managers who had a pretty good handle on what service vendors to work with, this was a welcome addition for their clients.

At some point it then became clear that the agile, “non-job” approach to software development localization could and should work just as well for other kinds of content, particularly content that sits in various content management systems. The 200 different connectors developed for that purpose, plus advanced workflow systems, invoicing, etc., was the idea behind the Crowdin Enterprise offering, which has been a well-liked tool for large and large-ish companies.

Now, there’s one more chapter to all of this. The very latest development is that Crowdin has just started offering its own translation and project management services. Why? Well, Serhiy said one reason is that their clients were not very adept at vendor selection and tended to have disappointing results with the final product. Plus, for some, especially the ones who had no previous experience with translation, vendor selection seemed burdensome. And since we all know there’s a lot more money in translation services than translation technology, it seemed like a no-brainer to offer that. (Serhiy actually didn’t say that last part and probably wouldn’t have because he wants to: a) continue his ongoing relationships with other vendors, and b) in his mind, Crowdin is still a software company rather than a service provider.)

Here’s what I like about Crowdin’s story. They came up with a good idea geared toward its time, but then they took their users’ lead to shape the tool according to what was needed. And amazingly enough, the users weren’t the typical translation buyers and translation technology users but developers themselves, who eventually also brought documentation and marketing teams into the fold. So, the tool could once again develop to satisfy those needs as well.

By the way, all this is not to say that the old crowdsourcing has fallen completely away. Certain open-source and gaming applications still use the crowdsource feature. According to Serhiy, Minecraft, for instance, draws on 30,000 volunteers who typically take 20 minutes to translate anything that comes through the pipeline into 150 languages.

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This column has two goals: to inform the community about technological advances and encourage the use and appreciation of technology among translation professionals.
Enhanced Productivity with Text Expansion

I haven’t typed my full name or email address in years. Instead, I type abbreviations that get expanded after I type a punctuation mark or press a trigger key, such as the spacebar or Enter key. I also use text expansion for standard email replies, such as my reply when I receive a job that I can or can’t accept, for the email body that accompanies my invoices, and for phrases and long words in general. I use text expansion when translating, transcribing, and subtitling. I have abbreviations and expansions that I have used for years, but I also add new ones all the time, even when they will just be used for a short period, such as a company name that appears in a corporate video subtitling job.

Text expansion can be a great productivity boost, and, given that it’s so easy to set up and start using, I believe every language professional can benefit from it. There are many text expansion solutions available, but I’ll focus on two here: PhraseExpress and TextExpander.

PhraseExpress

Not only is PhraseExpress easy to set up and use, it’s also free for personal use. The user can set up keyboard shortcuts and abbreviations as triggers to input specific words and phrases. For example, for transcription work, it’s easy to create an expansion with “i1” as the abbreviation that, when triggered, inputs “Interviewee 1: ”, including the space after the colon, and can be set up to use plain or formatted text. PhraseExpress runs in the background and can easily be opened to make changes to the existing list of abbreviations by clicking on its icon in the taskbar.

But PhraseExpress is much more than a simple text expander. It includes templates that can help the user get started, and there’s a great smart search feature that will launch a search in a number of websites right from wherever you’re editing text. The built-in autocorrect feature will fix any typos and spelling errors very smoothly, and there are boilerplate templates to easily insert dates and times. The latter is a very handy feature that I have combined with an abbreviation so that whenever I type “td”, today’s date is automatically inserted wherever my cursor is. I use this all the time to quickly append the current date to the end of file names before sending them to clients.

Another favorite feature of mine in PhraseExpress is text even with any formatting required. (See Figure 1.) Abbreviations and expansions are set up in seconds, are immediately available in every program, and can be set up to use plain or formatted text.
prediction. The program can be set up to watch what we type and identify frequently used phrases, which are automatically memorized. After using the same string of words a number of times, PhraseExpress will offer them for insertion the next time you start to type the same words.

**Text expansion can be a great productivity boost, and, given that it’s so easy to set up and start using, I believe every language professional can benefit from it.**

PhraseExpress can also keep track of everything that’s saved to the clipboard so you can use it later. This feature must be used with caution, though, as sensitive information will also be saved when enabled.

PhraseExpress is highly customizable, so the user has full control over how, where, and when text will be expanded. For example, I like to keep text expansions off when I’m working in a computer-assisted translation tool that has a great AutoSuggest feature, but I keep them enabled when working on subtitling and transcription programs, where there isn’t much native help in terms of automated text suggestions.

**TextExpander**

https://textexpander.com

TextExpander is a much simpler option than PhraseExpress. It doesn’t have any of the additional features such as autocorrect or clipboard management, but its simplicity may actually be one of its strengths.

TextExpander does one thing and does it very well: it stores and triggers text expansions. Adding new abbreviation + expansion pairs is simple and fast, and expansions are offered with a satisfying sound, which can be disabled if desired. The term used in TextExpander for expansions is snippets. Users can create snippets based on text, images, and links. Text snippets can be plain or formatted. (See Figure 2.) There are a number of customizations, such as hotkeys and triggering options, that are just enough to adapt the program to the user’s preferences without making it overly complicated.

While the program has a free trial, using it beyond the trial period will require a monthly license, which can be purchased for individual users or for teams who can share snippets. This cloud-based feature can be very valuable when working on projects involving multiple people.

Find the Tool that Fits Your Needs

PhraseExpress and TextExpander are only two of many text expansion programs available today, and I hope this short overview inspires you to research all the options and find the one that best suits your needs.

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Remember, if you have any ideas and/or suggestions regarding helpful resources or tools you would like to see featured, please e-mail Jost Zetzsche at jzetzsche@internationalwriters.com.
The member-exclusive, ATA-endorsed Professional Liability Insurance Program protects translators and interpreters against claims-related errors, omissions, and/or negligence arising from their professional services. This comprehensive solution, commonly known as errors and omissions liability insurance (E&O), covers defense costs and settlements and provides a valuable layer of additional coverage that includes:

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Demystifying ATA’s Certification Exam: Better Off “Literal” or “Free”?

A common misconception about ATA’s certification exam is that candidates must translate literally or word-for-word to be successful. Even those who aren’t susceptible to this myth might wonder how much latitude they have when translating a given text. This column will clarify the difference between an excessively literal translation and a precisely accurate one, and between an overly free translation and an idiomatic one.

What Makes a Translation “Good”? Theories about what makes a good translation have evolved tremendously over the centuries, bouncing back and forth between strict adherence to the source-language structure, especially in sacred texts, and a sense-for-sense approach that paid more attention to usability in the target language. In her 1997 book *Meaning-Based Translation: A Guide to Cross-Language Equivalence*, Mildred Larson, an international translation consultant and international coordinator for academic publications, represents translation styles along a continuum with several gradations. Her ideal target text is an “idiomatic translation,” defined as one that makes “every effort to communicate the meaning of the source language text in the natural forms of the receptor language”¹ (See Figure 1 on page 37.)

The notion of a continuum is important because it implies there’s room for flexibility, depending on the text type and the purpose of the translation. ATA certification exam passages tend to be drawn from periodicals, textbooks, or reports published by governments and think tanks. They’re factual in nature and occasionally persuasive, so they should be translated idiomatically but also precisely, with no omissions or additions of meaning.

How do you know what the graders for ATA’s Certification Program will consider “too literal” or “too free”? The descriptions of error categories, available online, provide some helpful clarification.² The two most pertinent error types for this discussion are faithfulness and literalness:

**Faithfulness (F):** A faithfulness error occurs when the target text doesn’t respect the meaning of the source text as much as possible. Candidates are asked to translate the meaning and intent of the source text, not to rewrite or improve upon it. The grader will carefully compare the translation to the source text. If a “creative” rendition changes the meaning, an error will be marked. If recasting a sentence or paragraph—i.e., altering the order of its major elements—destroys the flow, changes the emphasis, or obscures...
the author’s intent, an error may be marked.

**Literalness (L):** A literalness error occurs when a translation that follows the source text word for word results in an awkward and/or unidiomatic rendition (e.g., “reductions of taxes of income” instead of “income tax reductions”).

Word-for-word renditions can also obscure the meaning of common expressions (e.g., if “next best option” is translated as “subsequent best option”). Another source of “literalisms” are false cognates that occur in related languages—e.g., French *actuellement*, which could be mistranslated as “actually” (ATA classifies the latter as a faux ami error).

**Examples**

Here are some examples of these two error types provided by Certification Program graders as part of required grader training.

**Faithfulness Errors**

In a text about right-wing extremism in Europe:

- **German into English:**
  
  *Die Antirassismus–

  *Strafnorm entspricht einer Erwartungshaltung der Gesellschaft, die besagt, dass Menschen nicht diskriminiert werden sollen.*

  - **Modified Literal Translation (Acceptable):**
    
    In effect, the antiracism law sets forth society’s expectation that people should not be discriminated against.

  - **Acceptable Idiomatic Translation:**
    
    In effect, the antiracism law sets forth society’s expectation that people should be treated fairly.

  - **Unacceptable “Too Free” Translation:**
    
    In effect, the antiracism law sets forth society’s expectation that affirmative action policies should be implemented.

In a text about tax policy:

- **Spanish into English:**
  
  *El Servicio de Administración Tributaria ha detectado anomalías en su situación fiscal.*

  - **Modified Literal Translation (Acceptable):**
    
    The Tax Administration Service has detected irregularities in your fiscal situation.

  - **Acceptable Idiomatic Translation:**
    
    The Tax Administration Service has found irregularities in your tax position.

  - **Unacceptable “Too Free” Translation:**
    
    The IRS has found evidence of fraud in your tax return.

**Literalness Errors**

In a text about satellites:

- **English into Croatian:**
  
  *Space officials say a satellite plunged into the Pacific.*

  - **Erroneous Literal Translation:**
    
    *Svemirski službenici kažu da je satelit pao u Tihi ocean.*

  - **Back-Translation:**
    
    Officials from space say that a satellite plunged into the Pacific Ocean.

In a text about Japan:

- **Japanese into English:**
  
  *日本は長い間、外国に侵略された経験がない。いわば温室育ちである。*

  - **Erroneous Literal Translation:**
    
    Japan had not experienced foreign invasion for a long period. It was, so to speak, raised in a warm room.
**Acceptable Idiomatic Translation: Japan had not experienced foreign invasion for a long period. It was, so to speak, a hothouse flower.**

**Translations Don’t Have to Be Perfect**

Although there’s no clear-cut answer to the “literal” vs. “free” question, we hope that the examples here give a general idea of what ATA graders look for in a successful translation. To clarify doubts, try asking these questions each time a decision must be made:

*If I translated this term or phrase word for word...*

- would every element of meaning be retained?
- would the reader understand the meaning, with all its nuances?
- would the translation read naturally in the target language?

*If I proposed a “free” or “idiomatic” alternative, would it...*

- retain every element of meaning in the source language?
- introduce additional elements of meaning not present in the source text?
- retain the style and tone of the source text?

One important point is that as the translator you’re not the author of the passage, so it’s not incumbent upon you to improve the writing. Also remember that you don’t need to agonize over every translation decision. A phrase that sounds awkward but maintains the original meaning will be penalized only one or two points (if at all). Focus on key terms (especially repeated ones) and lines of argument. Overall, remember that a passing translation is competent but not perfect. Good luck!

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**NOTES**


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Have questions? Then why not get in touch:

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