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Features

What Translation Companies Need from Translators
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Freelance translators should know what translation companies expect of them. At the ATA Annual Conference in Orlando, a panel of four translation company owners and managers discussed what they want from translators and how translators should evaluate the business relationship.

Preaching What We Practice: Professional Translator Training at Kent State University
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Teacher Education for the Interpretation and Translation Classroom
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As the demand for skilled translators and interpreters continues to rise, so will the demand for graduates who have been thoroughly taught—and so will the demand for outstanding teachers. The Monterey Institute of International Studies Graduate School of Translation and Interpretation plans to launch a certificate course to help meet that demand.

Interpretation Pedagogy: A Bridge Long Overdue
By Claudia Angelelli ................................................... 40

The nature of the field of translation and interpretation studies suggests a puzzle formed by interdisciplinary field pieces such as cross-cultural communication, sociology, anthropology, sociolinguistics, bilingualism, second language acquisition, cognitive psychology, and social psychology, among others. However, the bulk of literature and research on the aptitudes, pedagogy, and assessment of interpreters remains in the hands of experts in the field, increasing the risk of not having an interdisciplinary approach. This review of the literature, though limited in scope, suggests a need for more interdisciplinary work in order to open a closed circle and foster a deeper understanding of the development of professionals by moving out of the “sink or swim” methodology.

Internships: Bridging the Gap from the Classroom to the Real World
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According to Marian Greenfield, who served as moderator, this ATA conference session’s purpose was to “get everyone talking to each other.” By “everyone,” she meant educators whose translation and interpretation programs offer internships, firms and institutions sponsoring internships, and students seeking internships. In this article, you will find specific information about several translation internships and read participants’ comments on these programs. After reading it, you will have a better idea of the range of translation and interpretation internships currently being offered.
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**Editorial Guidelines**
1. Articles (see length specifications below) are due the first of the month, two months prior to the month of publication (i.e., June 1 for August issue).
2. Articles should not exceed 3,000 words. Articles containing words or phrases in non-European writing systems (e.g., Japanese, Arabic) should be submitted by mail and fax.
3. Include your fax, phone, and e-mail on the first page.
4. Include a brief abstract (three sentences maximum) emphasizing the most salient points of your article. The abstract will be included in the table of contents.
5. Include a brief biography (three sentences maximum) along with a picture (color or B/W). Please be sure to specify if you would like your photo returned.
6. In addition to a hard copy version of the article, please submit an electronic version either on disk or through e-mail (Jeff@atanet.org).
7. Texts should be formatted for Word, Wordperfect 8.0, or Wordperfect 5.1 (DOS version).
8. All articles are subject to editing for grammar, style, punctuation, and space limitations.
9. A proof will be sent to you for review prior to publication.

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**Standard Length**
Letters to the editor: 350 words; Opinion/Editorial: 300-600 words; Feature Articles: 750-3,000 words; Columns: 400-1,000 words

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The New Zealand Society of Translators and Interpreters: A Catalyst for the Profession
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Reclaiming a Literary Voice: Translation and Repatriation of Maya Literature
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Once a literary work enters the canon, it cannot be touched. However, for reasons that are far from clear, each new generation of readers demands a fresh translation. Seamus Heaney’s discussion of his new verse translation of Beowulf sheds light on the phenomenon.

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tions in R&D and regulatory affairs at Abbott Laboratories, a major worldwide healthcare products manufacturer. He has conducted business in Mexico, Europe, Japan, and Africa, and has studied Mexico and its language and culture for over 35 years. He can be reached at derick@rosadobonewitz.com.

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Continued on p. 11
The Board meeting at the ATA Annual Conference is a little different from other Board meetings because it is a half-day shorter and almost always involves a changing of the guard. This year the terms were up for Directors Jo Anne Engelbert, Alan Melby, and Izumi Suzuki. Jo Anne served the maximum two terms, and Izumi decided not to run again in order to serve as administrator of the Japanese Language Division. Alan ran again and was re-elected. In addition, Marian Greenfield and Ines Swaney were elected to serve three-year terms. Beatriz Bonnet was elected to serve a one-year term. I would also like to thank and recognize the other candidates for the Board: Rogelio Camacho, Jonathan Hine, and Gang Li.

Budget. ATA Treasurer Eric McMillan explained the budget process for 2001. The budget is usually approved at the Board meeting at the conference; however, this year’s early conference would have forced us to use less complete data in our projections. Once the Board reviews and approves the budget, a summary of it will be published in the Chronicle.

Divisions. The Board approved the establishment of the Chinese Language Division. Frank Mou will serve as the administrator and Yuanxi Ma will serve as the acting assistant administrator. In addition, the Board approved the appointment of Nora Favorov as administrator of the Slavic Languages Division following the resignations of the former administrator and assistant administrator.

Professional Development. The Board approved a proposal to do a financial translation seminar in New York City, May 18-20, 2001. The seminar is being chaired by ATA Director and Professional Development Committee Chair Marian Greenfield. More information on this seminar will be published in the Chronicle and posted on the ATA Website, www.atanet.org, as it becomes available.

Accreditation. The Board discussed the recommendations made in the Hamm Report on the accreditation program in an effort to prioritize them. The discussion was led by ATA Accreditation Committee Chair Shuckran Kamal. The Board also heard from ATA President Ann Macfarlane on her session with Kamal and Accreditation Committee Deputy Chair Celia Bohannon discussing the Hamm recommendations with

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ATA to Offer Financial Translation Conference
May 18-20, 2001

ATA will conduct a financial translation conference in New York City, May 18-20, 2001. The seminar, which will be hosted by the New York University School of Continuing and Professional Studies’ Translation Studies Program, will feature some general financial translation sessions in English and some specialized language-specific sessions. The sessions will be given by some of the highest caliber translators working in the financial industry worldwide.

More information will be published in the Chronicle and on the ATA Website as it becomes available. If you are interested in serving on the organizing committee, please contact ATA Director and Professional Development Committee Chair Marian Greenfield at (212) 235-2752 or msgreenfield@compuserve.com.

If you are interested in sponsorship opportunities, please contact Kevin Hendzel at (703) 516-9266 or KHendzel@asetquality.com. (Eriksen Translation has already signed on as a Platinum-level sponsor.) The conference co-organizers are Marian Greenfield and Lorena Terando. Mark your calendar now to attend this valuable professional development opportunity.

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Life Begins at Forty

Remarks as prepared for delivery at the Opening Ceremony of the 41st Annual Conference of the American Translators Association, September 21, 2000, Orlando, Florida.

I would like to begin with a personal anecdote. When I was a girl of 11 or 12, I loved visiting my grandparents’ house. We would drive the 12 miles from Petaluma to Sonoma, across the rolling California hills, and I would spend the night. I always stayed up later than I was supposed to reading books pulled from their shelves. Some of them have remained my favorites. But there was one book I never picked up. It was obviously a fantasy. It was called Life Begins at Forty.

“Life Begins at Forty!” Life begins at 16, when you get your driver’s license, or 18, when you leave home for college, or at 21, when you can buy your own drinks. But 40?!! Why, my grandparents must have been 40! I was certainly never going to have to worry about being that age.

Well, the fact of the matter is, I am 40. In fact, I’m more than 40. In fact, when I look at 40-year-olds today, they seem to me to be a little...wet behind the ears, a little immature, if you know what I mean. But our association turned 40 this last year, and looking at where the ATA is today, I think I can see signs of the maturity, the vigor, and the vitality that the authors were referring to in their book. (If I’d ever read it.) Let me give you a few examples.

We are a mature organization today because we can agree to disagree. Recently, a number of our members had some serious concerns centered on the association’s practice of giving sittings for the accreditation examination overseas. The Board studied the matter carefully. We held a forum at last year’s conference, and it was clear that there was no consensus. So we commissioned a survey, and received a 25 percent response. It was an astounding response rate, unprecedented, and we are very grateful to all of you who took the time to give us your input. Even more astounding, however, was the fact that the responses were divided 50/50 on whether to continue the sittings. The Board therefore had the responsibility of making a decision, and we decided to resume sittings as had been done previously.

Some people agreed with this decision, and some people didn’t. What was great, however, was the feedback we received telling us how much the members appreciated the process we had followed. My father had a saying, which I modify slightly for the present times: gentlemen of good will can disagree, and ladies, too. We are a mature organization because we can hold differing opinions and still be civil to each other. We can agree to disagree.

Second, we are a mature organization because we include an incredible variety of moving parts.

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<td>Marian Greenfield 315</td>
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<td>Ines Swaney 290</td>
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<td>Jonathan Hine 249</td>
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<td>Gang Li 174</td>
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<td>Rogelio Camacho 130</td>
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The three directors elected for three-year terms are: Melby, Greenfield, and Swaney.
With the events of this year’s conference, we will have 13 divisions, including our very newest, the Chinese Language Division. The Portuguese Language Division and the Translation Company Division held highly successful spring conferences this year. Our divisions continue to arrange splendid educational sessions at the conference, and to publish fascinating newsletters. I read them all: Intercambios, Interaktiv, À-propos, and the Slavfile. The Italian Language Division has just published a beautiful newsletter online.

We have 10 chapters. The Florida Chapter of ATA (FLATA), our host chapter, and the Carolina Association of Translators and Interpreters both had excellent regional conferences this year. ATA representatives were there to celebrate 20-year anniversaries with the National Capital Area Chapter of ATA and the Northeast Ohio Translators Association. The Southern California Area Translators and Interpreters Association put on a first-rate event this July, and they will be our hosts next year in Los Angeles. The Northern California Translators Association just held a trade fair—another model of innovation. The Mid-America Chapter of the ATA, who held a conference this year, will be co-hosting with the Nordic Division the “WisConference” in April of 2001. The Atlanta Association of Interpreters and Translators will host the ATA conference in 2002. From our most venerable chapter, the New York Circle of Translators, to our newest, my own Northwest Translators and Interpreters Association—plus our affiliates in Michigan and Utah—chapters and regional groups are “where the action is.” Other groups who are not affiliated with the ATA also share their newsletters through our Newsletter Exchange Group. I thank all of you in chapters, affiliates, and other groups for all you do for our profession.

Third, we are a mature organization because we can let go of something we love. This year, the Sci-Tech Division was dissolved. This was the oldest of our divisions, and it was not an easy thing to say that its time was over. I salute all the volunteers who gave so much to this division, and who were able, when necessary, to say goodbye. The work of the division will continue through the Science and Technology Information Committee.

Fourth, we are a mature organization because we honor our past. We have at this conference many past presidents: Henry Fischbach, Edith Losa, Peter Krawutschke, and Muriel Jérôme-O’Keefle. We have our newest honorary member, Don Cyril Gorham (though he is not our youngest!), and our charter and honorary member Henry Fischbach. It is a pleasure to acknowledge honorary member Alison Bertsche, whose late husband Bill served as ATA president and also did so much for the accreditation program. Honorary member Rosemary Malia is here, who for years was our entire Headquarters staff. When you wrote to Headquarters for a brochure or guidance, Rosemary was the one who replied. I would like to ask all past presidents and honorary members to stand and be recognized, please.

Fifth, we are a mature organization because we care for our future. This conference provides a grand array of in-depth educational sessions. Conference Organizer Tom West has done a splendid job of selecting speakers for you. In fact, he’s done a better job than his predecessor! (I’m entitled to say that because I am his predecessor!) I would like to thank all of you who so generously have volunteered your time and energy to present sessions here in Orlando. You offer a great gift to all your colleagues.

In addition to the conference, we are committed to other modes of educating our members. At our spring meeting, the Board determined that continuing education, both in traditional modes and through distance learning, was one of two vital foci for the ATA. We are offering seed money to help chapters bring in speakers from our Distinguished Speakers List, and we are helping out with regional conferences throughout the country. The Board is committed to bringing educational opportunities to our members, recognizing that this is vital for the ATA’s future. We care for our future.

Sixth, we are a mature and vital organization because we take care of business. We have in our online Translation Service Directories some really first-rate marketing tools for our members, and they are increasing their usefulness every day. The Board has determined that it is appropriate to develop a program of “targeted marketing” of member services and our directories, and we’ll tell you more about that tomorrow. We have a brand-new pension plan for our members, in addition to the expanded health, disability, professional liability, and business owners’ insurance. We are indeed taking care of business.

Seventh, we are a mature organization because we give back to the community. At noon today, we will present to a representative of the Everglades National Park a pro bono translation done by our members as a gift to bring knowledge about the Everglades to those who don’t read English. I know that many of our members are involved in pro bono work at all levels, and I honor you for it.

Eighth, we are a mature organization because we look beyond ourselves. We are deeply involved in the Fédération Internationale des Traducteurs (FIT), the international association of national associations. We are supporting FIT through the work of our representative, Peter Krawutschke, who serves as Secretary General. I also had the privilege of attending the International Japanese/English Translation Conference in Kyoto, Japan, this spring to support our Japanese Language Division, that does such inspiring work for its members. Our profession knows no boundaries, and I want to say a special word of welcome to all

Continued on p. 10
From the President

members of the ATA who have come from outside the United States. Thank you also to all guests who are here. You enrich us by your participation, and I hope that you, in turn, will feel enriched by this conference.

Ninth, we are a mature organization because we know how to have fun. This Friday, the Literary Division, whose newsletter Source is the source of so much inspiration to those who care for literature, will host its “after-hours cafe” for those who love poetry and fine readings. If your taste runs more to salsa and merengue, there is the “Fun Farra,” sponsored by the Portuguese and Spanish Language Divisions and FLATA, that will give you a great chance to dance. Our Interpreters Division, in addition to doing so much for the profession of interpretation over the years, is also sponsoring balloon rides! And divisions and chapters have their own special events planned. This is a chance for all of us to enjoy ourselves.

Finally, we are a mature and vital organization because we know how to respond to feedback. Life, after all, is a feedback loop. You have on your chairs a particularly good example of feedback. We have some intrepid members who have constituted themselves a “rapid response team,” ready to correct idiocies in the public presses about translation and interpretation. Last January, a number of them pointed out that the President’s State of the Union address contained a nonsensical statement about machine interpretation. The letter you see was the result of their concern. We have even received a reply from the President, printed on the other side. This is the first time that the American Translators Association has been recognized by the White House. I have half a dozen more examples for you of feedback, but I’ll save them for tomorrow. I have been running on and on here, and I still haven’t finished telling you everything that we’re up to. Come tomorrow at 8:30 and hear what our committee chairs have to tell you about their activities. There is even more to know.

I began these remarks with one cliche, “life beings at 40.” I would like to close with another. It is because you, the members, are involved and are sharing with us your thoughts, observations, and concerns, that we are able to move forward to meet the challenges before us. We are committed to responding to your feedback. It is your involvement that gives us the vigor and the vitality I have described in these remarks. I ask for your help, as committed members, to ensure that these coming years are, for the American Translators Association, “the best years of our lives.”

Call for Papers

Vol. XII of the American Translators Association Scholarly Monograph Series

“Beyond the Ivory Tower: Rethinking Translation Pedagogy”

This volume will explore how translation pedagogy has been influenced by (1) new methods in foreign-language pedagogy, (2) pedagogical initiatives developed in various applied disciplines, (3) changes in the rapidly expanding language industry, and (4) the advent of new technologies for use in both the classroom and the workplace. Teachers of translation are responding with a pedagogy that addresses not only the acquisition of new practical capabilities, but the ability to reconceptualize the translator’s task and the function of the individual translator.

Contributions are invited on translation pedagogy in connection with any of these four areas. Abstracts are due by January 15, 2001. Final manuscripts of accepted contributions will be due May 15, 2001. Projected date of publication is Spring 2002. The language of the volume will be English. Contributors should specify the area in which they wish to contribute, as follows:

(1) new methods in foreign-language pedagogy (communicative approach, task-based/content-based instruction, language for special purposes, etc.)
(2) pedagogical initiatives in applied disciplines (psychological approaches, cognitive models, think-aloud protocols, knowledge organization, etc.)
(3) changes in the language industry (corpus linguistics, terminology management, project management, localization/globalization, quality assurance/assessment, etc.)
(4) new technologies in the classroom and the workplace (theory and technology, terminology management, software localization, computer-aided translation, machine translation, etc.)

Send 250-300 word abstracts with descriptive title by January 15, 2001, to:

By mail: Geoffrey S. Koby – “Beyond the Ivory Tower”
Modern & Classical Language Studies
Satterfield Hall 109
Kent State University
Kent, OH 44242 USA

By e-mail: gkoby@kent.edu
About Our Authors Continued from p. 6

published in 1996. She is an active member of the International Association of Conference Interpreters and an associate member of the London Institute of Linguists. She can be reached at jharmer@miis.edu.

Susan Giersbach Rascón is an ATA-accredited (Spanish-English) translator and an assistant professor in the Department of Spanish and Portuguese at the University of Wisconsin-Milwaukee, where she also teaches in the Graduate Certificate Program in Translation. An attorney who represented Central American refugees in immigration courts in the U.S. in the 1980s, she has translated works by several Central American authors. Her published translations include A Shot in the Cathedral, The Tree of Life: Stories of Civil War, and Odyssey to the North (all by Mario Bencastro), and Return of the Maya by Gaspar Pedro González. She can be reached at srascon@dotnet.com or srascon@uwm.edu.

Beacons 7: Call for Manuscripts

The seventh issue of Beacons, a periodical of literary translations published annually by ATA’s Literary Division, will appear in 2001 under the editorship of Alexis Levitin (also editor of Beacons 2). Works translated may be fiction, poetry, drama, or essay. Manuscripts should not exceed 15 pages. Submissions from any source language are eligible, but translations must be in English. Works from lesser-known languages, especially non-European ones, are highly encouraged.

All submissions must be accompanied by a copy of the original and by a statement of permission from the holder of the foreign rights. No e-mail submissions will be considered. Those whose manuscripts are accepted may be asked to submit a copy on diskette. The deadline is March 1, 2001. For further information, please contact: Alexis Levitin, Department of English, SUNY-Plattsburgh, NY 12901; alexis.levitin@plattsburgh.edu.

Moving

Send us your new address!
ATA ACTIVITIES

Accreditation
• Exam sittings were held in San Francisco, California; New York, New York; and Madrid, Spain.
• An exam sitting has been added in Toronto, Canada.

Membership
• ATA has 7,693 members as of October 31. This is seven percent ahead of last year at this time.

Professional Development
• ATA is in the preliminary stages of setting up a financial translation seminar in New York City in May 2001.

Public Relations
• ATA was featured in PC Magazine, October 17, 2000. Here is the excerpt that mentions ATA. Under “Sitefinder and Links, Going Global.... For heavy-duty needs, or for help in a less-common language (say Afrikaans or Cambodian), head to a professional. The American Translators Association (www.americantranslators.org/bd_listings) offers a database of over 3,800 translators and interpreters. You can specify the language as well as area of expertise, such as medicine or electronics. For each match, the site gives you contact and other professional information…”
• Translation, interpretation, and ATA were featured in the Houston Chronicle.
• ATA Executive Director Walter Bacak worked with writers/editors from the Cleveland Plain Dealer, The Balti-

Fun-Farra Fun for All
For those ATA Annual Conference attendees who have never been to the Brazilian parties or to the latest Fun-Farra in Orlando, you don’t know what you missed!
My first experience with the Brazilian parties was in Colorado Springs, when a rush of excitement crossed all language barriers as translators braced themselves for a night of dancing spontaneously organized by the Brazilians. What a fun time we had!

But this year’s Fun-Farra in Orlando was the best! Fun-Farra was a “Night of Fun with Latin and Brazilian Dance Music.” The music was superb: a great mix of different Latin rhythms and very “danceable” tunes. The highlights of this well-organized event were incredible salsa, merengue, samba, and tango demonstrations.
Thank you so much to Alzi Platts (a freelance translator) from Ganz Entertainment and her son Jeffrey (the DJ, a.k.a Funky J) from Funky J Productions, and the sponsors: the Florida Chapter of ATA, the ATA Spanish Language Division, the ATA Portuguese Language Division, Adams Translation Services, ASET Translation Services, Comprehensive Language Center, Paragon Language Services, Techno-Graphics & Translations, Sci-Tech Translations, and all the great volunteers who worked so hard to make this the best event ever! The camaraderie and fun shared by all colleagues, regardless of age, language, or nationality on the dance floor made it a memorable conference experience. It’s a great opportunity to be able to see people in a different light showing the spirit of fun and friendship.

Next time you are at the conference, look for the Fun-Farra party. You definitely won’t be able to resist the urge to dance, let loose, and have fun!

Lilian N. Van Vranken
Englewood, Colorado
lvv@mindspring.com

Case Study Research Project
Attention: NATO or United Nations Translators or Interpreters
If you served as a translator or interpreter with NATO or United Nations forces in the Balkans any time from 1995 to the present, please contact Robert Burgener by e-mail at internectr@hotmail.com or by mail at 13013 Narada Street, Rockville, Maryland 20853. You will be asked to complete a short survey pertaining to your experiences before, during, and after your deployment as part of a larger research project supervised by the Center for the Study of Mind and Human Interaction at the University of Virginia, Charlottesville.

LETTER TO THE EDITOR

Fun-Farra Fun for All
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My first experience with the Brazilian parties was in Colorado Springs, when a rush of excitement crossed all language barriers as translators braced themselves for a night of dancing spontaneously organized by the Brazilians. What a fun time we had!

Being from Argentina, I’ve been to Brazil a few times and admire the Brazilians’ spirit of fun. Needless to say, I was completely hooked on these ATA conference dances, and really looked forward to these social events.

But this year’s Fun-Farra in Orlando was the best! Fun-Farra was a “Night of Fun with Latin and Brazilian Dance Music.” The music was superb: a great mix of different Latin rhythms and very “danceable” tunes. The highlights of this well-organized event were incredible salsa, merengue, samba, and tango demonstrations.
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TRADOS Workshops

TRADOS Corporation offers one-day training workshops each month for Translator’s Workbench, MultiTerm, and WinAlign at its site at 113 S. Columbus Street, Alexandria, Virginia. Attendance is limited. For more information, contact: Tel: (703) 683-6900; Fax: (703) 683-9457; E-mail: eva@trados.com or www.trados.com.

Society for Technical Communication 48th Annual Conference
May 13-16, 2001
Chicago Hyatt Regency • Chicago, Illinois

The Society for Technical Communication will hold its 48th Annual Conference at the Chicago Hyatt Regency in Chicago, Illinois, May 13-16, 2001. The conference will feature more than 250 technical sessions covering technical writing, editing, management, Web page design, multimedia, and other subjects of interest to technical communicators. For more information, please visit the STC office Website at www.stc-va.org (from the main page, select “What’s New”). The site also contains a recap of STC’s most recent conference, which will give readers a sense of what the next conference will be like (from the main page, select “Conferences”). Detailed information on the next conference will be posted on the site later this year. For more information about STC, please visit www.stc-va.org or call (703) 522-4114.

Call for Papers: Canadian Association of Translation Studies 14th Annual Congress
May 26-28, 2001
Université Laval • Quebec City, Quebec, Canada

The theme of the conference will be “Translation and Censorship.” For more information, please contact Dr. Denise Merkle at the Université de Moncton, Département de traduction et des langues, Casier 30, Faculté des arts, Moncton (Nouveau-Brunswick) E1C 5E6; Tel: (506) 858-4214; Fax: (506) 858-4166; e-mail: merkled@umoncton.ca; or visit www.uottawa.ca/associations/act-cats/index.htm for more information.

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Thousands of foreign visitors seeking information about Florida’s largest natural tourist attraction, Everglades National Park, will find it easier to read all the information about the Park thanks to a gift from members of the American Translators Association.

The project was undertaken in conjunction with ATA’s Annual Conference, which took place in Orlando, Florida, in September. This is the second year, under the Public Relations Committee, that ATA has coordinated pro-bono translations for public interest projects. Last year, ATA worked with the Scott Joplin Museum in St. Louis.

This year, several ATA members graciously donated their time and expertise to the project of translating the home page of the Everglades Website located at www.nps.gov/ever. The home page has been translated into Dutch, French, German, Italian, Japanese, and Spanish. This will undoubtedly increase the international community’s awareness and interest in the Everglades National Park.

The translators are:
- **Dutch** by Lida Ouwehand
- **French** by Manouche Ragsdale, reviewed by Beatrice Wulfsohn
- **German** by Rudy Kutz, reviewed by Marga Hannon
- **Italian** by Chiara Giacobbe, reviewed by David Jeuda
- **Japanese** by Izumi Suzuki
- **Spanish** by Ana Harvey, reviewed by David Jeuda

ATA wishes to sincerely thank all of the above translators for their time and effort in providing translations, which, no doubt, will serve to enhance the international public interest in this natural wonder.

ATA Public Relations Committee Chair Manouche Ragsdale coordinated the project with assistance from former ATA Director Jo Anne Engelbert.

The following letter to ATA President Ann G. Macfarlane is from Lawrence Belli, acting superintendent, Everglades National Park, U.S. Department of the Interior, Homestead, Florida:

Everglades National Park extends a special thank you to the American Translators Association for the translations of the Park’s Internet home page into French, Dutch, German, Italian, Japanese, and Spanish. We have recognized the need for several years, but could not accomplish the work without professional assistance. The translated information, prepared by ATA members Manouche Ragsdale, Lida Ouwehand, Rudy Kutz, Marga Hannon, Chiara Giacobbe, Izumi Suzuki, Ana Harvey, Beatrice Wulfsohn, and David Jeuda will be greatly appreciated by our Internet visitors from around the globe. Everglades National Park is known worldwide as a unique place and has been recognized with three international designations. It has been designated as a World Heritage Site, an International Biosphere Reserve, and a Wetland of International Importance. Approximately 25 percent of our annual visitors come from countries outside the U.S. Providing information on the Internet in the languages representing the majority of our international visitors, greatly enhances our ability to convey information about the National Park’s significance, to provide general information to people planning trips to the Park, and to reach students undertaking studies of the Everglades.

It was a pleasure for my staff to work with the ATA members who voluntarily undertook the translation project. We are grateful for the donation of their time and expertise.
It’s A Small World After All

ATA’s 41st Annual Conference

The Wyndham Palace Resort and Spa and its location within the Walt Disney World Resort provided the perfect multicultural venue for this year’s conference.

Mickey Mouse extends a special welcome to our guests.

 unless otherwise noted, all photos were taken by Audrey Moya.

Nancy Luetzow provided the entertainment at the Opening Session with her versions of well-known Disney standards, which she had translated into various languages.

ATA President Ann Macfarlane and Conference Organizer and President-Elect Tom West welcome participants.
Mixing business with pleasure: Participants found time in their busy schedules to catch up with colleagues. The Welcome Reception provided just such an opportunity.

Fifty companies exhibited their services throughout the conference.
Attendees had to choose (a very difficult task) between a number of outstanding educational sessions. The variety of subjects ensured that there was truly something for everyone.
The conference ended on a high note with the Closing Banquet and Dance.
Music and Dance: The Language of the Heart

By Alzi Platts

All year long we sit at our computers, chugging out nouns, images, verbs. Our closest friends are our dictionaries, grammar books, yellow highlighters, and our always-welcomed conversations with our friends and colleagues. At times we envy the idea of a “regular” job—a cubicle, water cooler gossip, and daily interaction with real, live people.

...It’s amazing how music has such power to elevate people to new states...

The beat of the drum, the poetry of the lyrics, the singing of the horns—they all allow us to be a little bit (or a lot) happier and alive than we were just seconds before. And when we start to shake, hop, and groove, then the emotions really start flying!

Since we are talking to linguists, it is appropriate to explain the meaning and “translate” the word Fun-Farra. Fun-Farra is a combination of the English word “fun,” which means a source of enjoyment, pleasure, and amusement (frequently involving a playful, noisy activity), and the Portuguese and Spanish word “farra,” which means spree, revelry, or folly. The term has been used to promote Brazilian and Latin music and dance events by Ganzá Entertainment.

We want to thank our sponsors, without whom this event would not have been possible: the Florida Chapter of ATA, ATA Spanish Language Division, ATA Portuguese Language Division, Adams Translation Services, Comprehensive Language Center, Paragon Language Services, Techno-Graphics & Translations, Sci-Tech Translations, and all our colleagues and volunteers who helped make this party a success. A special thank you goes to Ann Macfarlane, Tom West, and Walter Bacak for agreeing that we translators also need to have fun.

When we meet only once a year, we need to make sure we’re “lucky” and that the time we spend together is happy, vivacious, and memorable. And it looks like this year we kept the momentum going.

We were honored to be able to share with all of you again in this celebration of music and dance, even if for just one night. And thank you to all the FUN-FARRISTAS who made this event an unforgettable one.

Alzi Platts
Brazilian Portuguese Translator
Sci-Tech Translations & Ganzá Entertainment
East Hartford, Connecticut
alziplatts@att.net

Jeffrey Adrian Oliveira Platts
Funky J Productions
Washington, DC
jeffreyadrian@yahoo.com

Fun-Farra™ is a service mark of Ganzá Entertainment. (Registered trademark pending).
Ah! Tango!

Top right: Alzi Platts and DJ Funky J.
Above: DJ Funky J teaching his own choreography of Brazilian axé music.
To the left: Sam Ray, from the Sam Ray Dance Company in Boston, gives some dancing lessons.

Below right: Diego and Ana, from Tango Fever.

Photos by Ganzá Entertainment
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At the recent ATA Annual Conference in Orlando, a panel of translation company owners and managers offered their views on how translators can build their practices. The presentation, which was organized by the ATA Translation Company Division, was attended by an estimated 180 people.

The opening theme, presented by moderator Adrian Spidle, owner of Adaptive Language Resources in Watertown, Massachusetts, was that translation companies (TCs) often need freelance translators to do heroic work; to help the TC meet a client’s needs under sometimes difficult circumstances. This point was reiterated several times during the session. TCs and freelancers alike shouldn’t expect much credit for meeting routine expectations. It is the extraordinary achievements, those that surprise and delight the client, that make a real difference and build one’s reputation.

Jeffrey Hoffmann, vice-president and co-founder of GlobalDoc, Inc. in Atlanta, Georgia, expanded on the subject of expectations by suggesting that effective teamwork among the client, TC, and the freelancer cannot be achieved without clear, mutually agreed upon expectations. Hoffmann explained that a written agreement to job specifications between the TC and client is of obvious value. Therefore, a similar agreement between the TC and the freelance translator should also be prepared. This agreement could even take the form of a signed purchase order issued to the translator.

Hoffmann stated that exactitude is the key to meaningful specifications. For example, the purchase order should specify not only the date a project is due, but also the time of day it is due, and even the time zone that applies. He also recommended that a company’s general expectations, those that apply to all projects, be sent to the translator along with the company’s confidentiality agreement. (Further discussion of Hoffmann’s recommendations appeared in his article, “Professional Expectations: Perspectives from Both Translation Companies and Independent Translators,” in the September issue of the Chronicle.)

Amanda Ennis, who has worked for a translation company as a project manager and who is now a freelance technical and medical translator in Kent, Ohio, offered this practical advice to freelance translators: “Be available!” She recommended having a separate telephone line for business calls and voicemail so your callers can leave a message. She urged translators to recognize that project management is a stressful occupation and that you, the freelancer, will not know of everything the project manager (PM) is having to deal with at any given moment. If the PM is terse with you, be understanding and don’t take it personally.

Ennis also stressed the importance of recognizing the possibility that the jobs the PM discusses with you may fall through at the last minute. You’re free to accept other work if you don’t have a signed commitment from the TC, but be sure not to leave the impression that you’re keeping your schedule open if you are not. And, she said, avoid the “Never Say No Syndrome” that causes many independent contractors to accept more work than they can properly handle. Saying “no” politely and with confidence in your abilities and your limitations will gain you respect from TCs.

With regard to payment, several speakers urged translators to bill the TC promptly, ideally on the day the job is delivered. Be polite and understanding, because mistakes and confusion do happen unintentionally. Being confrontational from the outset may only ensure that you never get called again. Always be courteous and professional. Ennis also cautioned against “putting yourself on sale” by accepting a job at any price. Such a policy can make you look desperate for work and suggest to the TC that you cannot properly assess its value. A fixed rate schedule is best, Ennis said, and you can have some

...translation companies often need translators to do heroic work; to help meet a client’s needs under sometimes difficult circumstances...

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What Translation Companies Need Continued

flexibility in your rates by offering discounts for high volume and assessing surcharges for rush work. When a company asks for your rates, say you will e-mail your complete schedule. This looks very professional and establishes your terms up front.

Ennis concluded her presentation by saying that, contrary to common belief, freelance translators do have power. After all, PMs need qualified and reliable freelance translators, so a translator is not compelled to tolerate any rate, behavior, terms of payment, or working conditions that are not acceptable. In short, Ennis said, if you act like a person who deserves to be treated with respect, respect is probably what you will get.

At this point I continued the discussion by urging translators to examine their relationships with TCs in order to determine whether there is a mutually acceptable basis for doing business. Many factors may figure in this assessment, but in all successful relationships there must be trust and two-way communication where both parties are good listeners. (I have been influenced in my thinking on this subject by the author Jacques Werth whose book, High Probability Selling, extensively develops this concept.) Just as TCs must decide whether it makes sense to work for and develop a relationship with a client, so must independent contractors decide whether to start and grow a relationship with a TC. If there is not a mutual basis for doing business, then attempting to do business will surely be rough going indeed. But, where there is mutual commitment, each of the parties will be willing, even eager, to work hard to please the other, and to invest time and effort in the relationship that will flourish over time.

A freelance translator seeking a relationship with a new TC must thoroughly establish his or her qualifications and bona fides. The résumé should document both one’s training and experience. Our company places great store in letters of recommendation attesting to the quality of a translator’s work and service to clients. We encourage translators to include three or four such letters with their résumé. Do not wait to be asked for these or indicate that they will be provided on request.

We also make frequent use of ATA’s online Translation Services Directory, but are often disappointed by the lack of detailed listings. Translators who hope to gain new business through the TSD should carefully examine their posting and augment it if necessary with all significant information from the résumé.

High quality translations are as much about writing well in the target language as they are about understanding the source text. Therefore, astute TCs will scrutinize your written and oral communications for evidence of your language skills, including proper grammar and spelling, and to make sure your communications are clear and logical.

Translators should also have a general idea of the number of words they can translate per day under various circumstances. TCs, like all buyers in a marketplace, will value translators according to the perceived value of their products and services. While the quality of translations is probably the single most important factor in valuing a translator, it is by no means the only factor. Reliability and efficiency are highly valued by TCs, and translators must therefore expect to have to perform in these areas as well.

Because personal computers are now so critical to the industry, translators need to be thoroughly versed in their operation. For example, they should know how to use word processor features such as formatting tables, converting texts to tables and vice versa, counting words, using style sheets, using comments (electronic “sticky notes”), and using revision mode to track changes to a document. Having, and knowing how to use, popular utility programs for data compression and for reading PDF (portable document format) files are also seen as valuable skills by TCs. Be sure you can reliably send, receive, and open file attachments to e-mail messages, and know how to download and upload files from Websites and FTP (file transfer protocol) sites. If you have any doubts, tell the TC you want to test electronic communications in both directions. This will uncover problems early on, and it demonstrates your professionalism and concern for the success of the relationship.

To maintain and grow a relationship with a TC, a translator must always deliver the very best work possible. In our experience, some apparently highly qualified translators have seemed untroubled by returning a literal, word-for-word trans-
Introduction

Dr. Leland D. Wright, Jr.
lw1341204@aol.com

In one episode of the popular TV program “The West Wing,” Sam tells a colleague at the White House that the study of law has nothing to do with the practice of law. In other words, most law students are learning about the law, but few are actually preparing to be lawyers. This cannot be said, however, about the students enrolled in the M.A. translator-training program at Kent State University (KSU). This program is administered by the Institute for Applied Linguistics (IAL) within the Department of Modern and Classical Language Studies. For over 10 years now the IAL has been preparing language specialists to enter the job market as competent and well-trained translators, localizers, terminologists, and project managers in three languages: French, German, and Spanish.

Although English is the target language for nearly all the program’s courses, students come to KSU from all over the world. Besides the U.S., IAL graduates and current students represent over two dozen other nations, including Brazil, China, India, and various African countries. However, all students must have an excellent command of English and at least one of the three source languages. Exchange programs have also been established between the IAL and several European translator-training schools. But all this would not be possible without the support of the university administration and a cadre of dedicated faculty members, all of whom are now or have been practicing translators capable of passing on their expertise and know-how to the IAL's students. In this regard, the KSU-IAL faculty does indeed preach what they practice.

The following sections of this article, each written by a different IAL faculty member, provide an overview of their respective roles within the program. For more information about the KSU-IAL translator-training program, please check our Website at http://appling.kent.edu.

Dr. Françoise Massardier-Kenney
fkenney@kent.edu

Dr. Carol Maier
cmaier@kent.edu

We believe the practice of translation is integrally related to the study of translation and that, conversely, the study of translation is inseparable from the practice of translation. With respect to pedagogy, this means that all the courses we offer are practice-intensive. Texts, whether commercial, legal, medical, scientific, technical, or literary/cultural, are an integral part of the courses. Moreover, the texts that are used are either actual documents that have been translated by professionals or are similar to standard documents requiring translation in the real world.

In order to obtain current and appropriate documents, the faculty relies on their own work and on a network of contacts with a number of businesses, organizations, and loyal former students. However, because students can never be exposed to all possible text types, terminological problems, or all the fields in which they might have to work, we strongly believe that knowledge of the principles underlying competent, consistent translation practice is essential.

...Before our students can practice what we preach, we have to make sure we are preaching what they need to hear...

In addition, the recent and still ongoing information revolution has made it just as important to learn how to gain new skills, learn new programs, and how to evaluate sources as it is to learn how to handle specific documents or existing software. As a result, we emphasize strong research skills. For instance, students must learn how to familiarize themselves very quickly with a new field. How is the knowledge in a specific field organized? What are the most reliable sources of information? Which are the best dictionaries and glossaries? Where can you find standard documents/texts in this field? Who are the experts? And what should a translator do when the field is so new that no dictionaries exist? In this regard, the recent work being done

Continued on p. 26
in library and information science by reference specialists is invaluable for language professionals.

Students must describe the paths they followed in doing their research and present the parallel texts they found. We consider their final translations the product of their work, but we believe that the process must also be documented in order to ensure consistent results. Because of their research skills, students are able to locate actual documents that need to be translated, and in several recent instances the translated documents were published by the time a student’s final project was due.

Similarly, we strongly believe that knowledge of the discipline itself (including familiarity with major texts on translation and the terminology of translation studies) will lead to better practice. In the workshop sessions, students must be able to explain their decisions (the reasons why they chose specific terms, why they kept/changed the source-language sentence structure, the standard features that define the documents with which they worked, etc.). This is done so that when they are on their own, students will be able to make informed choices and avoid errors. However, we know that the students are learning and that they need more time to do their assignments than they would normally have in actual practice. The deadlines we set are definitely not a reflection of what students will encounter in their professional lives, but we believe that speed will come once the research and translation skills they have acquired become second nature. Finally, as scholars of translation and practicing translators, we have seen extraordinary changes in the profession within the last 10 years, and we try to prepare our students for these and future changes.

Dr. Geoffrey S. Koby
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As coordinator of KSU’s Bachelor of Science degree in translation (French, German, Russian, and Spanish), I am responsible for counseling students and advising them about future careers. Besides reassuring them that there is a need for their future services and that machine translation is not imminently prepared to destroy their careers, I always strongly encourage them to go abroad for at least a semester to acquire in-country experience (although I cannot require it). It will come as no surprise that the students who return from a foreign study visit bring with them enhanced abilities to understand texts in their cultural contexts. In addition to their stay abroad, all students are required to study a subject area outside of language/translation and, as their advisor, I guide them into such areas as the sciences, technology, computers, law, and business. As I frequently tell them, “knowledge about language is not enough; you have to know something about something else.”

This advising attitude carries over into my own courses, both in undergraduate translation theory and practice, as well as in graduate courses in commercial/legal translation and localization. While we do use texts as our focus in the courses, classroom time is generally spent in workshopping those texts which come from professional practice (e.g., contracts, other legal documents, financial statements, etc.). All students contribute their solutions to our discussions, since there are many varieties of the “correct” translation. Errors are instructive in that we focus not on “right” and “wrong” answers or translation solutions, but rather on the process that led to the solution, whether correct or not. For example, what background knowledge was missing? Having this knowledge, could the right answer be achieved? Suggestions come from all of the students, and the instructor’s solution is not necessarily assumed to be the best or final one.

As our semester passes, the students gain valuable experience and expand their knowledge base. They acquire critical skills in assessing the usefulness of parallel texts, which are increasingly being obtained from Internet sites. (For instance, is a page that was translated into English a dependable source of English terminology?) Some of this knowledge is documented in terminology files that students can take with them when they graduate and assume positions in industry or become freelancers. In addition, and particularly in our localization classes, students work with the same tools they may be using in the professional world. Here, our focus is not only on learning how a particular set of software tools works, but also—and primarily—on learning the conceptual basis for those tools (e.g., how and why HTML tags are protected, the concepts behind translation memory, etc.).

Preaching What We Practice Continued
Overall, the KSU-IAL curriculum is designed to prepare our students to move seamlessly into the real world, with a broad exposure to actual text types and translation tools. A summer internship between the two years of the graduate program often rounds out their experience.

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In his introduction to *The Translator’s Turn*, Douglas Robinson states with a certain degree of polemical simplification that “it is time to offer translators tools, not rules” (xvi). While Robinson is surely correct to point out the need for tools in performing the translator’s task, he would be hard pressed to find a translation program today that denies its students those tools in favor of hard and fast rules by which to translate texts. KSU’s program certainly does not. Admitting the importance of tools, however, does not mean that we can simply provide our students with tools and then unleash them on texts for translation. A responsible program in translation studies must include not only the introduction of translation tools, but also an explanation of how those tools are fashioned, the specific purposes for which they are intended or best suited, and their inherent limitations.

Moreover, students should be encouraged to make use of a wide variety of tools and resources. To that end, introductory courses in translation studies at both the graduate and undergraduate levels begin by weaning students away from an over reliance on certain tools, namely dictionaries, while introducing them to alternatives. It is a common misconception among beginning students that translation is all about dictionaries and that if only they could find a dictionary big enough or acquire enough dictionaries, all their translation problems would be solved. This over reliance on dictionaries reflects a prioritizing of linguistic knowledge over domain or background knowledge, which may be a result of the lack of content-based material in traditional language instruction. Regardless of its origins, it contributes to the tendency among beginning translators to translate at the level of smaller linguistic units (words and collocations). Therefore, to expand the array of tools at the student’s disposal may not only affect the speed and accuracy of translation, but may alter the student’s overall approach to translation as well.

Although dictionaries may be the most commonly used tools of the translator, they may not be the most understood. In order to sensitize beginning translators to the nature of the dictionary as a tool, I present them with histories of the dictionary and dictionary formation in both their source and target languages. And then, in order to decrease their over reliance on this tool and to instill in them an appreciation for discourse structures and background knowledge, I have students translate a domain-specific text with dictionaries and then revise it with the help of parallel texts. It is also helpful to have students translate texts without using dictionaries at all, forcing them to rely on parallel texts, background material, and, when possible, feedback from target-language practitioners (i.e., lawyers, doctors, businessmen) who have no knowledge of the source language.

Ultimately, a deep understanding of the tools used in the process of translation may alter the practice of translation, not only by making better translators but also by producing translators capable of developing new and better tools.

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The information revolution of the last decades of the 20th century, characterized by the ascendance of the Internet and World Wide Web and the explosion of the market for personal computer software, is changing the nature of translation—both as an activity and as a profession. Powerful sociocultural forces are compelling translation schools to change both what they preach and how they practice. At the KSU-IAL, we believe the rapid changes of the last few years have forced the profession of translation to evolve. It is now the core of a rapidly developing business sector—the so-called “language industry.”

The impetus of economic forces has changed the very structure of the profession, shifting it over the last century from a paradigm based on the individual professional, to one based on a cottage industry model (e.g., groups of

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professionals and small agencies and in-house operations united in professional associations), and finally to a full-fledged service industrial sector as the previous millennium drew to a close. We are now seeing, in the growth of large corporate language-service providers, the evolution of the industry toward a multiservice, multinational business sector characterized by double-digit growth rates and multi-billion dollar earnings projections. This radical shift has not only changed the nature of those who work in the language industry, how they are trained, and how they identify themselves, but it has changed the structural character of the industry itself.

The profession of translation has historically been associated with the base economy of a society with international trade and diplomatic relationships. What is happening today, though, is that under the pressure of extreme growth in the volume and diversity of information, especially electronically delivered information, there has been a huge and unprecedented influx of money into the translation services sector, creating a new service industry that is maturing rapidly.

This trend has had several effects. One is that it has created a prodigious appetite in the provider segment for trained personnel—language industry professionals—with a set of increasingly diverse cognitive, linguistic, and technical skills. Note that I use the phrase language industry professional, not translator, because the new multi-service language companies are providing a broad palette of services to clients, only one of which may be translation itself. The powerful influences of the information revolution have made translation skill only one of the many skills required by companies in the new language industry. There has been increased specialization of labor. Once our profession/industry was almost totally identified with translation and interpreting, but today a modern service provider may employ bilingual editors, multimedia designers, research and information specialists, cultural assessors, character set specialists, software designers and localizers, terminologists, and project managers in addition to its staff or network of translators. A more complexly structured workforce exists now than has ever existed before.

Speaking as a teacher of language industry professionals, I believe that the problems of the language industry of the future will only be solved by students trained to understand that industry. Language professionals will be the ones to solve professional language problems. This means that KSU’s contribution to the next 100 years of the language industry must be a direct and meaningful one, through our students. At KSU, we have perceived the need to design curricula that will:

- Keep pace with changes in the language industry, including its increasing diversification and digitization;
- Make the language industry itself an object of study as well as training. This should, at least in part, create a new generation of managers and analysts for the industry;
- Produce students who command a broader range of skill sets. We have added innovative curricula addressing software localization, project management, and language technology. By creating new alliances with other disciplines, such as information science and graphic design, we are creating opportunities for people to be trained in areas as esoteric as multilingual natural language information retrieval or multicultural/lingual Web page design; and
- Offer in-depth training in language and communication technology and the skill sets and standards required for effective use of the technology as it changes rapidly over the course of the next century.

Before our students can practice what we preach, we have to make sure we are preaching what they need to hear. We have set a full agenda for the next 100 years of the next millennium. The success of that agenda and of our students rests directly on our shoulders.

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In the introduction to this article, emphasis was placed on the importance of preaching what we practice. This idea has allowed IAL faculty members to design and implement two
very successful translator-training programs: one for graduate students (M.A.) and another for undergraduates (B.S.). The fact that we all get involved, one way or another, in the practice of translation has allowed us to constantly monitor what is taking place in the professional world of translation, and to identify new trends and shifts in our profession. This involvement forms a vital part in adjusting our curriculum and offering new courses that will equip our students with the skills they need to exercise in their profession.

As we participate in the translation world and seek to integrate this experience into our curriculum and classes, we also try not to lose sight of the importance of keeping informed about new technologies and theories shaping our practice. This academic and professional knowledge shapes the body of principles illuminating translation as a discipline. We believe that the more familiar our students become with these principles and with the discipline’s terminological framework, the easier it will be for them to grow in their decision-making process and apply their translation skills in new media. This type of knowledge will assist them in sustaining a continued dialogue and rationalization of their translation decisions—an aspect of translation practice that will benefit and distinguish their professional practice in the future as they deal with new uses and users of their services.

Previous paragraphs have already addressed in detail the methodology used in our academic training, one that centers on the two objects of study that translation as a discipline must contend with: the process and the product. We especially like to concentrate on the development of student research skills in order to: 1) familiarize students with the subject matter; 2) identify the writing protocols used in a body of intertexts in both source and target languages which are similar to the source text; and 3) select and use the appropriate lexical and terminological resources for producing specialized termbases. We also try to sensitize our students about ethical issues involved in the profession, including the cultural responsibility that any translation implies.

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The concept of market-oriented translator training poses the question of whether university programs should be geared toward training or education. Emphasis on the latter can lead to an ivory tower approach, where students have little opportunity to work with current technical texts or with a wide range of language engineering applications. Overemphasis on the former can produce shortsighted focus on current tools, which may well disappear from the scene even before students have the opportunity to use them in real life. Hence, education for careers in today’s volatile language industry requires the appropriate blend of translation theory and practice, as well as the ability to assess tools and quickly master them in response to dynamic changes in overall translation and localization requirements. In some cases, of course, this response to the expanding business climate requires that curricula already packed with courses and topics be reassessed, and that some elements previously thought indispensable must be replaced with new components.

Unfortunately, there remain aspects of everyday language industry experience that are very difficult to duplicate in academic surroundings. Because students are still developing their skills and both they and their professors need to analyze translations in detail, it is virtually impossible to give them a realistic view of the volumes and the speed required in real business situations. Because they have been conditioned, particularly in the humanities, to rely entirely on their own efforts, they frequently lack the teamwork skills required to conduct group research and bring large projects to completion. Classroom procedures and projects must therefore be designed to facilitate the acquisition of group work skills. Although we must also assess individual performance, team projects involving all aspects of the document production process (assessment, resource allocation, terminology research, project management, etc.) can be used to simulate real-life scenarios. The production of case studies provides a better reality check than does the more traditional practice of conducting translation exams in the classroom.

Perhaps the greatest challenge facing translator and localizer education at this juncture is the lack of appropriate

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funding and support from the language industry itself. Every university can point with pride to the support it receives from corporate donors in terms of equipment, student scholarships, research grants, and collaborative support. Unfortunately, enlisting this kind of support for translator-training programs has not followed the model established in business, medicine, communications, and the hard sciences. In a field where translator-training programs are woefully unable to meet the growing demands of industry, it is essential that industry declare itself prepared to invest intelligently in support of infrastructures designed to guarantee the availability of language and localization specialists in the future.

**Preaching What We Practice** Continued

What Translation Companies Need
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... Which, of course, will be judged as a very poor, possibly unintelligible, text in the target language. All translations require editing, but translators should not assume that the TC’s editor will be pleased with having to untangle and rewrite the translation. Translators whose work demonstrates skill and craftsmanship and that requires minimal editing are far more valuable to TCs than those who produce lesser quality work. Such individuals also deserve higher pay for producing high quality work.

The cardinal sin, to be avoided at all costs, and which when committed can badly damage a translator’s reputation, is to make an incorrect assumption in translation, context, or meaning. Using a false cognate is, by definition, proof of a translation error that will not soon be forgotten by a conscientious TC. Just as serious an error is grossly misunderstanding the source text. (Our most amusing example in this category is the translator who thought a five-foot snake was a snake with five feet!) Only slightly less sinful, and still to be avoided, are lapses in terminological precision. Two examples should suffice: arteriosclerosis is not the same thing as atherosclerosis (the latter is a subset of the former), and “blood vessel” should not be translated as “vein.”

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Professional Translator Training: A Student Perspective

By students of the Kent State University
Modern and Classical Languages Department, Institute for Applied Linguistics

Keeping Up With the Industry
By Daniela Dettmann:
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A second year graduate student from Germany, studying English/Spanish-to-German translation.

How have technological innovations introduced new challenges to the translation industry? New means of communication have changed our world significantly within a very short period of time. Information exchange via the Internet has substantially accelerated communication and makes the world seem much smaller.

International business is constantly expanding, so communication needs are in heavy demand. Never before has so much been written and published, nor in such a variety of publication media, as is the case today. Because international relations involve different languages and cultures, they need to be connected by a bridge: the translation industry. Hence, it is the responsibility of the translation industry to be compatible with all methods of communication and to keep up with the changing pace. As students of translation, our success is based on our proficiency in the use of language-processing applications, the localization of Websites, and the implementation of multilingual communication skills.

Translator-training institutions have held up their responsibility to provide adequate professional training. Substantial changes have been made to translator education programs, with courses in computational linguistics, software localization, and project management becoming major components of the programs.

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The application of widely used translation and terminology tools, in addition to Internet research and HTML (hyper text mark-up language), has become the basis of our daily work in a variety of areas dealing with translation and terminology. In other words, we are trained to provide translation services using software applications that not only contribute to the quantity of our work, but also play a pivotal role in quality assurance. Well-maintained terminology and translation memory databases, for example, provide functioning communication on both an interlingual and an intralingual basis.

Language-processing tools ensure the application of company-specific terminology as well as the consistent use of one term for one concept throughout a project. By the same token, localization software enables us, for example, to translate software files within a WYSIWYG (what you see is what you get) format, protecting the underlying code. Although project management software is usually not directly associated with the translation industry, it improves the coordination of administrative and technical aspects of translation processes by assisting the orchestration of various tasks performed by translators, terminologists, localizers, editors, and others involved in a project. These are just a few examples of the software tools we are applying today.

We are aware that this train is moving fast and that tomorrow’s tools will be different from today’s. This is our challenge.

The Focus of a Terminological Component in a Translation Program
By Angela Campo
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A second year graduate student in Spanish.

From the perspective of technical and scientific communication, information must also be made available in more than one language. Multilingual communication expands the possibilities for knowledge transfer and increases the scope of communication. Thus, terminology both in the industrial sector and especially in the production of specialized documents provides quality assurance.

From our perspective, any translator-training program must offer a terminological component. With this need in mind, institutions offering translation programs must include terminology and computer applications as part of their translation courses. The courses must contain a detailed introduction to computer-assisted terminology management and a survey of computer applications in translation technology and language engineering. They must focus on computerized applications for translators and World Wide Web resources, including basic Web page design.

Terminology in the marketing stage of a product plays a decisive role in technical and scientific communication. Trained in terminology management, we can handle terminology projects systematically. We first have the task of collecting representative works in a specific subject field; second, of generating and producing a concept system; third, of creating and classifying the appropriate glossaries; and finally, of finding equivalents for two or more languages based on what is called terminology research. The terminology component in a translation program certainly helps to ensure the appropriate use of terms in technical writing, and therefore the accurate translation of any specialized document. It serves as the tool for transferring accurate technological information. It also helps to establish quality control throughout the process and the final presentation of any product.

Students’ Views on the Translation Program at KSU
By Anne Beinchet
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Blanca Carriedo
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A second year graduate student from Spain with a concentration in English-Spanish translation.

(With assistance from Kelly White)

KentLingua, a graduate student organization established at KSU, conducted two surveys at the beginning of the fall 2000 term: one among students currently enrolled in the graduate translation program, and the other among alumni of the program. The purpose of the first survey was to determine the
main reasons why students chose the KSU program, as well as their expectations for their studies. The second survey, addressed to alumni, was intended to help us determine the extent to which a master’s degree in translation assisted them in finding a job in the translation industry, and whether the skills developed in the program responded to the needs of the translation market today.

According to the first survey, most students who are currently enrolled agree that the program’s main assets are both its focus on translation practice and technology applications. Students practice translation in a wide range of fields such as legal, commercial, medical, scientific, technical, and literary translation, and become acquainted with specialized terminology. Students also develop the ability to quickly familiarize themselves with new subjects by doing efficient research. At the same time, they are required to reflect on their translation decisions, applying theoretical principles to the translation process. Some students believe that the theoretical element contributes to a better training for becoming language professionals.

The second asset, according to the students, is the program’s focus on computer-assisted translation and terminology applications. Students become familiar with tools such as translation memory, terminology databases, and various software applications that enable them to translate HTML or other text formats. The program also provides excellent training on Internet searches to find reliable monolingual or bilingual resources, and various reference and parallel texts.

Former students now hold various positions in the language industry as translators, project managers, terminologists, and consultants. Most alumni stressed the benefits of the program’s emphasis on terminology management and technical translation. The following keywords and phrases were frequently used to describe the program: practice, terminology, and research-oriented; good preparation for technical translation; effective resources; all in all, an outstanding multicultural environment. Alumni were pleased to learn that the program, in response to the needs generated by the ever-changing translation industry, has added courses such as project management and software localization.

Many alumni also mentioned the professional skills of the faculty, who are all involved in the translation industry, and their ability to bring “real-world” experience to the classroom. After two years of study, graduates leave the program not only with a strong theoretical, but also a practical background. Alumni also expressed the need to promote the professional translator-training program to the language industry so that companies can be made aware of what we are trained to do.

Internships: Benefits for Students and Companies
By María Micaela Novas
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Novas holds a degree in legal translation (Argentina), and is a graduate student in translation at KSU.

Because internships constitute a learning experience within a professional environment, they are an important component of translator training.

Internships are bridges between academic life and the industry. They provide hands-on experience before or right after graduation. Internships also provide translation students with the opportunity to experience and interact in the complex environment of the language industry. Interns become involved in some, or all, stages of the translation process—from the initial contact with the client to the submission of the deliverable. As an opportunity to participate in the professional world, internships are invaluable components in the training of future professionals in an increasingly diversified industry.

Internships, however, are usually regarded as being beneficial to only one of the parties involved: students. Students benefit from the opportunity to apply all the resources and skills acquired during their studies. But to what extent do companies benefit from this experience? Why should a company hire a graduate student in translation as an intern? First, because translation companies would be hiring qualified individuals with a strong background in translation, software localization, terminology, and terminology management tools. All these skills would be applicable to specialized fields of study. Second, because professionals in the industry would be helping to maintain high industry standards, in a joint effort with academic institutions,
when training future professionals. Third, because professionals would also have the opportunity to serve as mentors, sharing their experience and expertise. And finally, because internships are usually a useful resource for meeting staffing needs.

Over the years, a number of students and companies have accepted the challenge of engaging in internships all over the world. The result? A very enriching professional learning experience for both students and companies.

KentLingua: Its Origins, Purpose, and Goals
By Andrea Jones
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From Urbana, Illinois, Jones holds a B.A. in French from the University of Illinois. She is studying French translation, and will receive an M.A. in December.

On September 13, 2000, students in the Professional Translator-Training Program established KentLingua, a graduate student organization at KSU. The organization is affiliated with the University’s Institute for Applied Linguistics and the Department of Modern and Classical Language Studies. The objective of KentLingua is to establish a close relationship and to act as a mediator between the language industry and the graduate students. Cooperation between the school and the language industry will make both the students’ search for internships and jobs and the employers’ search for language professionals more effective.

To reach this goal, members of KentLingua are working on several projects. These include: contacting potential employers and companies that offer internships; promoting the translation program; establishing a network for sharing resources among students and alumni; and hosting job fairs at the university. Information about KentLingua and its activities can be found at the organization’s Website at www.kentlingua.org.

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A second year graduate student from Germany, studying English/Spanish-to-German translation.

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Teachers’ Forum in Orlando

By Gertrud Graubart Champe

Teachers met as a group on two occasions at the recent ATA Annual Conference in Orlando, drawn together by their common interests. The first event was the Teachers’ Forum on Friday. About two dozen of us sat in a huge circle and exchanged histories, war stories, and hopes for the future. Some of us already had programs in translation studies, others teach individual courses, and some of us were interested in the teaching and learning of translation and interpretation outside the university setting. To a large extent, the emphasis of our discussion was on questions relating to the establishment of programs in translation studies, usually against various kinds of resistance.

A few people had come to the meeting prepared to start us off. Jo Anne Engelbert, who has created a program in translation and interpretation at Montclair State University, gave a trenchant analysis of the political situation, showing that it is difficult to establish university programs in translation studies because of the general isolationist tendencies to be found in many academic departments, where teachers tend to mold students into copies of themselves.

Muriel Jérôme-O’Keeffe, immediate past president of ATA, encouraged us to keep working toward full-fledged programs in translator education, emphasizing the importance of providing the technical knowledge that today’s translators decidedly need. Speaking as the owner of a translation company, she also cautioned that teachers must remain aware of the needs and demands of the businesses that will be employing our students.

Madeleine Velguth, who has established a certificate program in translation studies at the graduate level at the University of Wisconsin-Milwaukee, spoke about the importance of community among teachers, saying that she could not have brought her program to its present level without help from many people at many different schools.

William Park described his translation program at the University of North Carolina at Charlotte, pointing out that he has always stressed the practical aspect of what his students are learning.

Bruce Downing explained how he had started a program of interpreter training based on the demands existing in his city. Claudia Angelelli and Jonathan Hine spoke about the importance of research in translation pedagogy.

Every member of the group had an interesting story to tell as we went around the room. Not everyone in the group was a university teacher of translation. One member, on her way to a Ph.D. in translation, is currently working as a project manager in a translation company. Two of our members were freelancers, one a translator and the other an interpreter. Both of them became language professionals as a result of where life had taken them, but it had affected them differently. One was eager for more education and the other had come to tell us, most articulately, that experience is the best teacher. No one in the room doubted that they both were right! Our group also included a trainer for a large company, an English as a Second Language teacher, and a woman who is currently creating a state program for the training of court interpreters in many different languages in accordance with the needs of immigrant populations. A specialist in various types of machine-aided translation was interested in how these techniques will be taught, and the deputy chair of the ATA Accreditation Committee took the opportunity to hear about some aspects of how people are educated and trained before she must see them through the accreditation process.

We heard hopeful things and we heard troubling things—one man was there with two others who teach for him in a burgeoning program. However, many members of the group told us they teach individual courses, and have no colleagues in this enterprise. This situation occurs regardless of whether individuals are at universities, community colleges, or university extension divisions. The troubling thing is that their initiatives depend entirely on the originality and devotion of one individual. When such a person leaves the school, the program disappears as well.

All over the country, and in many different sectors, the call for translators and...
interpreters is growing. There is a need for community interpreters, general translators, and specialists in various business, technical, scientific, and cultural fields. But where are they to come from? That is a question we hope this group will continue to work on in e-mail exchanges during the year and at subsequent meetings of the Teachers’ Forum.

The second gathering of teachers took place on Saturday. This was a session organized by Jo Anne Engelbert specifically for Florida teachers interested in starting or strengthening programs in translation studies. At this more formal session, there were five panelists. After welcoming the Florida guests, Engelbert explained that the purpose of the session was to offer some ideas about teaching translation to newcomers and to those who had recently established individual courses or programs at their schools. She offered both positive suggestions and warnings about the difficulty of working within the traditional departmental structures to create a program as interdisciplinary as translation studies.

I then spoke about the growing need for professionally trained translators, a phrase which I interpret to mean both “educated by professional teachers” and “trained by professional translators.” I emphasized the fact that ATA is committed to supporting educational efforts in any way possible.

Harry Obst, former director of language services at the U.S. State Department, spoke about the great need for competent and trained interpreters. He is currently engaged in training interpreter candidates who are already bilingual.

Park, who pioneered ATA activities in the area of education by making a survey of all the courses and programs in translation studies available in the U.S., spoke about his own program at the University of North Carolina at Charlotte. He also gave a profile of programs which appear to be successful, emphasizing the fact that students who wish to make a profession of translation must be given the opportunity to work with clients while they are still in school.

Velguth described the certificate program in translation studies which she established at the University of Wisconsin-Milwaukee. Of particular interest was the description of how she worked with existing courses and structures to achieve her goal. The session ended with questions and discussion from the audience during lunch.

We hope that meetings of teachers will become a regular occurrence at ATA conferences. In addition to strategizing successful proposals to colleagues and administrators, we have much to discuss in the area of collaboration for teaching, research, and internship opportunities. Jo Anne Engelbert and I would both be happy to hear from interested colleagues in the year ahead.

I welcome any additional comments and suggestions for further dialogue between translators and TCs at future ATA Annual Conferences. Please send them to derick@rosadobonewitz.com.
Today, thousands of people worldwide earn a living as translators and interpreters. New training programs are being designed and offered to meet the need for professionally trained translators and interpreters who are able to produce quality work with minimal additional on-the-job training. Now more than ever, students need teachers with sharp pedagogical skills who are in touch with the markets. Yet, practicing translators and interpreters choosing to expand their careers by entering the teaching profession are troubled by their lack of preparation. At the same time, professional translators and interpreters who are already active in education are seeking opportunities to enhance their teaching skills. There is a growing awareness that sound pedagogical preparation can only enhance what we do in the classroom.

Teachers of translation and interpretation are not alone in their need for training. Yet, in general, very little attention has been paid to excellence in teaching at the graduate level in any field. While top-notch training is available for K-12 teachers and for TFL/TESOL instructors, there is little or no pedagogical preparation for the higher education classroom, nor do institutions seem to require it of their faculty. Most novice university-level teachers are forced to turn to colleagues for advice in many subject areas. Graduate-level teachers rely heavily on their own experience as students or graduate assistants. This is an option not open to many teachers of translation and interpretation, since their own original training was in another field. And clearly neither is it sufficient. When asked recently to describe the “typical” professor of translation or interpretation at the Monterey Institute of International Studies Graduate School of Translation and Interpretation (MIIS/GSTI), Dean Diane de Terra responded:

“This is a profile I cannot offer you, since there is surely no such thing as a typical teacher of translation and interpretation.

To support her conviction, she cited the following examples among her own faculty: a concert violinist from Virginia who now has a thriving Chinese/English translation and interpretation practice; an MBA from Colorado with a passion for computer science translation tools and entrepreneurial ventures who teaches in the Russian program; and a Nigerian double A (English/French) with degrees in translation, social science, education, computing, and anglophone studies who teaches terminology and translation. The dean’s own background is equally telling, with academic and professional credentials in conference interpretation, a business degree, and a doctorate in anthropology.

To our knowledge, there are very few established courses to prepare teachers of translation and interpretation. The École de Traduction et Interprétation at the University of Geneva launched a groundbreaking and successful continuing education certificate course for interpreter trainers in 1996. For a number of years now, the MIIS/GSTI has been opening its doors to visiting scholars wishing to observe classroom activity and asking us to share our ideas on curricula and pedagogy. However, the need for training for teachers of translators as well as interpreters clearly remains unmet.

...the need for training for teachers of translators as well as interpreters clearly remains unmet...

The MIIS/GSTI faculty, in collaboration with other colleagues—faculty from the MIIS Graduate School of Language and Educational Linguistics, Professor Don Kiraly (University of Mainz at Germersheim, Germany) and Sharon Neumann-Solow (American Sign Language interpreter and professor)—have been exploring ways to construct a curriculum that will meet the needs articulated by their translator and interpreter colleagues. The goal is to offer an academically based program of training designed both to support new teachers planning their programs and teaching their first classes, and to stimulate in-service faculty seeking a new thrust in their teaching methodology or a professional development opportunity.

The MIIS/GSTI faculty working group who designed the Certificate in Teaching Translation and Interpretation curriculum grappled with many questions during the process. There was a consensus that a course in teacher education should be an inspiring and motivating prospect open

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to a wide range of colleagues involved in training translators and interpreters. Any such program should offer a forum for reflection on pedagogy and an environment for constructive dialogue and the exchange of ideas and experiences. With this in mind, we wrote our mission statement:

Honoring the knowledge and experience practitioners will bring with them, we will provide a forum for guided and focused professional development in an atmosphere of collegiality to enable participants to acquire the skills, knowledge, and resources they need to excel in the teaching of translators and interpreters.

Before designing the course, we wanted to understand the profiles of potential participants, regardless of whether practitioners were new to teaching or were veterans looking for new ways to prepare their students. We conducted our first needs analysis at the ATA Annual Conference in St. Louis in 1999. Its purpose was to survey interest and supplement inquiries about teacher education that had been received by MIIS/GSTI over the last few years. The teaching experience of respondents ranged from zero to over 30 years, and indicated that they preferred a short (four-week) course that would preferably lead to a certificate.

Seeking more detailed information for curriculum development purposes, we designed a second and more detailed needs analysis which was administered internally at the MIIS/GSTI. The response rate (nearly 50 percent) was excellent. MIIS/GSTI professors’ experience ranged from one to 26+ years, although only one had some formal training in the teaching of T&I. As part of the exercise, colleagues were asked to describe what they had been least prepared for when entering the T&I classroom for the first time. Typical replies were:


In answer to the question about what had helped them most, they responded:


What did they wish they had known more about?


Some of the things that have recently helped MIIS/GSTI teachers include:

- Observing colleagues at work and comparing notes with them. Team teaching. Course evaluations by students. Expanded theoretical T&I knowledge base. Workshops, courses, and conferences. Reading about pedagogy. Better computer skills.

The responses to this second MIIS/GSTI needs analysis also indicated a preference for a four-week certificate course, although some interest was also expressed in a master’s degree program.

The content of an intensive four-week certificate course, to be offered in the summer of 2001, is being finalized as this article is being written, and is based on the data obtained from the two needs analyses described. If you are contemplating entering the classroom and are a practitioner with five years of experience in translation and/or interpretation, a graduate of a T&I program who has been asked to teach, or a faculty/administrator considering launching a T&I program, this course may offer you the preparation you will need before taking the next step.

Although the course is intended to be a successful blend of theory and practice, its main thrust will be practical. Emphasis will be placed on becoming classroom-savvy and producing teaching materials and resources that participants can use as soon as they return home. Specifically, the course will start with a thorough review of the principles of pedagogy, followed by units on student assessment and evaluation, materials development and lesson planning, and technology in the classroom. It will culminate in a practicum.
We plan to explore some prevailing assumptions about classroom objectives.

“Practice makes perfect!”
(Does simply spending more time on a task always contribute to learning? What kind of practice is the most productive? How can teachers structure and guide student practice? How can students be motivated to practice?)

“Always train the total skill.”
(Should students learn translation skills by simply translating from Day One? Can the teacher using the total skill approach effectively diagnose problems? Is it better to isolate and teach component skills one at a time?)

“Always train for accurate performance.”
(Should the goal in beginners’ classes always be perfect meaning? How can the teacher shift focus from product to performance? What is “accurate?”)

The MIIS/GSTI course is intended to provide a forum for novice and experienced teachers alike to address issues such as these collaboratively. By offering this program, we hope to support practitioners who are ready to pass on their expertise to the next generation of translators and interpreters in the interests of both our students and our clients.

I would like to thank Diane de Terra, Don Kiraly, Holly Mikkelson, Caroline Mwangi, David Sawyer, and Kate Walker for their input, support, and suggestions for this article. The Teaching Interpretation and Translation Certificate Course described in the article will be offered at the MIIS/GSTI from July 30 to August 24, 2001. For more information and pre-registration materials, please contact: Jacolyn Harmer, Monterey Institute of International Studies, Graduate School of Translation and Interpretation, 425 Van Buren Street, Monterey, CA 93940. Tel: (831) 647-4604 or e-mail at jharmer@miis.edu.

### AFTI Announces the 2001–2002 Scholarship Program

The American Foundation for Translation and Interpretation, Inc. announces its first national scholarship competition. Made possible by grants from the American Translators Association and corporate contributions, two $2,500 scholarships will be offered to students enrolled or planning to enroll in graduate or undergraduate programs in translator or interpreter education at accredited U.S. colleges or universities.

One $2,500 nonrenewable scholarship will be for a student enrolled or planning to enroll in a program of nonliterary translation or in an interpreter-training program for the 2001-2002 academic year; the other $2,500 non-renewable scholarship will be awarded to a student enrolled or accepted into a program for literary translation.

Applicants must be full-time students who have completed at least one year of post-secondary education, and who should have at least one year of academic work remaining to complete their program of study in translation or interpretation. Preference will be given to students in B.A./B.S. or M.A. and Ph.D. granting programs.

Applications must be received by February 28, 2001. Awards will be announced by April 30, 2001.

Application forms and additional information may be obtained by contacting AFTI by mail at: AFTI, Western Michigan University, 335 Moore Hall, Kalamazoo, MI 49008-5093; or ATA at (703) 683-6100 or ata@atanet.org.
Pedagogy can be defined as the collection of theories and methods used in the teaching of a discipline. The set of underlying principles that drives pedagogy is the result of empirical research. Not all fields evolve in the same way. Some have a long empirical tradition behind them (e.g., language teaching and teacher development). In many cases, that empirical tradition did not just grow from within the field, but from the interaction with related bodies of knowledge. (For instance, language teaching pedagogy benefits from interlanguage pragmatics, first language acquisition, and second language acquisition, to name a few.) As a result, fields are enriched and move ahead, making new discoveries and establishing more effective practices. The crucial partnership between researchers and educators within and across fields informs the practice which, in time, sets different directions for research. This partnership avoids the creation of a closed circle, in which a field draws only from the knowledge of its own experts and practitioners, thereby developing new ideas and strategies from within one limited perspective.

Other fields, however, have evolved differently and have not developed from the relationship between research and practice. For example, this is the case with interpretation pedagogy. After World War II, the sudden demand for trained interpreters resulted in interpreting gaining its way into “the Academy.” Universities in Europe, Asia, the Americas, Africa, and Oceania started to offer courses, programs, and degrees in interpretation (Gile, 1998). Thus, the teaching of interpretation gained momentum and developed without a pedagogical foundation. Responding to imminent needs, without thought and preparation, interpretation pedagogy has mostly grown out of prescribed rules that, in many cases, resulted from personal experience, opinions, and anecdotes. Unfortunately, these rules are not sufficient to account for the complexities involved in the teaching of a field. When the object of study is highly complex, as is the case with translation and interpretation pedagogy, the need for interdisciplinary collaboration is even more essential. If the underlying principles of such a pedagogy do not result from empirical research, the field is forced to move backwards in search of this research. It must do this, or the field will stay trapped in the closed circle. Sometimes the need to regulate practice precipitates rules that get placed at certain levels. As a result, these rules become standards. Questioning those prescribed rules and standards is necessary to help the field move ahead and open the circle.

An overview of the research generated within the field can help us understand some of the current underlying assumptions in TIP. Due to the constraints of this publication, the review will limit itself to oral language interpretation. The rest of this article will be limited to interpretation pedagogy (IP).

Historically, four different periods can be identified in research on interpretation (Gile, 1998). The early writing period (1950s and 1960s) is when practicing interpreters and interpreting trainers started thinking and writing about interpretation. They were not researchers themselves, so they mainly wrote reflectively about their thoughts and experiences (Herbert, 1952; van Hoof, 1962 in Gile, 1998). The experimental period followed, when researchers from cognitive psychology, neurolinguistics, and psycholinguistics became interested in several aspects of interpreting related to the cognitive processing of information. Their studies were mainly experimental, concentrating on the effect variables such as native language, source language, ear-voice span (Gerver and Barik, 1972), and pauses in speech delivery (Gerver, 1976) had on an interpreter’s performance. Most of these studies were decontextualized and therefore not very useful in helping establish a pedagogy.

This was followed by the practitioner’s period (1970s), when practicing interpreters started to attempt research on interpreting (Pinter, 1969 in Gile, 1998). The products of the practitioners were considered theoretical or conjectural rather than empirical, and they generally worked in isolation from other scientific communities (Gile, 1998). This can be conceived of as the beginning of the closed circle. It was during this period that the Théorie du sens became prominent (Seleskovitch & Lederer, 1989). This theory argues for an idealized view of the
interpreter and interpretation. It claims that interpretation is based on meaning as opposed to language. Interpretation is language-independent and text comprehension and production are spontaneous as long as the interpreter has command of the source and target language and of world knowledge.

The renewal period began as a reaction to this theory. Originating in the 1980s and still in vogue today, it calls for a more scientific study of interpretation and an interdisciplinary approach to the topic (Lambert, 1987; Gile, 1995; Wadensjo, 1998; Roy, 2000; Angelelli, 2000). The influence of this new approach in translation in interpreting writings is evident from the 1990s onward, when research in interpreting starts shifting away from the transfer of meaning to look at interpreting as a kind of interaction (Wadensjo, 1998; Roy, 2000; Angelelli, 2000). The renewal period provides opportunities to open the circle and draw from other fields in order to develop a more effective IP pedagogy.

From the literature surveyed in IP, the following emerge as general concerns and beliefs. In many ways, the concern for accuracy, faithfulness, and neutrality (Weber, 1984; Seleskovitch & Lederer, 1989; Gile, 1995) is echoed in writings about who can and cannot be an interpreter, what kind of skills are characteristic of interpreters, and how interpreters are trained. From the literature on the interpreter’s aptitude and skills for interpretation, there seems to be a consensus among writers as to the classification of those skills. Namely, linguistic information-processing (sometimes called psycholinguistics) and background knowledge or general culture. Authors also seem to agree in their portrayal of the “ideal” student of interpretation and “ideal” interpreter, but there is little account of the developmental stages one goes through to reach that point (which form the basis of any pedagogy). Without accounting for the necessary stages students go through in order to acquire skills, without considering individual differences, and without looking at different students and learning strategies, teachers continue to be forced to apply the one-size-fits-all approach with a sink or swim methodology.

Some of the myths and assumptions about the “ideal” student come from the most consulted works in IP (Pöchhacker, 1995). Weber (1984), for example, states that “conference interpreters have to have the same level of intelligence as the person they are called upon to interpret” (1984:6). This statement is evidence of the assumptions under which this monograph operates, and has certainly been a target for Gile’s criticism (1995:258). Weber’s section on aptitudes (“students should have”) leads to a conclusion that the researchers mentioned above separate “good” T&I students from “all others.” Once again, there is no account of the developmental stages of aptitudes and skills among different students, nor is there any reference to the necessary methodologies that could allow students to qualify as “good T&I students.”

Another example of a monolithic view of the teaching process comes from Seleskovitch and Lederer (1989). This work ignored research in related fields, and has also been the target of several criticisms on the part of Gile (1995). For instance, Gile points out that “the authors assert that ‘when hearing a speech segment, the listener either captures it immediately or does not capture it at all,’ which contradicts the current psycholinguistic view of speech perception and comprehension as consisting of nonautomatic operations requiring processing capacity and time” (258). Gile’s critique is an example of opening up to other fields to look for answers or to challenge opinions. Other critiques of Seleskovitch and Lederer have stated that “sense has already been recognized as the object and essence of the interpreter’s work in the pre-theoretical writings of Wirl” (Pöchhacker, 1992:212), or that “it cannot be proved that Seleskovitch is wrong just as it cannot be proved that she is right” (Jensen, 1985:107).

Interestingly, these critiques do not point out the fact that there is a lack of pedagogical principles based on research in any of these claims, or that there is no account of the developmental stages. The absence of pedagogy from these discussions reinforces the fact that most IP continues to be about stating, accepting, or challenging the “golden rules.” The model of teaching interpretation presented by these authors is limited in various ways. They portray interpretation as a triangular relationship between the speaker’s discourse in the source language, the interpreter’s grasp of sense or meaning, and the interpreter’s reformulation of that same meaning in the target language. As such, their views on linguistic and analytical skills continue to be monolithic, and there is no account of the different developmental stages of interpreting. The communicative event in which interpretation is inserted is deprived of all sociocultural factors, and

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the assumption is that by grasping meaning, a student can make that same meaning be understood in the same way by the target audience. Clearly, the fact that these texts are among the most consulted works on IP is evidence of the dominance of these views.

In most recent writings on IP, the cognitive processing of information continues to be one of the main concerns. Alexieva (1992) discusses the training of interpreters oriented towards increasing terminology in a given area, coping with grammatical difficulties, and memory and attention. Kurz (1992) argues for the benefits of shadowing as a means to develop simultaneous listening and speaking abilities. Mahmoodzadeh (231-236) and Ballester and Jimenez (237-243) argue for training in memory and retention. However, these articles continue to have the same prescriptive and dogmatic tone found in two of the three more cited pedagogical works, and, sometimes, they also continue to be based on intuition and are criticized on that ground. For example, in Gile, Mahmoodzadeh (1995:261) states that “truly simultaneous interpreting is an impossibility because of the word order in Farsi” (1991:231), or that “interpreters should resort to short-hand writing to tackle the problem of not remembering everything that is said in lectures” (1991:234). Both statements are fallacies and have been addressed in T&I literature (Alexieva, 1994; Baker, 1998; Dancette, 1994).


Two important points emerge from this review. First, the skills that IP treats as essential (generally psycholinguistic) are presented in a monolithic way. In other words, there is no account of how learners get from point A to point B. Second, the proposed IP seems to use only the lens of conference interpretation even though it makes universal claims for other types. None of the works surveyed lay out an IP that is more encompassing, so as to include, for example, some of the sociocultural skills required from interpreters in other settings, such as those pointed out by Roy (2000), Wadenajo (1998), or Kaufert and Putsch (1995). In brief, many of these pedagogical principles that have been transferred across settings are actually based on the personal beliefs of individual practitioners. The need for IP to become an interdisciplinary field of inquiry becomes more and more concrete. The experience of practitioners needs to be informed by empirical research crossing from several related areas, such as intercultural communication, bilingualism, second language acquisition, sociolinguistics, and teacher development.

One wonders how the gap between the prescription for practice and the reality of practice happened and how it persists. Why is there this tension between the reality and the regulation of the practice? What can institutions achieve with their prescriptive approach to interpreting? How does this prescriptive approach survive? Who is in charge of the education of future interpreters? In the next section, I try to explore an answer to these questions.

A Closed Circle

In order to understand how beliefs get perpetuated, we need to look at how, and by whom, the transmission of knowledge and practice takes place. In professional schools, the valued commodity is practice or experiential knowledge, which gives instructors enough credibility to teach. This is why it is not unusual to see practitioners as instructors in front of T&I classrooms. In the best cases, instructors have pursued a practical education in the field and have become translators or interpreters themselves. Then, influenced only by their training and without a background in theories and research on pedagogy, it is likely that these instructors do one of two things: they either
replicate what worked for them during their training or they avoid what did not. In the field of teacher development this is known as the 13,000-hour syndrome. It refers to an approximate amount of hours we have spent in a classroom as learners. The syndrome can be neutralized with awareness, reflection, and development on possible pedagogical principles.

Without an established pedagogy to draw from, the discipline relies on individuals with varied skills and experiences in the field to pass along knowledge. However, this limits the scope of IP to a set of vaguely agreed upon ideas regarding what should and should not be taught in a T&I classroom, and allows for the perpetuation of assumptions about what a T&I teacher should and should not do. This does very little to help us understand the role and nature of an adequate pedagogy for a field as complex and interdisciplinary as ours. Supporting evidence for a call for TIP was presented in the past with a call for a research agenda (e.g., Angelelli, 1995; Felton, 1999).

The following analogy was used to explain the need for a pedagogy in another field, and it helps to put things in perspective: “we all have teeth but we are not all dentists” (Higghs, 1997). Those who are dentists received an education in dentistry (i.e., they do not necessarily know how to educate others to become dentists or to perform research that would help the field of dentistry move ahead). Practitioners in the field of T&I pride themselves on the profession they have embraced. Some professionals are vocal about differentiating themselves from mere “bilingual” speakers without, for example, an awareness of the complexity of the field of bilingualism (Valdés et al., 1999; Valdés & Geoffrion-Vinki, 1998) in its entirety. They proclaim the fact that knowing two languages is not enough to be able to translate or interpret. However, sometimes one important point is missing. This is the fact that pursuing an education in any of those fields qualifies a person to translate or interpret, but does not automatically prepare them to teach in those areas, let alone to become a teacher trainer.

Supporting evidence for this statement is found in the results of the survey presented at the 41st ATA Annual Conference (MIIS-GSTI, 2000). The T&I faculty of the Monterey Institute of International Studies were asked to complete a questionnaire on areas where they may need help in their teaching. Among others, the following areas are worth mentioning: classroom management, designing a lesson plan, selecting and grading adequate teaching materials, error correction, and assessment.

The results of the 2000 survey (even if the sample was limited to in-service teachers from one institution) confirm the profile of a T&I instructor identified in previous works (Angelelli, 1995; Felton, 1999). Without an underlying pedagogy, T&I trainers continue to teach by the sink-or-swim methodology. Without an education in pedagogy or an interdisciplinary background, T&I trainers continue to search for answers to improve the quality of their teaching. This is why the closed circle needs to be opened. Otherwise, we risk not learning from other disciplines and not laying solid foundations on which a T&I pedagogy needs to be built.

But how does this circle manage to stay closed? The theory and research on which interpretation mostly relies is, as we have seen, produced within the field, derived from practice, is (in very few cases) empirical and (in most cases) anecdotal and prescriptive, and is mostly concerned with the linguistic and information-processing aspects of the profession. By not accounting for related theories, a closed circle is created. Interpreting, as a practice, is without a comprehensive underlying theory. This includes the sociopolitical aspects of interpretation as well as those related to information processing and cross-linguistic abilities. Most importantly, it barely accounts for related theories, such as those present in other disciplines that deal with interpersonal communication. These include sociolinguistics (Goffman, 1963; Hymes, 1979; Roy, 2000; Wadensjo, 1998), sociology (Brewer, 1988; Ridgeway, 1993), and even translation studies (Alvarez & Africa Vidal, 1996; Bassnett-Lefevere, 1999; Tymoczko, 1999; von Flotow, 1997).

This leads to a very complex field of practice that lacks the insights of interdisciplinary research and theory, thus losing the opportunity to contribute to theory development on which pedagogical foundations are grounded. This is how a theoretically uninformed practice becomes professionalized. The professional associations continue to prescribe rules by which the practice abides. The circle (see Figure 1, page 44) is closed by the presence of the schools of inter-
Interpretation Pedagogy: A Bridge Long Overdue Continued

Figure 1: A Closed Circle

Theory and research from related fields such as anthropology, bilingualism, cross-cultural communication, second-language acquisition, sociolinguistics, sociology.
interpretation, where the practice and the professional associations also impact the training of interpreters (without an empirically grounded IP). In other words, the crucial relationship arising from the interaction of both theory and research (which normally would inform teaching practice by helping a field move ahead) and teaching practice (which in other fields informs theory and research, thereby setting new directions in which the field needs to move) is almost nonexistent.

Because theory and research are left out of what I am calling the closed circle, the existing circle continues to perpetuate itself. Figure 1 shows the components of the closed circle and their interaction.

The bi-directional arrows show a continuous interaction between the three components of the circle. They do not imply any linear or casual relationship. The uni-directional arrows that link schools and practice to the professional discourse show the absence of dialogue between research and practice. Theory and research from related interdisciplinary fields do not form part of the circle, and rarely affect it. In this sense, IP continues to live by rules that are seldom questioned. It continues to worry about the transmission of the message, about who can and cannot transmit it, and about the accuracy of that transmission. In doing so, it fails to contextualize the learning process, to account for the developmental stages of skills (linguistic, psycholinguistic, and sociolinguistic), to provide adequate measurements of progress, and to educate future professionals in a life-learning discipline. The present narrow view of IP fails to problematize and explore the divorce between the prescription and the reality of the interpreted communicative event. By prescribing instead of describing, the current teaching methodology (or lack thereof) fails to examine at what the learning/acquisition process looks like. It focuses on skills instead of on developmental stages to acquire those skills.

T&I schools have achieved a level of success under the current ad-hoc pedagogical approach. Undoubtedly, the number of T&I graduates is increasing, professional associations are getting more members, and programs to train interpreters are booming. On the surface, the system appears to be functioning smoothly. In turn, practitioners themselves may feel secure in knowing that their practice continues to be passed along in the same way they received it. However, no matter how controlled and straightforward this picture may look, it is not complete. Of the four-party equation formed by the teacher, the students, the learning process, and the world outside the classroom (formed by both the T&I professional practice and the research about the field to further its development), none is benefiting from this isolating environment. The closed circle needs to be opened.

Opening the circle could have two important consequences. First, it could allow IP to enter an interdisciplinary dialogue. In doing so, it will benefit from findings in related areas, and it will also set new directions for research. For example, theories and research in second language acquisition and in bilingualism would help T&I educators to understand developmental stages in linguistic proficiency and performances, instead of thinking of them as absolutes. The interaction between T&I, second language acquisition, or bilingualism could shed light on similarities and differences in the acquisition of T&I skills on the part of bilingual and second language learners. Second, opening the circle would foster interdisciplinary research in teacher education which, in turn, would be beneficial for all the components of the circle.

Research from the perspective of multiple disciplines will open the circle to allow for progress in the field, not only in developing sound, research-based pedagogical principles for the teaching of interpreting, but also to improve our understanding of the very nature of interpreting itself.

Acknowledgments
I would like to thank my colleague Kerry Enright for her insightful comments on earlier drafts of this paper.

Notes:
1. It is important to point out that, unlike translation, interpreting entered academia due to a pragmatic necessity, rather than a theoretical interest.
2. At many universities, degrees were, and still are, only offered in conference interpreting (exceptions being, for example, Vancouver for community interpreting or Charleston for legal interpreting).

References

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Interpretation Pedagogy: A Bridge Long Overdue Continued


Internships: Bridging the Gap from the Classroom to the Real World

By Eileen Brockbank

According to Marian Greenfield, who served as moderator, the purpose of a recent panel discussion on internship opportunities during the ATA Annual Conference in Orlando was to “get everyone talking to each other.” In this case, “everyone” included educators whose translation and interpretation programs offer internships, firms and institutions sponsoring internships, and students seeking internships. The panelists were: James Archibald of McGill University; Marshall Morris of the University of Puerto Rico (with recent interns Marisol Pérez-Casas and Verónica Rodríguez); and Marian Greenfield of JP Morgan and the New York University School of Continuing and Professional Studies (with former intern, yours truly).

The information provided by the educators gave the audience an idea of the range of programs being offered to future translators/interns. While the goals of each program are similar, the form each program takes is quite distinct.

James Archibald described McGill’s translation practicum, which is an integral part of the Graduate Diploma in Translation Program. In early 1998, the Federal Translation Bureau met with the Canadian Association of Schools of Translation (CAST) to propose a partnership to offer a practicum. Among the topics discussed were human resources issues, support for the program, and the role of the university’s teaching staff. From the university’s point of view, academic freedom was a key issue.

The formal Internship Proposal, issued in late 1998, called for an optional three-credit course, defined “working language,” specified the weekly workload, and stated the responsibilities of the Translation Bureau. Each CAST member would enter into its own formal agreement with the Bureau. Internship prerequisites are the completion of 12 credits in translation into the student’s “dominant language,” completion of a three-credit course in documentation and terminology, and computer literacy. Student candidates are selected by the individual universities.

The official languages of the practicum are English and French, with other languages to be considered on a case-by-case basis. The other options are Spanish, the third choice, as well as five more (in alphabetical order): Arabic, Japanese, Korean, Mandarin, and Portuguese. Students must translate 700 words per week into their dominant language. Evaluation of students is done in keeping with each university’s evaluation system. Archibald noted that in this context, the universities and the Translation Bureau had to deal with the question of attitude assessment. While the universities have the final word on grades, they work closely with the Bureau in the process of setting grades.

Following negotiations, a Memorandum of Understanding was drawn up identifying all parties involved and their respective responsibilities and specifying the three main objectives of the program: 1) to prepare for succession; 2) to give apprentice translators the opportunity to gain field experience; and 3) to help the Translation Bureau and the Canadian translation industry at large meet their needs in a country where the demand for translators far exceeds the current supply.

The practicum defines a set of criteria upon which to evaluate performance. This includes the quality of the text, quality of the research, analytical and problem-solving abilities, attitude, and teamwork. In addition, responsibilities of the respective educators and the Translation Bureau are specified in some detail.

Excerpts from the assessments of two student participants in the McGill practicum provided some insights on the experience. Irene Montero, a graduate student from Venezuela, observed in the closing paragraph of her assessment that “a translation is never finished. You can go over it a thousand times, changing every detail, but you will never feel that the translation is perfect.”

Verónica Frediani, another graduate student from Argentina, most appreciated the opportunity to participate in the daily work of the Translation Bureau. In many cases, the translation texts were “actual translations ordered by a client.”

For the full description of McGill’s translation practicum and the University Partnership Program, contact James Archibald,
Director, Department of Languages and Translation, McGill University, Montreal, Canada (jak@conted.lan.mcgill.ca).

Next, Marshall Morris described the Translation Internship Program of the Graduate Program in Translation at the University of Puerto Rico. In its three years of existence, it has taken shape as a program somewhat less formally structured than the one in Canada. Among other placements, interns work at the Environmental Protection Agency, the HIV/AIDS Information Center, and the Medical Sciences Campus Haiti project. In addition, a major translation company provides internships, where students not only learn about doing translation, but about running an agency. There are currently three to six internships per term.

Students must have 21 credits and high grades, so this is a program for students who have earned the right to an internship. Students intern in a situation that is very like the real thing, as if they were actual employees. They enter the program with all the skills they need, and the internship brings those skills together. Through the internship, the students find out who they are professionally and, more often than not, they prove to be more capable than they ever imagined.

The program spells out the responsibilities of the participants, including the university, the sponsor, and the students. Student responsibilities include a final report on the internship experience, as well as a portfolio, with a reasonable representation of the work done, for faculty evaluation. Students who intern at a translation company cannot assemble portfolios, owing to the confidential nature of the translations. Instead, they prepare a log of their tasks and the types of translation they have done.

Recent logs of work done at Atabex Translation Specialists include proofreading and translation of civil suits, health department certifications, medical records, psychological evaluations, birth certificates, certificates of adoption, age discrimination papers, employee manuals, accident reports, legal investigation reports, and trust papers, among other documents. The interns at Atabex also prepare quotations and learn how to handle various aspects of client service, including billing and collections.

Two recent participants in the UPR Internship Program reported on their experiences as interns at Atabex. Marisol Pérez-Casas emphasized what she learned about client relations in the intensive three-week, full-time-plus internship (a schedule she chose). “Knowing how to treat each client is a skill you definitely acquire while working, as most classroom experiences can’t give you the actual know-how of how to deal with the people who ask for your services.”

Verónica Rodríguez also noted the range of administrative/client-relations work in her internship, in addition to translation. She then stressed that: “One of the most rewarding aspects of working at a translation agency was learning from fellow translators who have years of experience in the field. It made me understand that although dictionaries are one of the most valuable tools for translators, in many cases, a fellow translator can be your best and most useful dictionary.”

You may obtain a copy of the formal description of the Translation Internship Program at the University of Puerto Rico from Marshall Morris (marshallmorris@worldnet.att.net).

The session moderator, Marian Greenfield, took the microphone to describe the Translation Certificate Program at the New York University School of Continuing and Professional Studies. To earn the Certificate in Translation, students must take six courses, including the required “Introduction to Translation Studies” and four core courses distributed in the areas of commercial, legal, technical, and medical. One of the outstanding features of the NYUSCPS program is that the instructors are all translators who work in the subject areas they teach.

The internship is an option for students who have completed five of the six courses and have earned an average of B+ or better. Because it is not considered one of the courses, students taking the internship must also take the sixth course, either another core course or an elective. An intern spends at least 60 hours at the site, and all the work is translation-related: databases, translating, project management, etc.

There is a range of established internships available at law firms, art institutions, medical institutions, translation companies, publishers, and JP Morgan. In addition, students are invited to initiate internships in situations of their own choosing. For example, a few years ago, one student made an initial contact at New York’s

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Internships: Bridging the Gap Continued

Museum of Modern Art. This was followed up by the NYUSCPS Translation Program coordinator, who arranged an internship there for that student.

While JP Morgan always pays its interns, it is the only sponsor that does so. However, students who enter the Translation Certificate Program on an international student visa are not eligible for payment of any kind, and should consider other internship options.

For more information about the NYUSCPS Translation Program, contact Lorena Terando (lat4@is7.nyu.edu).

Your reporter was the next presenter, talking about her internship at JP Morgan in 1995. For me, the internship was the pivotal point in a midlife career change, and I focused on the mentoring aspect of the experience.

“You are at point A (you have talent and are willing to work), and all you know is that you want desperately to get to point B (to be a working translator). You do what your mentor advises because you trust that she knows how to get from A to B. It’s important to recognize that someone else knows how to get there better than you do.”

At this point, Marian asked to hear from everyone else attending the session who represented an educational institution offering an internship or a company sponsoring an internship.

Among those who spoke up were the following individuals:

A) Representing educational institutions offering/planning to offer internships

Jeff Wood, of the Monterey Institute of International Studies, in Monterey, California. Monterey is now in search of internship placements in German, Russian, and Spanish. In addition, the MIIS would like to find a project management placement for an intern.

M. Esther Diaz (ediaz@flash.net), of the Translation and Interpretation Certificate Program at Austin Community College. This is a noncredit continuing education program consisting of seven courses including an internship. Right now, the program is on hold until the fall of 2002.

George Gage (ggage@rccd.cc.ca.us), an instructor in community interpretation in Spanish at Riverside Community College in Moreno Valley, California. This program currently offers three courses in community interpretation in Spanish: medical, legal, and business. Courses include a field observation component, in which students observe working interpreters. Students also attend presentations on health care and business issues to improve vocabulary and participate locally in “ride-alongs” to increase familiarity with the language of law enforcement.

B) Representing internship sponsors

Brian Lutz (brian.lutz@sap.com), the translation coordinator at SAP AG in Walldorf, Germany. SAP AG is a manufacturer of e-business software solutions. SAP AG software is developed primarily in German and English and is translated into 27 other languages. The firm currently employs more than 150 full-time translators for German-to-English and English-to-German. SAP AG also sponsors internships for German-to-English translators.

Barbara Inge Karsch (barbara_karsch@jdedwards.com), a German terminologist/internship coordinator at J.D. Edwards. J.D. Edwards, a business software provider, has been offering internships for four years. The in-house staff at the headquarters in Denver, Colorado, translates into Brazilian Portuguese, Chinese (Simplified and Traditional), Danish, Dutch, Finnish, French, German, Italian, Japanese, Korean, Norwegian, Spanish, and Swedish. Internships in these languages focus on: 1) the translation of manuals, 2) software interface, or 3) terminology development.

Evan Cohen, of Information Builders, Inc. in New York City, sponsors an internship.

Georgia Roeming, of The Geo Group in Middleton, Wisconsin, sponsors internships. The Group currently has an opening for an intern who is a linguistics major.
New Zealand, the Land of the Long White Clouds of the native Maori population, became a British colony in 1840 and a self-governing country in 1852. One hundred years later, in the 1950s, New Zealand was one of the world’s richest nations per head of population. The country’s wealth was built on an efficiently produced range of agricultural goods traded mainly within the political family of the Commonwealth and the linguistic family of English-speaking nations.

In the mid-1970s, a massive change in fortunes ushered in a period of economic weakness and vulnerability that lasted for nearly two decades. Great Britain joined the European Community, and almost overnight New Zealand lost its most important market for its products. When New Zealand finally underwent major economic restructuring and took the road toward an open, outward-looking economy, economic growth and prosperity followed.

This was accomplished by establishing a global network of non-English-speaking trading partners. At the same time, new immigration policies attracted a growing immigrant population, and within a decade more than 50 different linguistic and cultural communities had settled in New Zealand. The country’s new cultural and linguistic diversity was slowly being recognized as an important asset.

Thus, by the mid-1980s, three major elements had come together and their interaction and interdependency created the fertile ground on which a translation industry could grow. First, there was now a purpose—an export-driven, keenly competitive economy with many non-English-speaking trading partners. Second, there was a ready supply of actors—immigrants with the native language skills of the trading partners. Third, it was the right time for a new consciousness and appreciation of other languages and cultures amongst monolingual English speakers.

Suddenly, the demand for translation and interpreting and people wanting to fulfill this need burst upon the scene. There were those eager to gain that extra edge over their competitors in the international marketplace and those who were keen on supplying a service they felt capable of delivering. However, things were not as simple as they appeared. Both sides were finding themselves on a steep learning curve.

It has taken a decade for translation in New Zealand to develop from an ad hoc activity by untrained practitioners in a chaotic market situation into a recognized professional occupation. We have learned through experience that the process of professionalization is a complicated one that takes time. Many different factors have to come together and interact to help this process along. Recognition of the profession is not won easily and not overnight.

Over the last 10 years in New Zealand, the business of translation has gone from a cottage industry to a viable profession. Since 1985, translators and interpreters have been organized and represented by a professional body, the New Zealand Society of Translators and Interpreters (NZSTI). (Its name in Maori, Te Rōpū Kaiwhakamāori ā-waha, ā-tuhi o Aotearoa, was created by The Maori Language Commission to reflect our unique heritage of Aotearoa—Land of the Long White Clouds.) The society has been affiliated with The International Federation of Translators (FIT) since 1987. The NZSTI was founded by a handful of practitioners with European qualifications in translation and interpreting. The society currently has nearly 250 members (New Zealand’s population is 3.7 million), with a chapter in each of the three main centers: Auckland, Wellington, and Christchurch. Heated discussions about entry requirements characterized the early days of the NZSTI. Since there was no education or training for translators and interpreters available in New Zealand at that time, many practitioners felt entry should be open to all those who practiced the profession in one way or another. However, this met with resistance from the founding members and those who had overseas qualifications.

Thus, members (or ordinary members) of the NZSTI are those persons who:

- Have a degree in translation or interpreting;
- Have passed a National Accreditation Authority of Translators and Interpreters of Australia test at the profes-

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The New Zealand Society of Translators and Interpreters Continued

sional level (the NAATI administers yearly tests in New Zealand);
• Have other equivalent qualifications and/or substantial documented experience.

Associates are those persons who are not qualified to be ordinary members of the NZSTI.

The main objectives of the NZSTI include:

• The promotion of high professional standards;
• The protection of the interests of its members and their clients;
• The provision of opportunities for its members for professional development and social interaction.

Raising public awareness as to the nature of professional translation and making submissions to government agencies, other bodies, and individuals are two of the NZSTI’s main activities. Success stories include the recent commitment by the New Zealand Qualifications Authority to use only NZSTI members and the changes that have taken place at the Refugee Status Appeals Authority. On the basis of our suggestions, courtrooms were redesigned to protect the interpreter and an “interpreters’ room” was established where interpreters could retire to during breaks to rest or prepare for the next hearing. There are phones, workstations with dictionaries, but above all, interpreters can now get away from the maddening crowd of the public arena.

Education of our members and professional development is another important concern of the NZSTI. As there are now two postgraduate qualifications in translation and interpreting at the University of Auckland, the NZSTI offers two scholarships each year to cover the fees of one course. In addition, preparatory workshops are held for the test candidates before the NAATI tests.

The annual conference, which alternates between Auckland and Wellington, is a highlight in the year of the NZSTI. Another benefit, the society’s newsletter Word for Word, is also published three or four times a year.

Looking back, we have come a long way. Looking forward, there is still much to achieve. All officers of the NZSTI work on a voluntary basis. Since the workload increases each year with the growth of the membership and activities, it is becoming more difficult to stretch the goodwill of those few who carry the burden of running the society. Some creative solutions must be found in the near future. We are confident that the NZSTI will continue to go from strength to strength for the benefit of its members and New Zealand society at large.

For more information on the NZSTI, please visit the Website at www.geocities.com/Athens/Acropolis/7329.

From the Executive Director Continued from p. 7

the members in attendance. (The Board and Accreditation Committee will have a joint meeting at the March Board meeting in Alexandria.)

Honors and Awards. Jo Anne Engelbert has agreed to replace Courtney Searls-Ridge as the chair of the Honors & Awards Committee.

Translation and Computers. ATA Director and Translation and Computers Committee Chair Alan Melby briefed the Board on his various activities. He updated the Board on progress with the ASTM interpreting and translating standards projects and his participation in the recent Association of Machine Translation in the Americas Conference in Mexico as the official ATA representative. Notably, Melby was the first official ATA representative at the AMTA conference in over six years.

In other matters, ATA Director and Chapters Committee Chair Kirk Anderson reported on his communications with various groups. ATA Secretary Courtney Searls-Ridge updated the Board on her efforts to establish an ATA mentoring program. And, ATA Director Beatriz Bonnet gave the Board an overview and summary of her survey of corporate members. (These efforts will be discussed at future Board meetings.)

The next Board meeting will be in March in Alexandria, Virginia. As always, the meeting is open to the membership. If you would like a copy of the minutes of the September meeting, please contact ATA Headquarters.
The literary history of the Maya people is extremely rich, yet it has been marked by persecution and loss. Most of us are aware of Diego de Landa’s burning of a huge collection of books in the Yucatán in the 16th century:

Usaban también esta gente de ciertos caracteres o letras con las cuales escribían en sus libros sus cosas antiguas y sus ciencias, y con estas figuras y algunas señales de las mismas, entendían sus cosas y las daban a entender y enseñaban. Hallámosles gran número de libros de éstas sus letras, y porque no tenían cosa en que no hubiese superstición y falsedades del demonio, se los quemamos todos, lo cual sintieron a maravillas y les dio mucha pena.¹

We may be surprised, however, to learn that as recently as the 1940s and 1950s, Catholic missionaries in Maya communities used Landa’s method of whipping and imprisoning the alcaldes rezadores (“prayermakers”) and ahh’ é (Maya diviners or priests) to force them to abandon their religious practices. The elders of Jacaltenango also report an incident of book burning outside the town hall in the early 1950s.²

At the beginning of the colonial period, certain important texts such as the Popol Wuj and the Libros de Chilam Balam were written. However, having satisfied their initial curiosity as to indigenous beliefs, the colonial powers proceeded to ban any further manifestations of Maya culture:

La vida de la literatura y del idioma escrito duró solamente lo necesario para la “siembra” y consolidación de los elementos de la cultura hispánica, que pronto fue cambiando la mentalidad de los mayas para olvidar de sus elementos propios. Esta instrumentalización de que fue objeto la escritura maya cumplió el objetivo para el cual fue creado, pero su duración no tardó mucho. Pronto se diluyó en el túnel del oscurantismo.³

The efforts of the invaders to destroy the indigenous cultures of this continent have been unceasing. Miraculously, they have not succeeded...

The specific scene is a refugee camp in Mexico in the early 1980s. However, on a metaphorical level, as the author uses “raíz” rather than “ombigo,” the protagonist may be seen as representing the Maya people as a whole, their languages and cultures under siege for centuries.

The uprooting and displacement caused by the civil war of the 1970s and 1980s nearly completed what the preceding centuries of colonialism and political and cultural repression had unremittingly pursued: the destruction of Mayan languages. “[Q]uizás aquélla era la última vez que cantaba en q’anjob’al,” says Gaspar Pedro González’s protagonist as he recalls his childhood in exile. “Canto ahora, me decía, porque mañana quién sabe si podré hacerlo, si podré recordar el idioma, las tonadas, las formas musicales de mi niñez que aprendí en la comunidad, mi primera comunidad. Canto ahora, porque mañana quién sabe si me dejarán cantar.”⁴

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Reclaiming a Literary Voice Continued

With brutal political repression heaped upon the longstanding cultural and economic oppression to which they had become accustomed, the Maya peoples' resilience underwent its most extreme test and survived, in many ways stronger than ever. Today's Maya Movement has made remarkable strides in terms of cultural autonomy and political representation, resulting in the recovery and revival of many traditional practices, as well as increasing multilingualism in many sectors and institutions of Guatemalan society.

When author Gaspar Pedro González visited one of my classes, a student asked him why he writes in Q'anjob'al: "you've told us there aren't very many people who read the language." A Guatemalan university professor on a panel with me at a literature conference also wondered, commenting: "we put out many documents in the main Mayan languages, but not in the ones spoken by smaller groups." The message here: Why bother? Let it go. Let's get on with the new millennium. Could Gaspar Pedro González's first novel, the "first Maya novel" ever written, be the first and last novel written in Q'anjob'al? Could his collection of poems, entitled Sq'anej: Palabras mayas (poetry always composed first in Q'anjob'al), be the last song his protagonist so poignantly describes?

E n esta pérdida de un elemento más de nuestra identidad como lo es el idioma, se va quedando también parte de nuestra vida comunal, parte de nosotros mismos entre los huatales del tiempo: nuestra historia, nuestras tradiciones habladas, nuestro misticismo, nuestras vidas mágicas y míticas, en una palabra nuestra cosmovisión.6

Hence the determination not to let the language die. These are cultures that have witnessed enough deaths. And through it all much has been lost, but much has also been saved. Víctor Montejo, Maya anthropologist, writer, and professor of Native American Studies at the University of California-Davis states: "A pesar de los rápidos cambios ocurridos en el transcurso de este siglo y las olas de violencia que han sacudido fuertemente a las comunidades indígenas, los jakaltekos aún mantienen latentes algunos de los rasgos más sobresalientes de su ancestral cultura..."

One of Gaspar Pedro González's poems describes the efforts the invaders have made to destroy the Maya people and their culture. The poem concludes by saying that the invaders forgot one thing; they failed to pull out the roots. Those roots can sprout; the loose ends of the threads can be gathered up and woven back together. However, there is a new urgency. Many important literary and cultural elements have survived mainly or exclusively in the oral tradition. As elders die without passing on their knowledge, more and more is lost. This is what led Víctor Montejo to compile the legend of Q'anil: The Man of Lightning of Jacaltenango:

Compounding the situation of injustice I have just described is another less obvious, and therefore perhaps more insidious, practice, namely when well-meaning anthropologists, linguists, and others of our scholarly colleagues who study Maya culture and languages publish their studies abroad in languages other than Spanish. Promises that the fruits of their research will be returned to the communities who opened themselves up and trusted these strangers are all too frequently broken.

Víctor Montejo relates in Q'anil that when he was compiling and writing the epic poem in the 1970s, he was unaware of Oliver La Farge's ethnography on the Jakalteks. He states that this exemplifies one of the problems of anthropology in general, as ethnographers' works are written in other languages and filed away in foreign libraries. "No se ha hecho lo posible por traducir el material por lo menos al castellano y repatriar dichos documentos a las comunidades donde se recopiló la información."7 La Farge's The Year Bearer's People was translated into Spanish by Oscar Velázquez and Víctor Montejo and published in Guatemala in 1997, thus completing the return of this ethnography to the Guatemalan people in general and to the Jakalteks in particular.

The irony that not only ethnographies, but also many of the most important surviving pieces of pre-Columbian Maya literature, are in foreign hands is just one more manifestation of this long trajectory of destruction and usurpation of autochthonous cultural elements by outsiders and invaders. Gaspar Pedro

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González states simply: “[P]odemos concluir afirmando que de los cuatro documentos (códices) que nos quedan de la escritura prehispánica, ninguno se encuentra en Mesoamérica.” He also raises the intriguing possibility that other documents may have survived.

Against this backdrop of persecution, loss, and urgency, many heroic efforts are being made to preserve, recover, and encourage the literary expressions of Maya culture. A major force in this endeavor is Fernando Peñalosa, a retired sociolinguistics professor who became interested in the matter after making the acquaintance of Maya immigrants in the Los Angeles area in the early 1980s. Then, while in Guatemala, Peñalosa became aware that few Maya intellectuals have access to books written about them and published abroad in languages other than Spanish. His main interests when he founded Yax Te’ Press in 1994 were in publishing folktales in bilingual or trilingual editions and in repatriating scholarly works about the Maya.

Someone urged Peñalosa to read Gaspar Pedro González’s first novel, La otra cara, which led him to publish an English version entitled A Mayan Life. It is now the top seller for the Yax Te’ Foundation, which was incorporated in 1997 and whose board includes prominent Maya and Mayanist scholars. According to Peñalosa, manuscripts have “come out of the woodwork,” and although the main focus of the Foundation’s work continues to be the repatriation of ethnographies, it has published novels and poetry by Maya authors. The Foundation’s publications include monolingual Spanish as well as bilingual Spanish/English and Spanish/Mayan language books. The books are printed in Guatemala and sold there as well as in the United States.

Over the last several years, I have been privileged to participate in various projects with the Foundation. The first was a translation into English of Gaspar Pedro González’s second novel, El retorno de los mayas. This was a particularly meaningful opportunity for me, because the novel tells the story of a boy who fled Guatemala during the civil war. The themes and events were familiar to me from my work with refugees in the 1980s. This time, however, the story did not have to be told through my clumsy questions to a skeptical or hostile immigration judge. This time the story is told as it should be: in the elegant, metaphorical language of one who shares the cosmovisión of the protagonist, and who understands that the protagonist is only heroic to the extent that he represents the collectivity, the community. This time the story is told with the rich mixture of past and present tenses that characterizes Maya narration, and is woven with a tapestry of Maya symbols.

I was also invited by the Yax Te’ Foundation to revise the English version and translate introductory materials and extensive endnotes for a new edition of Víctor Montejo’s Q’anil. The Foundation recently published a bilingual Spanish/Poptí version of this epic poem, and I am thrilled to report that the revised edition of this epic of the Jakaltek people will be published in trilingual format next year by the University of Arizona. This recognition of the value and importance of the original language of the epic, and its place alongside Spanish and English in these publications, is extremely significant.

Forthcoming publications from Yax Te’ include repatriated ethnographies of Todos Santos and Momostenango, as well as poetry in Poptí and Spanish by Santos Alfredo García and poetry in Spanish and English by Calixta Gabriél. I have worked on the English translations of Calixta Gabriél’s poetry with one of our graduate students, Suzanne Strugalla. We look forward to publication in early 2001.

Most recently, I had the privilege of working on a repatriation project: a translation into Spanish of an anthropologist’s thesis on the political and social structure of Jacaltenango. Ironically, Spanish is the first language of the anthropologist who wrote the study; he is from Perú. It is likely that university or departmental requirements led him to write his doctoral thesis in English first. Perhaps he intended to produce a Spanish version eventually, but 25 years later Fernando Peñalosa and I volunteered to do just that. Motivated by the concern of Maya intellectuals regarding the inaccessibility of studies published abroad in languages other than Spanish, we have endeavored through this Spanish translation, if not to make a substantial cultural contribution, then at least to set some things right by making this publication available to the Jakaltek people.

But into Spanish? Two questions arise here. The first is more philosophical. If we translate into Spanish, in fact even when Maya authors write in Spanish, does that mean that, in a sense, the invaders have “won”? The

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second question, more practical and perhaps of greater interest here, regarding the last project I described is what business do I have translating into Spanish, my second language? To briefly answer the second question first, I certainly had qualms about translating into my second language. But my co-translator and publisher Fernando Peñalosa, as well as Juvenal Casaverde, the author of the study and a native speaker of Spanish, and Víctor Montejo will review the text before it is published. In fact, I have had the luxury of similar security on two of the other projects I mentioned; Víctor Montejo and Calixta Gabriela both speak English. In the translation of texts in which cultural differences are potentially much more significant than language differences, the input of Maya writers and scholars with knowledge of English has not only been reassuring to us personally, but certainly lends credibility to our translations.

Now to the more philosophical question. Does our use of Spanish mean that the invaders have won? In a very interesting article, Martin Lienhard wrestles with this issue, initially claiming that “un texto escrito en español, el idioma de los invasores y hoy el idioma oficial de las clases dominantes, no puede tocar la historia de los vencidos sino de modo torcido e indirecto...” but finally resolving that “al admitir...la interferencia de los ‘textos’ autóctonos, la literatura escrita en un idioma que fue importado puede dejar de ser una literatura ajena al país donde se produce. El universo indígena actúa en el interior de un texto escrito en español: es un factor subversivo que cuestiona la cultura dominante en su propia esfera.”

Last semester my Latin American literature class read Gaspar Pedro González’s El retorno de los mayas. Early in the novel, there is a reference to the “Cargadores del Año” or “Year Bearers.” My class had a nice mix of native and nonnative speakers, so I first asked the English speakers if they understood who the “Cargadores del Año” were. They shook their heads. Then I asked the native Spanish speakers, and they also said no. The look of surprise on the English speakers’ faces told me that they had learned something that day. Sometimes knowing the language is not enough; cultural differences may challenge even the most fluent reader.

I have often wondered why indigenous writers write in Spanish, opening a window on their world to people who, frankly, have again and again shown themselves to be unworthy and undeserving of such an honor. In some cases, the considerations are practical ones. Many Maya writers are simply more comfortable writing in Spanish, the language in which all their formal education has been conducted. Gaspar Pedro González, for example, insists that he can write his novels in either language, but that his poetry must be created first in his mother tongue, Q’anjob’al. The economic benefits of writing in Spanish are obvious, but I prefer to interpret it as a gesture of reconciliation and an expression of unity in diversity. “Con los granos de maíz de cada uno, se construirá una mazorca,” says Gaspar Pedro González’s protagonist in La otra cara.

This is a generous offering and, at the same time, a proud taking of a rightful place in world literature. As several Maya scholars have patiently explained to me, writing in Spanish does not mean turning the tables and beating the Spaniards at their own game. It is a continuation of a long tradition of Maya literary expression and an incorporation of desired elements from Western culture into Maya culture, rather than a loss of identity through absorption into the dominant society. Gaspar Pedro González feels that this is the moment for an active, rather than passive, embrace of Maya identity and adaptation of scientific and technological advances to the Maya canon.

Consider these words of Víctor Montejo in the prologue to Q’anil: El hombre rayo: “[H]e desatado de la conciencia de los ancianos esta historia importante que ahora doy a conocer fuera del mundo jakalteko como un aporte cultural del pueblo de Jacaltenango y que puede figurar entre los relatos más sobresalientes de la literatura indígena del continente americano.” Therefore, this reclaiming of a literary voice is not an abandonment of language or literary traditions. On the contrary, it represents a preservation and celebration of them. For most Maya writers, even those who produce most of their work in Spanish, writing in Spanish is not enough. Gaspar Pedro González stresses “...la importancia de que estos idiomas se comiencen a escribir para ocupar los espacios que les corresponden dentro de la literatura universal.” And as this same author points out, Maya literature, even when written in Spanish, should not necessarily be subjected to analysis under Western canons, because its aesthetic elements and forms and content remain Maya
regardless of the language in which they are expressed.17
It has been an honor and a privilege for me to assist in bringing this literature to readers of English. In conclusion, I quote once more from Gaspar Pedro González’s book *Kotz’ib*: *Nuestra literatura maya*. His use of the word *Kotz’ib* here is a reference to the title of this particular book. The thought, however, expresses the collective wish of all Maya literature authors, compilers, publishers, and translators.

Al ofrecer *Kotz’ib* a los lectores, hacemos votos porque sirva de punto de partida para interesarlos en el tema; para que se conozcan y valoren las personas y sus productos culturales sin discriminación dentro de un mundo más justo y más humano.16

Notes
According to a recent news report, at the United Nations Millennium Summit (you know, the one where President Clinton and another 149 heads of state met to discuss weighty world issues), Sudanese President Omar Hassan al-Bashir gave his speech in Arabic. The UN interpreter was cruising along just fine. “We in Sudan shall spare no effort to achieve these noble goals and to cooperate with all member states on the basis of the principles of...” the interpreter began. Here the interpreter paused, no doubt waiting for the speaker to finish his sentence so he could continue.

The pause grew longer. And longer. Realizing he had lost his place, the flustered interpreter exclaimed “Oh f—k!” into the open mike, an obscenity heard by all the assembled heads of state (okay, all the non-Arabic-speaking ones). Then he hastily added “...that the, of the basis of foreign, er, principle of respecting the choices of others and noninterference in the affairs of other states.”

Tell It Like It Is

In response to complaints about the incident, UN officials declared that they would listen to the tape and take action if anything “not proper” had been said. To the wretched interpreter, I would just like to say, “Dude! I hear you, man!” I have had endless admiration for all you interpreters out there ever since I endured my first interpreting assignment, the most embarrassing experience in my professional career.

Trial by Fire

As a novice translator several lifetimes ago in France, I did a lot of medical translation. An ophthalmologist I had done some work for asked me to interpret at a “round table” she was organizing on “intra-ocular implants.” She assured me that it was going to be a very informal discussion, and that she had guests coming from the U.S. and Israel and “didn’t want them to be lost.” She even gave me some reference materials. Sounds fine, right?

Well, I show up on the appointed day and discover to my dismay that we’re in a huge auditorium with scores of raving ophthalmologists in attendance. In addition, the American guest is the speaker, so I’m going to have to work into French, and—Lord have mercy—he’s from Kentucky, has a heavy Southern drawl, mumbles, and—I swear I’m not making this up—is chewing gum while he’s delivering his paper. To make matters worse, they’ve placed me up on the stage, with a microphone, in front of a huge screen on which slides of giant eyeballs being sliced open are being projected. I can’t understand half of what the speaker is saying, it has nothing to do with the reference materials I was given, and I have no idea how you say it in French anyway.

So what’s a novice interpreter to do? First, I got very creative. Then I switched tactics and began to mumble, but I realized the jig was up when I heard a guy in the front row lean over to his neighbor and ask “Is she getting this OK?” and saw the neighbor shaking his head sorrowfully.

Well, my crowning moment of humiliation came when the organizer strutted over and snatched the mike away from me, whereupon I began to grasp the true meaning of the expression “wanting the earth to open up and swallow you.” As my mother used to say, “live and learn.” I learned I never wanted to interpret again!

Give the Guy a Break

Next to that, what’s a measly little bad word spouted in an unguarded moment of frustration? Especially considering that the UN has about the most rigorous standards of excellence for its linguists of any place I know. After his credentials and references were scrutinized with the detail of a special prosecutor, that poor interpreter no doubt had to undergo hours of testing and interviews. And that’s the easy part, compared with the actual interpreting.

So UN officials, if you’re listening, show a little compassion. And look on the bright side: no offense to His Excellency the President of Sudan, but I’m sure his speech got a lot more attention as a result of this, er, indiscretion.
Dictionaries and Beyond

By Eric A. Bye

Let’s explore some ways to break through the existential angst of meeting a word, phrase, or concept in a source text that stops us cold and is nowhere to be found in the unexplored crannies of our dictionaries or specialized glossaries and lexicons. Such obstacles frequently involve idiomatic expressions, current slang, neologisms, or highly technical terms. Sometimes, and even more troubling, they turn out to be misspellings or misprints! (In those cases, context may be our salvation.) I still encounter such bugaboos, but they don’t cause me to break into a cold sweat the way they once did. Here are a few coping strategies that have helped me in my work, complemented by further suggestions volunteered by attendees at my workshop at the recent ATA Annual Conference in Orlando.

First, a couple of brief observations about my work and the resources I use. I have the advantage of being surrounded by the culture of my (native) target language, so there are plenty of unconventional resources available to me, if only I can identify them. Most of my deadlines are reasonable, so I have the luxury of doing needed research to solve difficult terminological mysteries. People who translate into a language that doesn’t correspond to the surrounding culture may find it necessary to adapt the following strategies.

I still rely primarily on paper dictionaries. This reliance comes from how I first got tooled up to function as a translator. I own two electronic dictionaries—both technical ones for French and English. I find one somewhat deficient and the other fairly complete and satisfying to use. The latter is the Grand dictionnaire terminologique, produced by the Government of Québec’s Office de la langue française. This dictionary is evidently a worthy competitor of the well-known Termium. In Danièle Heinen’s session on computer tools for English<>French translators at the ATA Annual Conference, I learned that the Government of Québec has generously made the Grand dictionnaire terminologique available online for free—go to www.granddictionnaire.com. (Danièle’s homepage has plenty of good French references and links, and a visit to www.arcenplume.com is worthwhile.)

Some of my paper dictionaries are 30 years old—so old that they have no computer terminology in them. I once thought that they were no longer useful and that I would pass them on. Experience has shown me, though, that even old dictionaries are useful. Not everything we translate deals with the most current technology. I have had to work with documents concerning old guns and other outdated technologies. In such cases, an aged resource may be the best hope. I have come to realize that unless an old workhorse dictionary somehow proves itself to be no longer useful, I’ll keep it in the stable.

I have also discovered some differences among brands of dictionaries. Generally speaking, the larger the dictionary, the better. (Some translators also feel the more, the merrier. I also find myself tending in that direction in theory and in practice.) I usually use the Oxford French Dictionary; with 350,000 entries it’s very useful and reasonably priced. But even though my ancient Mansions doesn’t have as many entry words, under each one there is commonly a broader selection of definitions and synonyms. I find a similar situation when comparing my recent Harper Collins German to my old Cassell’s. In Spanish, I use the Oxford and an older Cuyás with a Castilian emphasis as backup.

...Experience has shown me, though, that even old dictionaries are useful...

These combinations of dictionaries seem to complement each other fairly well, instead of merely overlapping. That’s a fortunate happenstance, for I didn’t choose them with that view. You probably could buy dictionaries with that purpose in mind, though. I recommend the useful article by Daniel Linder in the July 2000 ATA Chronicle entitled “How Well do Your Technical Dictionaries Suit You and Your Translating/Interpreting Needs?” In that article, Mr. Linder describes how to evaluate dictionaries objectively and subjectively so you can choose them based on your individual needs. He also points out that depending on where a bilingual dictionary is compiled and published, it may be stronger in one direction than the other. The dictionary reviews that appear monthly in the Chronicle can also be helpful in choosing new dictionaries purposefully.

I own some specialty dictionaries and lexicons, and have even compiled a very detailed four-language lexicon

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Dictionaries and Beyond Continued

in a narrow field for my own use. My favorite specialty dictionaries are the Oxford-Duden picture dictionaries. These books are a gold mine of technical terms, at least for concrete nouns that can be represented visually, and they have broken up many log jams in my translation work. I own the French, German, and Spanish volumes. In addition, Japanese (and maybe some other languages) is also available. MacMillan also offers an excellent, larger-format, visual multilingual dictionary that may be a little kinder to tired or aging eyes. These dictionaries are even a joy to peruse in leisure time.

I also have a couple of regional and subject-specific dictionaries. A caveat for dictionary shoppers, which Daniel Linder also points out in his Chronicle article, is that dictionaries may be compiled on two different premises. First, compilers may rely on existing usage and select words and definitions from the real-life language-culture matrix. Second, they may operate with a bias that promotes consistent language usage. As we shop for dictionaries, it’s difficult to detect the difference, but frequently dictionaries that are “compiled by official organizations that have a stake in terminology standardization will be of the second type.” Most of us, I suspect, would find resources based on real-world language use to be more useful and satisfying.

Monolingual dictionaries are also a great help. I have used le Petit Larousse and its Spanish counterpart for years, and in German I use the Wahrig Deutsches Wörterbuch. Such dictionaries don’t provide English translations, of course, but they help us understand a term and make the leap to a target-language equivalent. Monolingual dictionaries are commonly more inclusive than bilingual ones of comparable size.

Here are some steps I use for clarifying a mystifying source-language word. I rarely have recourse to all these steps, and may use them in a different order.

- Search for the term in a new paper dictionary that’s open next to the computer.
- Search in an older paper dictionary.
- Search in a monolingual defining dictionary.
- Check one of the technical electronic dictionaries I own (if applicable).
- Visit EURODICAUTOM or some other online dictionary I have bookmarked. Online dictionaries have both advantages and disadvantages. On the one hand, they are updated frequently, and a search covers the entire body of information rather than only entry words. On the other hand, sometimes you end up with dead links.
- If time permits, get an inquiry in to John Decker, compiler of the “Translation Inquirer” column in the Chronicle.
- If all else fails, implement Plan B, which is really the subject of this article!

Assuming that the dictionaries I have at my disposal let me down, here are some of the stratagems that I have found helpful.

Consult Another Translator

It is preferable if you phone or have a face-to-face meeting with a colleague (actually, I don’t have the luxury of doing the latter, but if I worked with or near anyone else, this would be my first resort). If you are fortunate in contacting the right person, this may be the extent of your search.

In the absence of direct, personal contact, e-mail may come to the rescue. Here’s a sample of words, not particularly technical, but out of the ordinary, that I encountered in translating a book from Spain on faux finishing (painting surfaces to look like other materials: exotic woods, marble, gold leaf, etc.): aguaplas, marmolina, porexpán. The context made it tantalizingly clear what these are used for, but that didn’t get me the English equivalent I needed. Solution: I consulted the ATA’s Translation Services Directory and e-mailed a query to several translators/members in Spain. Coincidentally, Dan Linder, already referred to, was the one who answered my plea for help. He also was stymied, but visited with a friend who’s a faux finish painter/interior decorator and native Spanish speaker. A few days after my inquiry, I had my answer. The terms are like eponyms formed from brand names: Kleenex, Xerox copy,
Know Which Books in Specialized Fields to Consult

Tops among them, at least for my work, are the Merck Manual and Dorland’s Medical Dictionary. These have helped me with human illness terminology, medical procedures, and even veterinary medicine. There are also monolingual defining dictionaries for insurance, oil and gas exploration, automotive, computers, aerospace, and many other fields.

Even a video store catalogue proved helpful with some American movie titles that appeared in La Vie revue des amoureux, a book I recently translated into English. The French titles were easy enough to decipher, but I found that the movies had sometimes been assigned different, seemingly unrelated titles in the source language. Examples include: Tant qu’il y a aura des hommes with Burt Lancaster and Deborah Kerr, which we know as From Here to Eternity (1953); Bogart and Bacall in Passagers de nuit, our Dark Passage (1947); Alfred Hitchcock’s Les Enchaînés, which was originally entitled Notorious (1946); and Elizabeth Taylor and Richard Burton in Chevalier des Sables (1965), which is known to us as The Sandpiper.

Find Out the Root of the Word

Every study Latin? Sometimes knowing the roots of a word will get you within striking distance of the correct term. And if you ever have to translate names of exotic plants, herbs, animals, or parts of anatomy that are designated with the Latin equivalents, you have the Rosetta Stone to produce the target-language equivalent. An example is genu varum. It means pronation, a lower limb configuration in runners that’s addressed by shoes and orthotic inserts. Multivolume encyclopedias in my local library that deal with plants and animals (Wild Flowers of the United States by Harold William Rickett and Grzimek’s Animal Life Encyclopedia) have been helpful in locating specialized English terms

Try a Cross-language Cognate Search

If you know two or more cognate languages (e.g., among the Germanic, Slavic, or Romance languages), you might find clues in a dictionary for a related language. I once spent nine years working with life and health insurances and mutual funds, but I was still stumped for a good translation of the following term encountered in a liability insurance policy from Argentina: a título oneroso. It’s in none of the dictionaries I had at my disposal, and it took a friend and native French speaker to recognize it as the equivalent of à titre onéreux. It means fare-paying, or in exchange for consideration (or payment), depending on context.

Network With Professionals in Specialized Fields

Networking is enjoyable, educational, and productive. In translating a Spanish book on pottery, I had to deal with specialized terms such as soporte and horquilla. Pictures of the tools and context made it clear what the words referred to, but I still didn’t know the correct English terms. I consulted pottery books at the local library to get into the ballpark and had lunch with a professional potter. As a result, I can talk almost intelligently about throwing a pot, using a wire loop tool, slip, and bats. I’ve come to realize that speaking with these professionals is in some ways like consulting a living monolingual defining dictionary. The obvious added advantage is that these sources of information are interactive, more knowledgeable in the field than dictionary compilers, and capable of handling every nuance of your questions.

It might be easy to overlook networking because you don’t want to impose on anyone’s goodwill or time, but everyone I have asked was willing to help—and for free. In approaching people for this purpose, I generally introduce myself, explain my project and dilemma, and ask if I could borrow or buy a half-hour of their time to help me out. While no one has ever charged me for helping, I have gladly passed on a fruit basket, gift certificate, or a finished copy of the book by way of saying thanks.

Masonite, Formica, and Samsonite, are examples in English. The mystery words are types of putty, composite marble, and plaster. The same professional decorator in Spain also contended that another term, drapeado, should be spelled trapeado; it means the technique of ragging (to achieve a specific painted effect). It’s quite vexing to try to find out the meaning of a mis-spelled word. For other terms, such as flogging brush, graining tool, stippler brush, badger blender, softener, dragging brush, and a host of others, I consulted library books on painting and sales literature from my local Sherwin Williams paint company.

In locating specialized English terms, I often find myself working with words that I know to be wrong in English spelling. For example, I once spent nine hours trying to locate the correct English terms. I consulted pottery books at the local library to get into the ballpark and had lunch with a professional potter. As a result, I can talk almost intelligently about throwing a pot, using a wire loop tool, slip, and bats. I’ve come to realize that speaking with these professionals is in some ways like consulting a living monolingual defining dictionary. The obvious added advantage is that these sources of information are interactive, more knowledgeable in the field than dictionary compilers, and capable of handling every nuance of your questions.

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Know Which Books in Specialized Fields to Consult

Tops among them, at least for my work, are the Merck Manual and Dorland’s Medical Dictionary. These have helped

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for herbs and animal diseases when the scientific/Latin names are provided.

It may also be worthwhile to go directly to a target-language defining dictionary for a word that otherwise escapes you; roots and cognates may lead you to the term. This recently worked for me when *mélânique* and *brévirostre* appeared in a passage about woodcocks (a migratory game bird). *Webster’s Tenth* lists *melanic*, and a Funk and Wagnell’s 1963 English dictionary contains *melanous* and *brevirostrate*. (The terms mean black pigmented and short-beaked, respectively.) One might have correctly deduced these examples through etymology, but in any case it’s reassuring to find confirmation in an authoritative source.

**Don’t Overlook Web Pages**

A visit to the American Kennel Club’s Web page brought me into contact with their library in New York. They graciously sent me a packet of free information that answered several terminology and product questions, and assured me that certain brand names included in the source text could be preserved in the translation because they’re known and available in the United States. That packet of brochures has also helped me in doing two or three other translations about dogs.

**Examine Specialty Catalogues and Junk Mail**

I’ve already referred to the free handouts from Sherwin-Williams paints. One day I literally fished an East Bay athletic footwear and equipment catalogue from our trash. Needed English vocabulary—pronation, supination, slip lasts, combination lasts, board lasted shoes, heel strikers, heel counters, singlets, toe-off area, sock liners, and more—was contained in the junk mail I had already tossed.

When I needed information about breathable, high-insulation fabrics such as Gore-Tex, I found a junk mail catalogue from Sierra Trading Post to be useful; it referred by name to several comparable materials I could mention in a book for the North American market. And a free catalogue passed on to me by a front desk person at a health club confirmed that the stretchable Thera-Band exercise devices mentioned in a German text are available in North America. Many of the fields in which we are called to translate are so restricted that lexicons are not available, but sales literature contains a wealth of specialized, insider vocabulary.

Many of the previous examples prove that dictionaries are simply not always the right tool for the job. They don’t contain the entries you need, and only specialized target-language publications like catalogues will help.

What do we do with all this new, hard-won vocabulary? We could put it into a terminology manager for future reference. I haven’t done that. I don’t have a manager, and am quite happy, for now at least, to commit the new words to memory. If I continue to work with them, they tend to remain near the surface, where they’re easy enough to access. I do keep a physical manila file on each project that contains all those special photocopies, phone notes, catalogues, contacts, and other aids. I refer to old files when analogous projects come along, and it’s a simple matter to find the nuggets of information.

Attendees at my ATA workshop contributed these additional ideas about dictionaries and beyond, for which I am grateful:

1. *Termium*, a highly regarded French/English dictionary, now encompasses French, English, and Spanish. The Banque de terminologie du Québec now works with three languages. The Canadian government has lots of online resources. One good lead is www.olf.gouv.qc.ca.

2. If you know that the document your are working on has already been translated into another language that you know, get a copy of that translation to help you with troublesome terminology.

3. Use the *Yellow Pages* and phone relevant businesses in the target-language country when you encounter an unknown term. (It may be worthwhile to bring back a phone book when we travel abroad.)

4. Make your best educated guess and do an Internet search (e.g., to a company’s home page, which may be bilingual) to confirm your guess or locate a different term.

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English into English: Seamus Heaney on Translating Beowulf

If, as Ezra Pound once stated, literature is news that stays news, translators have the capacity for renewing the news, for refreshing it time and again.

(Ivan Stavans: Prospero’s Mirror, xxiii)

Seamus Heaney’s new verse translation of Beowulf, published this year by Farrar, Straus, and Giroux, brings the Anglo-Saxon masterpiece to life in all its melancholy dignity. Critics have been generous in their praise, noting that the translation “rides boldly through the reefs of scholarship” (Michael Alexander in The Observer) and that Heaney has “created something imperishable and great that is stainless—stainless because its force as poetry makes it untouchable by the claw of literalism” (James Wood, The Guardian). This bilingual edition—Old and Modern English en face—affords many pleasures, not the least of which is Heaney’s introductory essay on the experience of translating the poem. His discussion is so enlightening, not only of the process of translation but of poetic creation in general, that The American Poetry Review published the full text in its January/February issue.

“This translation] lives singly as an English-language poem,” says James Wood in his Guardian review. What are the factors that enabled Heaney to soar across a thousand years of language and history to convincingly recreate the sound and drive of the original? In his essay Heaney mentions many, but the most powerful and mysterious is intensely personal: “I consider Beowulf to be my voice-right,” he says. “Sprung from an Irish traditionalist background and educated at a Northern Irish Catholic school, I had learned the Irish language and lived within a cultural and ideological frame that regarded it as the language which I should by rights have been speaking and had been robbed of.” His discovery of words in the Old English text that, although considered archaic in modern speech, are still used by his Irish aunts, was as seductive as his deep, intuitive response to the poem’s peculiar metrics. This sense of identification was a powerful motivation for the extremely tedious process of analysis and research.

Heaney’s description of the relentless discipline of setting himself “twenty lines per day, like a sixth former at homework” will not be lost on any translator who day after day has doggedly swum upstream to reach a distant goal. But labor alone would never have produced a poem. “It is one thing to find lexical meanings for words and to have some feel for how the metre might go, but it is quite another thing to find the note and pitch for the overall music of the work. Without some melody sensed or promised, it is simply impossible for a poet to establish the translator’s right-of-way into and through a text” (xxvi-xxvii).

Heaney’s “enabling note” turned out to be stored memories of the narratives of his relatives, the “big-voiced Scullions.” He decided he wanted the poem to be speakable by one of these relatives. “I therefore tried to frame the famous opening lines in cadences that could have suited their voices, but that still echoed with the sound and sense of the Anglo-Saxon. He gives an example that makes the process perfectly clear. The poem begins with the word “hwaet,” rendered by most scholars as “lo,” “hark,” “behold,” or “attend.” Heaney finds a modern match for this archaic particle by simply listening, in his mind’s ear, to a voice in a Scullion kitchen about to begin an important story. The particle is not “lo,” or “hark,” but a sober and compelling “so.” The poem’s opening lines are thus:

So. The Spear-Danes in days gone by
and the kings who ruled them had courage and greatness.
We have heard of those princes’ heroic campaigns.

But “Scullionspeak,” commanding and powerful as it is, could never in itself be sufficient to suggest the verbal genius of the creator of Beowulf. The ultimate poetic gleam was imparted by Heaney’s own art acting on cues from his Anglo-Saxon ancestor. Like all inspired translation, this one is an impressionist’s feat, a reenactment we can best appreciate by comparing it with previous versions. The following lines describe the death and burial at sea of Scyld Shefing, mythical ancestor of the Danish kings (Heaney renders this name “Shield Sheafson”).

First, a prose version by a noted scholar:

Scyld departed from him at the fated time: the mighty man went into the keeping of the Lord. His own dear retainers bore away the beloved king, who had governed them so long, to the current of the sea. As he himself had ordered when he could still use words. There in the harbor stood a ring-prowed ship, covered with ice and ready to set out: it was a craft fit for a king.

Next, a scholarly translation in verse:

Scyld then departed at the appointed time
still very strong, into the keeping of the Lord.
His own dear comrades carried his body

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to the sea’s current, as he himself had ordered, great Scylding lord, when he still gave commands; the nation’s dear leader had ruled a long time. There at the harbor stood the ring-carved prow, the noble’s vessel, icy, sea-ready. They laid down the king they had dearly loved. Howell D. Chickering, Jr.: Beowulf (NY: Random House, 1977)

Heaney’s version:

Shield was still thriving when his time came and he crossed over into the Lord’s keeping. His warrior band did what he bade them when he laid down the law among the Danes: they shouldered him out to the sea’s flood. The chief they revered who had long ruled them. A ring-whorled prow rode in the harbor, ice-clad, outbound, a craft for a prince.

In the course of the labor-intensive work, “scriptorium slow,” of attempting to “raise [each translated line] to the power of verse,” Heaney became aware of a longstanding affinity for the odd patterns of Anglo-Saxon metrics. Upon reflection, he came to the startling realization that certain lines of the first poem of his first book were made up of “two balancing halves, each half containing two stressed syllables—the spade sinks into gravelly ground/My father, digging. I look down. In the second line, there was alliteration linking “digging” and “down across the caesura.” In other words, lines that conformed perfectly to the rules that governed the versification of Beowulf. “Part of me,” Heaney concludes, “had been writing Anglo-Saxon from the start.” (For some mysterious reason, such “conforming” lines were precisely the ones I carried in my ear after reading Heaney’s first book, many years ago.) A lesser poet would surely have chafed at the arbitrariness of the rules, especially the imposed alliterations. Heaney revels in them and makes them work for him. His dragons never creak; they produce real, poetic shivers:

Then an old harrower of the dark happened to find the hoard open, the burning one who hunts out barrows, the slick-skinned dragon, threatening the night sky with streamers of fire.

***

When the dragon awoke, trouble flared again, He ripples down the rock, writhing with anger when he saw the footprints of the prowler who had stolen too close to his dreaming head.

Joseph Brodsky, Heaney recalls, once said that poets’ biographies are present in the sounds they make. The translations they make are surely no exception. On reading Heaney’s essay, one cannot escape the conclusion that destiny had prepared him all his life for the project of reclaiming his “voice-right.” Beyond his response to the myth and music of Beowulf, Heaney’s sense of history played a defining role in his approach to the translation. In the final paragraph of his essay, justifying the use of a local Ulster word, bawn, to refer to Hrothgar’s hall, he concludes: “Putting a bawn into Beowulf seems one way for an Irish poet to come to terms with that complex history of conquest and colony, absorption and resistance, integrity and antagonism, a history which has to be clearly acknowledged by all concerned in order to render it ever more “willable forward/Again and again and again.”

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5. Ask project managers if a subject-specific glossary or relevant translation is available.

6. Keep your old dictionaries and check used bookshops. You may find some gems (e.g., a 1913 French and English dictionary that contains a wealth of terms that have dropped out of more modern resources, but which may still be useful).

7. Don’t lose sight of the overarching context of your project. The supervisor in one translator’s project was a computer chip, not a human!

8. Use the Internet and books to conduct a search in the target language. It may lead you to the needed terminology. Also, a reverse search (from target language to source language) may turn up clues.

9. Read corporate annual reports. They contain lots of specialized vocabulary.

Notes


2. Ibid.

Reference

The Oxford Dictionary for Writers & Editors, 2nd edition

*Editor and Compiler:* R. M. Ritter

*Publisher:* Oxford University Press: New York

*Publication date:* 2000

*ISBN:* 0-19-866239-4

*Price:* $24.95 (cloth)

*Reviewed by:* Kathy Bork

- Monolingual dictionary. 404 + xii pages. Stitched.
- Ease of reading: high.
- Typeface: headword, cross-references, abbreviations, parts of speech derived from headword set in boldface Arial (a sans serif font); entry text set in regular Swift (a serif font), ragged right.
- Nonglossy, fairly heavy paper, but no indication of whether it’s acid-free.
- Contents: editor’s note; how to use this dictionary; list of abbreviations [used in definitions]; dictionary; mathematical and logical symbols appendix; proofreading marks appendix [divided into marks used within lines of text or in the margins]; transliteration tables [Arabic, Hebrew, Greek, and Russian]; and diacritics, accents, and special sorts [for expanded Latin alphabet].
- Overall evaluation: good. Note, however, that almost any widely used dictionary (e.g., Merriam-Webster’s Collegiate) provides almost everything this one does (except perhaps the purely “British” terms) and much more.

**Useful Features**

Especially useful features include the following:
- Parentheses indicate “discipline, context, or language of the headword” or describe “some special aspect of its spelling, formation, or use.” The gender and case of foreign words not assimilated into English are given.
- “Restricted usages,” that is, usages “limited to a specific geographical area...register (e.g., colloq., derog., sl.), or field of activity (e.g., gram., her., math.)” are noted.
- British and U.S. English variants and other geographical restrictions are differentiated.
- Users are told whether to italicize or add accents to words that have come into English from another language, for example, “hotelier a hotel-keeper (not ital., no accent).”
- Users are told what to watch for with frequently misspelled words, for example, “its possessive pronoun (no apos.).”
- “accommodat/e, -ion (two c’s, two m’s).”
- Country of origin (if it’s not obvious from the name itself and if the organization is not British) of acronyms and initials is given, for example, “AAU (U.S.) Amateur Athletic Union.”
- There are a number of very brief biographical entries that include dates of birth and death and terms of office, if appropriate. There is no explanation of how the editor determined whom to include, however.

**Problems**

The following could prove troublesome:
- There is no pronunciation guide (although this might not be a problem for writers and editors).
- There is no syllabification guide.
- Spelling notes are too cut and dried, for example, “foetus use fe-2; “itchi use lychee.” Spelling variations are often determined by house style. Of course, if this dictionary is the one that determines your house style, it’s not a problem.

When I first started translating dental material back around 1984, the only German<>English dental dictionary was a bright green volume with some 15,000 terms by Herbert Bucksch. It had come out in 1970 and had been reprinted in 1978—an ancient tome. A new edition, as a cheerful bookshop assistant told me at the time, was planned for 1985, but no such luck.

What did come out in 1985 was the second edition of a quadrilingual glossary by the International Dental Federation. With its approximately 11,000 entries, it was useful as far as it went. It was also to remain the last German<> English dental publication for almost a decade and a half.

Then in 1999 and 2000, the validity of the feast-or-famine principle was once again shown. Within a year, we suddenly had two new German<>English dental dictionaries. Hooray!

**Thieme Lexemted Wörterbuch Zahnmedizin/Dictionary of Dentistry (English-German/German-English)**

*Authors:* Peter Reuter, Christine Reuter

*Publisher:* Georg Thieme Verlag Stuttgart: New York

*Publication date:* 1999

*ISBN:* 3-13-117311-4

*Price:* EUR 75.67 (approx. $70)

*Availability:* German online booksellers such as amazon.de, buche.de, buch.de, or bol.de. It does not actually seem to be available at major U.S. online booksellers, although some of them list it. No CD-ROM or online edition is available.

*Reviewed by:* Per N. Dohler (per@triacom.com)

This book is an offspring of the huge medical terminology database compiled in the 1990s by Peter Reuter and Christine Reuter. That database has already risen to several general medical dic-
tionaries and CD-ROMs.

The English-to-German and German-to-English parts of the Reuter/Reuter are combined in one volume. The dictionary aims to cover dental terms that are of importance “in the office and in the hospital, but also in dental studies and teaching as well as research.” This effort has yielded a dictionary of 680 pages (9x6½ inches) plus about 60 pages of (nice) ancillary material (explanations, anatomical color plates, weights and measures, conversion tables for temperature, and anatomical tables). It claims more than 70,000 entries with 200,000 translations. By contrast with the earliest volume in this Reuter/Reuter series, the quality of the paper and binding is good. The reader's eyes would have loved a slightly larger type, but that would have made the dictionary heavier.

Entries are listed in the Anglo-Saxon lexicographic tradition, that is, under the main entry “bite” or “Biss” we find a cluster of compounds, phrases, and collocations that have “bite” or “Biss” as a central element. This arrangement will be familiar to most Americans, while Germans will catch on quickly to the utility of this method.

Another deviation from the German lexicographic tradition is that its emphasis is on U.S. terminology, and the spellings are U.S. as well (no “colour” anywhere).

The syllabification of all headwords is marked. Parts of speech are also noted, as are dental fields (e.g., epidem., histol., etc.). German words are marked for gender or transitive/intransitive as appropriate. In the English-to-German section, the pronunciations of the main English entries are given throughout. There is no hint as to German pronunciation (I would agree they are largely dispensable), but irregular forms (e.g., plurals) are given. The German is given in the pre-reform spelling.

**Wörterbuch der Zahnmedizin und Zahntechnik (German-English/English-German)**

**Author:**
Herbert Bucksch

**Publisher:**
Hüthig Zahnmedizin, MVH Medizinverlage Heidelberg

**Publication date:**
2000

**ISBN:**
3-8394-5033-8

**Price:**
EUR 126.80 (approx. $115)

**Availability:**
See Reuter/Reuter.

**Reviewed by:**
Per N. Dohler (per@triacom.com)

The second new dental dictionary is the long-awaited Bucksch that just about everyone had given up hope of ever seeing: A completely revised successor to the 1970/1978 Bucksch, the English-to-German and German-to-English parts of this dictionary are combined in one volume. The dictionary aims to cover dentistry and its more technical sibling, dental technology. It has 997 pages (8x5½ inches). It claims more than 40,000 entries. The quality of the paper and binding is good.

Entries are listed in the German lexicographic tradition, that is, largely in strict alphabetical order of compounds, phrases, and collocations, with links included for many terms. The dictionary contains a large amount of sometimes extensive encyclopedic background information in italics, which will endear this work to translators with limited experience in the dental field. Most of these explanations are given in English in both parts of the dictionary, although some, usually shorter ones, are in German (I have not been able to detect a pattern). Sometimes there are independent English and German comments on the same term. The Bucksch intentionally includes some obsolete technical terms (“because they are important for the comprehension of the development in dental science”).

Syllabification or pronunciation information is not given. Genders of the German words are given throughout. The German is given in the pre-reform spelling. Primary English spellings are British, with American variants given.

Since there is no viable alternative, those working in the field barely need to be convinced that they have to get at least one of these two books. We are lucky in that, after a long hiatus, we finally have two largish dictionaries that are more than word lists and fairly reliable.

Do we have to get both? It looks as if we have to. There is surprisingly little overlap. Reuter/Reuter has more of a “medical” orientation, while Bucksch has more of a “technical” orientation. Still, dentistry more than many other medical fields being a peculiar blend of these two, the discrepancy is surprising. For example, the German prefix “Doppel-” (double) can be the first part of a rather eclectic collection of compounds (see Table 1).

**Table 1**

<table>
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<td>Doppelbindexperiment</td>
<td>Doppel(band)matrize</td>
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<td>Doppelblindstudie</td>
<td>Doppelbehälter-(Ab)Strahlgerät</td>
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<td>Doppelblindversuch</td>
<td>Doppelbild</td>
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<td>Doppelbrechung</td>
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<td>Doppelbrechend</td>
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<td>Doppelbogen nach Case</td>
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<td>Doppelbogenklammer</td>
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Only two matches in Doppela through Doppelb suggest that what one cannot find in one dictionary one might find in the other—and indeed, this is often the case, as I often noticed in my work. But neither of the two dictionaries is truly exhaustive, despite the many entries for a fairly specialized field.

I selected a haphazard handful of terms from a German index of keywords for dental articles written between 1995 and 1998 and tried to find them in the two dictionaries. Here is the result: (X = found; – = not found; comment = related word that was found fairly easily). This list was not compiled in any scientific manner. It is an impressionistic view (see Table 2).

The result obscures a feature of Reuter/Reuter: that the dictionary contains many general medical terms also found in general medical dictionaries. This gives Reuter/Reuter less focus than Bucksch and explains why, when consulted mainly on strictly dental terms, Bucksch may yield more hits than Reuter/Reuter despite having fewer entries. This is an impression I have had in my work as well.

My recommendation is to buy both dictionaries. They are good. I believe both to be reasonably reliable terminologically. There are few typos (I am too little of a pedant to take notes of these things), and I have not come across any major blunders. The dictionaries go far beyond simple word-to-word equations. They often complement each other. At the current exchange rate, price should not be a serious obstacle. (I believe that translators who do not invest in essential tools should not be running a translation business.)

If a medical translator only has occasional dental texts to do and already has a respectable collection of general medical dictionaries, I would spring for the Bucksch first—even though it is more expensive—because it is more likely to have those terms that may not be found in general medical dictionaries. If neither dental nor medical translations are your mainstay and you run into a dental text you cannot turn down and cannot find anyone else for—we all know how that goes—then Reuter/Reuter would be the better choice for being more inclusive.

For dental translation work, monolingual dictionaries remain indispensable: *Lautenbach, Wörterbuch Zahnmedizin* for German (a very comprehensive tome that came out in 1992 for which English has no match) and *Bucher’s Clinical Dental Terminology* plus *Harty’s Concise Illustrated Dental Dictionary* and *Heinemann Dental Dictionary for English*.

Table 2

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<thead>
<tr>
<th></th>
<th>Reuter/Reuter</th>
<th>Bucksch</th>
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<tbody>
<tr>
<td>Angle-Klasse</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Bolton-Diskrepanz</td>
<td>–</td>
<td>Bolton-Nasion-Ebene, Bolton-Punkt</td>
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<td>Braiding-Technik</td>
<td>–</td>
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<td>Distanzhülse</td>
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<tr>
<td>Edgewise-Technik</td>
<td>X</td>
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<tr>
<td>Endo-Paro-Lässion</td>
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<tr>
<td>Freiendprothese</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Gusslunker</td>
<td>–</td>
<td>Lunker</td>
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<tr>
<td>Hohlopturator</td>
<td>–</td>
<td>X</td>
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<tr>
<td>implantatgetragen</td>
<td>–</td>
<td>X</td>
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<tr>
<td>Jasper-Jumper</td>
<td>–</td>
<td>–</td>
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<tr>
<td>Keramikinlay</td>
<td>X</td>
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<tr>
<td>Lappenoperation</td>
<td>Lappen</td>
<td>Lappen chirurgie</td>
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<tr>
<td>Magnetanker</td>
<td>–</td>
<td>X</td>
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<tr>
<td>Nd:YAG-Laser</td>
<td>X</td>
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<td>NE-Legierung</td>
<td>Nichtedelmetalllegierung</td>
<td>NEM-Legierung</td>
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<td>Nuckelflaschensyndrom</td>
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<tr>
<td>Osteoplastik</td>
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<td>PAR-Index</td>
<td>Parodontalindex</td>
<td>Parodontalindex</td>
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<td>Rezessionstherapie</td>
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<td>Riegelgeschiebe</td>
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<td>Sinuselevation</td>
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<td>Verschiebelappen</td>
<td>X</td>
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<td>Vollkeramikkrone</td>
<td>Keramikkrone, Vollkrone</td>
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<td>Weichlot</td>
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<tr>
<td>Wurzelkanalaufbereitung</td>
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<tr>
<td>Wurzelspitze</td>
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Decker, an active member, is a freelance technical translator in Danville, Pennsylvania.

Address your queries and responses to The Translation Inquirer, 112 Ardmoor Avenue, Danville, Pennsylvania 17821, or fax them to (570) 275-1477. E-mail: JDecker@uplink.net. Generous assistance from Roy Wells (weststar@totacc.com) is gratefully acknowledged. Please make your submissions by the 25th of each month to be included in the next issue.

Oh, English! In just one day the Translation Inquirer heard the noun “finish” used in two jarringly different contexts. He always attends the sheep and goat judging at the local agricultural fair, not because he is so wild about sheep and goats, but because of the very interesting interactions between the judge, the youthful contestants, and their animals.

The latter, despite painstaking grooming, show by their body language that they would rather be elsewhere. The judge gropes these animals in certain crucial areas about the body, then stands back for an overall view, and then grabs his microphone to explain to the audience why this or that animal has more or less of what he calls finish. All the judges use this word, and I wonder whether they all mean something different by it. Perhaps it means the final few pounds that an animal gains before being judged. I would love to hear at least one such judge define finish.

Then, upon leaving the fair, on my car radio just a few minutes later, I heard an advertisement for a California wine, in which the advertiser praised the finish of his product. This meaning, at least, is in Webster’s: the taste in the mouth after swallowing a beverage (as wine). But just how could two wine lovers ever be sure they were talking about the same term if and when they discussed finish? Oh, English!

[Abbreviations used with this column: D-Dutch; E-English; F-French; G-German; I-Italian; N-Norwegian; Pt-Portuguese; R-Russian; Sp-Spanish.]

New Queries
(D-E 11-2000/1) Does the River Dijle, located in Belgium, remain so in English, asks Margaret Marks, or is there a French name to use? Geographers, here’s your chance!
(F-E 11-2000/2) Gerard Mryglot has a French birth certificate from 1967 on which the occupation of the child’s mother is indicated as “surveillante d’extérieur.” He wonders what this is.
(F-E 11-2000/3) Alicia Gordon stumbled over “définitif” in the following context: “XX cède a titre exclusif et définitif a Y les droits de fabrication et de commercialisation des produits définis...” If used to qualify license, how would “définitif” best be translated here: permanent, irreversible, absolute, definitive, ongoing, binding, final, or what? Note that the license is for one year, renewable, and may be terminated with two months’ notice.
(G-E 11-2000/4) A ProZ correspondent was working on a presentation about branding and encountered “Markenphysik,” a term that is all about the features of a product. Is brand structure appropriate, or is this one of those queries that is going to require a whole paragraph to answer properly?
(G-E 11-2000/5) This little cluster is from Trudy Peters and has to do with Swiss law. First is (5.a) the abbreviation “BO” : “BO: Vollmacht vom 30. Oktober Beilage 1,” and “BO: Arrestbefehl vom 1. Juni Beilage 3.” Lastly, (5.b) “ins Recht reichen”: “Der Beschwerdeführer reicht eine englische Beilage ins Recht.” How do you render these?
(R-E 11-2000/6) The Translation Inquirer himself presented this one at one of the ATA Slavic Languages Division meetings in Orlando, and went away somewhat unsatisfied with the results, which were admittedly hurried because the session was nearly over. The term was ВИНОКУРЕННЫЙ МОСТ. Here’s more context: В 1926-1928 гг. были сооружены [lengthy list of facilities] с

Responses to Old Queries
(E-Sp 5-99/6) (schlock): Bill Wilkes tried to retain the slangy flavor of schlock by using “mugreros.” The Diccionario Salamanca, as its no. 2 definition of this word, calls it “Cosa de mala calidad.” Bill credits a school teacher from the New Mexico border, Maria Jimenez Miranda, for providing a good sample sentence: “¡Ay niño—decía—siempre veo tus mugreros por todas partes!”
(E-Sp 8-2000/3) (PAL, NTSC): John Schweisthal says these two acronyms came from the television industry. Each is a method of broadcasting color signals. PAL is phase-alternating line (he suggests “Fase Intertinta cada dos líneas,” or perhaps FIL), a method in which the electrical phase of the color signal is inverted every other line to improve the joining, on the screen, of certain color combinations. NTSC is the National Television System Committee standard for broadcasting such signals. For the latter he suggests “Comité del Sistema Nacional de la Televisión” (CSNT).

Daniel Goldschlager says these abbreviations should not be translated, since they are known worldwide as PAL and NTSC, together with SECAM, the third television system used in France, in part of Russia, and in many Arab countries. We are indebted to Daniel for the jokester breakouts of these abbreviations used by video engineers who are highly partisan, Daniel says, to the system they are forced to use because of the country they work in: NTSC = never twice the same color; SECAM = system essentially contrary to the Americans; and PAL = perfection at last.

(E-Sp 8-2000/4) (Texas Rangers): As a child, Victor Sanchez saw the Lone Ranger television program translated as
“El Llanero Solitario,” and he expects “los Llaneros de Texas” to be proper.

Attila Gyuris, a federal law enforcement officer, states that the Texas Rangers do not constitute a military unit, and the latter word comes from their original 19th-century job of protecting frontier areas (ranges) from attacks by Indians and Mexicans. Now they are elite non-uniformed law enforcement units under the Texas Department of Public Safety, operating mainly in rural areas to help out local police to solve major felonies that require more resources, such as only the state can provide. He suggests “alguaciles estatales de Texas,” or even “detectives del estado de Texas,” to emphasize that they are not uniformed, patrolling officers. “Patrulleros...” implies patrol duty, which they no longer perform.

(F-E 8-2000/5) (financial terms): Marguerite Layton offers lump-sum death benefit for (5.a) “capital décès”; simply capital plan for (5.b) “plan de capital”; pensionable salary for (5.c) “salaire cotisant”; purchase (of shares) for (5.d) “achat”; and promotion of ownership for (5.e) “encouragement à la propriété.”

(F-E 8-2000/6) (Freemasonry terms): Anonymous but helpful declares that (6.a) is a typo for what should be “un frère trois points” = Master Mason (for the third degree of Masonry), or the three Fellow Crafts (for communicating the Masonic word). As for (6.b), it is simply a 33rd degree Mason. (6.c), “un souverain grand inspecteur général,” is a Sovereign Grand Commander, and lastly, (6.d)—“le suprême conseil”—is the United Supreme Council.

(F-E 9-2000/5) (“un produit sur étagère”): Peter King believes this sounds very much like a French localization of the English off-the-shelf product. It is part of an ongoing tradition, but perhaps not as good as “courriel” (e-mail).

(F-E 9-2000/6) (“Lecture faites et invités à lire l’acte”): Monique Bondeux simply suggests read and approved.

(G-E 5-2000/9) (“Bergisch-Märkisch”): Kriemhilde Livingston adds considerably more context to previous replies to this by pointing out that “Märkisch” refers to the Mark Brandenburg. Even to this day, maps designate an area about 45 miles southwest of Berlin as the “Märkische Tiefebene” (lowland of the Mark). The song “Märkische Heide” refers strictly to this region. Meanwhile, “das Bergische Land” is the mountain area of Nordrhein-Westfalen between the Rhine, Ruhr, and Sieg rivers.

(G-E 8-2000/8) (“Stabspulenfreigang”): Wulf-Dieter Brand notes that a “Stabspule” is a direct ignition coil, traditionally mounted directly on top of a spark plug. “Freigang” is related to the fact that variable or dual-stage intake manifolds now exist, the shape of plenum and intake duct being changed by turning a baffle within the manifold. New technology developed by Saab causes the ignition coil to be placed in an intake passage consisting, apparently, of two stages, called the “Hauptsammler” (main plenum) and “Leistungssammler” (power plenum). Between the two there is a cavity, which, for all intents and purposes, must be the “Freigang.” It is the only logical explanation, and therefore he suggests direct ignition coil assembly cavity as the best English rendering.

(G-E 9-2000/7) (“in eine Art Dulstungsstarre verfallen”): Peter King once lived with a herpetologist, and shudders at the memory of seeing rabbits and rats experience a trance and paralysis. So he suggests ...would fall into a state of apathetic acceptance, like rabbits hypnotized by a snake.

(Miscellaneous 9-2000/8) (how nationalities count on their fingers): Monique Bondeux states that for nearly 40 years she has encountered the quirks, customary in France, Germany, and most if not all European countries, of making number one the thumb, number two the index finger, etc. She believes that it is Anglo-Saxon to begin the counting process with the index finger, and its origin to her is very nebulous because it doesn’t make any sense!

(N-E 7-2000/11.a) (Norwegian shipboard equipment terms): Paul Hopper ended the long silence on these items by stating that from the context, (11.a) (“labber”) seems something like elastic pads, one pad placed under each corner of the piece of equipment, he conjectures. For (11.b), “skuteside eller interne skott i fartøy,” he translates the entire phrase as...for maintenance without opening or dismounting the side of the ship or (the) internal bulkheads on the vessel. Paul struck out on (11.e) (“jordtråd”), but making the risky assumption of a typographic error, maybe we should aim toward “jordtråd,” = ground wire. The logic of the sentence implies that the word should be plural, thus ending in “-er,” so that is a problem.

(R-E 8-2000/10) (Yadzimy-Oikavy): Denes Marton suspects the original manuscript was handwritten, and therefore the IO at the beginning of the latter name was mistaken for Ot, which looks similar. Consequently, he says, the name is actually that of the Nobel Prize winner Yukawa. John Falconer found a number of references to the Yajima-Oikawa hierarchy in an Internet search. With Japanese having no “V” sound and Russian lacking a “W,” the whole transliteration process is made more complicated. And, just judging by their morphology, he concluded that “Ritz’a” and “Uizema” were not Japanese. Assuming genitive singular case, he finally stumbled on numerous references to Ritz, Whitham, and soliton, lagrangian, etc. How Whitham became Уикэм can perhaps be taken up in another column.

(Sp-E 7-2000/12) (“aspectos financieros,” “documento de domiciliacion”): Francine Jacome says the former was probably used as a general title for the section or document containing financial statements and other related information. The latter would be the document proving that the company, branch, or joint venture has a business address and is registered to do business in Venezuela.

(Sp-E 8-2000/11) (food queries): Sofia Villalaz-Dunworth calls “otoe” [Xanthosoma] a Central American edible root, used in Panama as you would use potatoes in chicken or beef soups. It can also be prepared mashed. A reasonable equivalent is the Hawaiian root used to make Taro. “Pabito de aceite vegetal” is a sealed plastic bubble filled with about

Continued on p. 71
When In Doubt, Check It Out
By Leland D. Wright, Jr.

A surprisingly large number of errors, both major and minor, found on accreditation exams and practice tests appear to be attributable to the candidates not having consulted a suitable dictionary (bilingual or monolingual) whenever there is any question about the correct meaning, usage, spelling, etc., of a given word, phrase, or term. This does not mean, however, that all dictionaries are perfect and 100 percent reliable. Nothing could be further from the truth! Nor can the candidates be expected to have at hand every single reference work that they might normally want to consult under normal circumstances. That would be expecting far too much, which is why the exam passages are carefully selected so that they can be translated using just the most commonly available resources.

Nevertheless, guesswork when writing a translation cannot produce accurate results. The stressful conditions, time restrictions, and other factors imposed on those taking the accreditation exam are certainly not conducive to consulting reference materials for every single thing. Under ideal working conditions a translator would naturally want to be as meticulous as possible, checking out the meanings of words, thoroughly proofreading and editing the target-language text, and even letting the translation sit overnight before doing a final review. In the case of the accreditation exam and practice test, however, it is always important to allow enough time to do a careful review of each passage translated in order to spot and correct any anomalies such as spelling errors, look up equivalents for key terms, and make sure that there are no omissions.

One of the most common situations that causes errors on exams and practice tests arises when the candidate does consult a suitable dictionary, but chooses the wrong equivalent for the source-language term. This, of course, reflects the fact that many terms are polysemic (i.e., they have more than one target-language equivalent, depending on the subject matter). To illustrate this point, here are simple examples in just three major languages—French, German, and Spanish. To be sure, one can find countless other polysemic terms in every language, so this is just the tip of the iceberg.

In a French text dealing with medicine, the verb consolider or its adjective derivative would undoubtedly refer to the process of setting a broken bone or fracture. In a financial document, however, it would have a totally different meaning, namely the English cognate consolidate (e.g., consolidated debts). On the other hand, in a more general context the word might be best translated as strengthen or reinforce.

The German noun Betrieb is commonly used in the language to mean a business concern of some kind, but it can also denote a more specific entity, such as a factory, a manufacturing plant, or, in the case of the metallurgical industries, a mill. Beyond these meanings and depending on the context of a technical document, the German noun might be referring to a complete system, the operation of that system, or some general activity (e.g., der wissenschaftliche Betrieb). In a general or more colloquial context, however, such as the statement Heute hatten wir viel Betrieb, the German noun would be translated quite differently (i.e., We were very busy today), with the reference here being to business in a shop or store, for instance.

If a Spanish text uses the noun facultad, it could very well be rendered with the cognate equivalent, faculty, if the reference happens to be to a person’s “mental faculties,” or maybe as ability (e.g., la facultad de aprender idiomas fácilmente). In a legal context, however, the Spanish noun, especially when in the plural, would normally have to be rendered as power(s) or possibly authority/ies, right(s), or even capacity/ies. But, on the other hand, if the Spanish text is describing a university situation, the noun would have to be translated as school (e.g., Facultad de Derecho = Law School) and certainly not as its English cognate. On the flip side of the coin, if an English text used the noun faculty with reference to the body of professors employed by a university or school, it would be quite incorrect to translate it with the Spanish cognate unless, of course, the broader context involved the institution (i.e., the school where the professors teach) rather than the persons (i.e., el profesorado).

These simple examples serve to emphasize the fact that, even when a dictionary is consulted, one should never assume that the first equivalent listed is the best or only possible translation. The important thing to remember at all times is that a term’s meaning is dependent on its contextual usage. As the line in a song from the musical theater work The Music Man goes, “you gotta know the territory!”

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HUMOR AND TRANSLATION  By Mark Herman

Caveat Emptor

Several recent translations brought to my attention by alert readers make it obvious that users of translations must take cognizance of the above dictum. A friend of mine, who assures me that he is fluent in Latin, has courteously translated it for me for free as “The emperor is hiding in the cave (perhaps he has no clothes on).”

Here are two examples, of translations into and out of English. The first, sent to me by Dario C. Cavalieros, is a sign at a service plaza on a turnpike in South Florida. It reads in English:

HANDICAP ACCESSIBLE RESTROOM FACILITIES ARE LOCATED IN THE FOOD PLAZA. THESE FACILITIES ARE NOT HANDICAP ACCESSIBLE.

The apparent self-contradiction of this English, which seems to state that the handicap-accessible facilities located in the food plaza are not in fact handicap accessible, did not daunt some translator from turning it into far worse Spanish:

LOS BANOS CON ASEO PARA LOS DESABILITADOS ESTAN CITUADOS EN LA PLAZA DE LA COMIDA. ESTOS BANOS NO TIENEN FACILIDADES PARA LOS DESABILITADOS

Oh, well, as many Spanish speakers will probably be able to understand the Spanish as there are English speakers who can understand the original.

Then there is the ad for “The magic spade,” a device made by Sabeq and Brothers Company of Damascus, Syria, a manufacturer of plastic, metal, and wooden “utenciles.” This ad was brought to my attention by Masha Entchevitch.

From the picture on the ad, the purpose of the device seems to be to hollow out various fruits and vegetables so that they can be stuffed before being cooked. The ad includes words in both Arabic and English. Here is a portion of the English text, which, like the text of the first example above, is all in capitals:

YOU CLEVER HOUSEWIFE WHY DON’T YOU TAKE AND TRY THIS MAGIC SPADE? I HAVE TAKEN IT FROM HIM AND TRIED IT. IT WAS SO EASY TO USE. I LOVED IT VERY MUCH. IT CAN PENETRATE INTO ALL KINDS OF VEGETABLE, AND ITS RAZORES ARE SO STRONG THAT IF YOU WISHED YOUR DAUGHTER TO SCREW WITH IT, SHE CAN DO THAT TO HELP YOU.

On the other hand, perhaps the Sabeq Company has simply provided the above copy as a marketing tool.

Submit items for future columns via e-mail to hermanapter@earthlink.net or via snail mail to Mark Herman, 5748 W Brooks Rd., Shepherd MI 48883-9202. Examples of translations of humor are preferred, but humorous anecdotes about translators, translations, and mistranslations are also welcome. Include copyright information and permission if relevant. Unless submitters request otherwise, material submitted may be shared with Robert Wechsler of Catbird Press (catbird@pipeline.com), who is planning an international collection of humor in English translation.

The Translation Inquirer Continued from p. 69

two or three ounces of vegetable oil, and is sold cheaply in local food stores.

(“jazmin de noche”): Sharlee Merner Bradley wonders whether this might mean a night-blooming jasmine, such as the bush she had growing under a bedroom window, exhaling a wonderful perfume. Victor Sanchez found its Latin name to be C. nocturnum, and other English and French equivalents are night-blooming Jessamine, Chinese inkberry, “Dama de noche, Galan de noche, Juele de noche, Lilas de nuit,” and “Jasmin de nuit.”

I thoroughly enjoyed meeting my correspondents at Orlando. More than once, people told me that they read entries NOT related to the language(s) they translate. That must mean that some of the stuff has interest in and of itself, which is no self-praise for the Translation Inquirer, but rather a tribute to the quality of what people send him.
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• The Professional Services Directory of the National Capital Area Chapter of the American Translators Association (NCATA) has gone online. It lists NCATA members and the services they offer, together with additional information that enables translation and interpretation users to find just the right language specialist for their projects. Bookmark www.ncata.org and check out the NCATA directory. If you maintain language-related Web pages, you may want to include a link to the directory. NCATA is always interested in comments and suggestions.

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Berkeley, CA 94712-5015
Tel: (510) 845-8712 • Fax: (510) 883-1355
E-mail: nctanctna.org • www.ncta.org
• Telephone/online referral service. See searchable translator database on Website.

2000 NCTA Membership Directory available in print version for $25 or on diskette for $10. To purchase, mail remittance to the above address, or fax/telephone MasterCard/Visa number and expiration date.
• A Practical Guide for Translators, 1997 revised edition available for $10. To purchase, mail remittance to the above address, or fax/telephone MasterCard/Visa number and expiration date.

Northwest Translators and Interpreters Society (NOTIS)
P.O. Box 25301
Seattle, WA 98125-2201
Tel: (206) 382-5642
E-mail: info@notisnet.org • www.notisnet.org
• Accreditation Workshop, Saturday, January 27, 2001, 1–4pm.
Contact: jean_leblon@msn.com

Southern California Area Translators and Interpreters Association (SCATIA)
P.O. Box 34310
Los Angeles, CA 90034
Tel: (818) 725-3899 • Fax: (818) 340-9177
E-mail: info@scatia.org • www.scatia.org

Affiliated Groups

Michigan Translators/Interpreters Network (MiTiN)
P.O. Box 852
Novi, MI 48376
Tel: (248)344-0909 • Fax: (248)344-0092
E-mail: izumi.suzuki@suzukimyers.com • www.mitinweb.org

Utah Translators and Interpreters Association (UTIA)
P.O. Box 433
Salt Lake City, UT 84110
Tel: (801)359-7811 • Fax: (801)359-9304
E-mail: JCAlleman@aol.com • www.stampscapes.com/utia

Other Groups

This list gives contact information for translation and interpretation groups as a service to ATA members. Inclusion does not imply affiliation with or endorsement by the ATA.

American Literary Translators Association (ALTA)
Box 830688
Richardson, TX 75083-0688
Tel: (214) 883-2093 • Fax: (214) 833-6303

Austin Area Translators and Interpreters Association (AATIA)
P.O. Box 13331
Austin, TX 78711-3331
www.aatia.org

The California Court Interpreters Association (CCIA)
345 S. HWY 101, Suite F2
Encinitas, CA 92024
Tel: (760) 635-0273 • Fax: (760) 635-0276
www.ccia.org

Chicago Area Translators and Interpreters Association (CHICATA)
P.O. Box 804595
Chicago, IL 60680
Tel: (773) 508-0352 • Fax: (773) 508-5479
E-mail: 74737.1661@compuserve.com
Colorado Translators Association (CTA)
P.O. Box 295
Eldorado Springs, CO 80025
Tel: (303) 554-0280 • Fax: (303) 543-9037
E-mail: eldorado@ates.ooi.temple.edu
• For more information about the online directory, newsletter, accreditation exams, and professional seminars, please visit www.cta-web.org.

Delaware Valley Translators Association (DVTA)
606 John Anthony Drive
West Chester, PA 19382-7191
devinney@astro.ocis.temple.edu
• 1999-2000 Membership Directory available for $10. Please make check payable to DVTA and mail your request to the above address.

El Paso Interpreters and Translators Association (EPITA)
1003 Alethia Place
El Paso, TX 79902
Tel: (915) 532-8566 • Fax: (915) 544-8354
E-mail: grdelgado@aol.com

Houston Interpreters and Translators Association (HITA)
P.O. Box 61285
Houston, TX 77208-1285
Tel: (713) 935-2123
www.hitahouston.com

Joint National Committee for Languages (JNCL)
4646 40th Street, N.W., Suite 310
Washington, DC 20016
Tel: (202) 966-8477 • Fax: (202) 966-8310
E-mail: info@languagepolicy.org • www.languagepolicy.org

Metropolitan Interpreters and Translators Association (MITA)
4319 Durango Lane
McKinney, TX 75070
Tel: (972) 540-6891
www.users.tinet.com/mita/

National Association of Judicial Interpreters and Translators (NAJIT)
551 Fifth Avenue, Suite 3025
New York, NY 10116
Tel: (212) 692-9581 • Fax: (212) 687-4016
E-mail: headquarters@najit.org • www.najit.org

Nebraska Association of Translators and Interpreters (NATI)
4542 S. 17th Street
Omaha, NE 68107

New England Translators Association (NETA)
217 Washington Street
Brookline, MA 02146
Tel: (617) 734-8418 • Fax: (617) 232-6865
E-mail: kkrone@tiac.net

New Mexico Translators and Interpreters Association (NMTIA)
P.O. Box 36263
Albuquerque, NM 87176
Tel: (505) 352-9258 • Fax: (505) 352-9372
E-mail: uweschoo@prodigy.net • www.cybermes.com/~nmtia
• 2000 Membership Directory available for $5. Please make check payable to NMTIA and mail your request to the address listed here, or contact us by e-mail.

Saint Louis Translators and Interpreters Network (SLTIN)
P.O. Box 3722
Ballwin, MO 63022-3722
Tel: (636) 394-5334 • Fax: (636) 527-3981
E-mail: hunternyc1988@yahoo.com

Society for Technical Communication (STC)
901 N. Stuart Street, Suite 904
Arlington, VA 22203-1822
Tel: (703) 522-4114 • Fax: (703) 522-2075
www.stc-va.org

The Translators and Interpreters Guild (TTIG)
2007 N. 15th Street, Suite 4
Arlington, VA 22201-2621
Tel: (703) 522-0881, (800) 992-0367 • Fax: (703) 522-0882
E-mail: ttig@mindspring.com • www.ttig.org

Washington State Court Interpreters and Translators Society (WITS)
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Tel: (206) 382-5690
www.witsnet.org

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E-mail: national@ausit.org • www.ausit.org

CANADA
Association of Translators and Interpreters of Alberta (ATIA)
P.O. Box 2635
Station M
Calgary, Alberta, Canada T2P 3C1
Tel: (403) 243-3477(Alberta office) or (403) 434-8384 (Edmonton office)
www.atia.ab.ca

Association of Translators and Interpreters of Ontario (ATIO)
1 Nicholas Street, Suite 1202
Ottawa, Ontario, Canada KIN 7B7
Tel: (613) 241-2846, Toll-free: 1-800-234-5030 • Fax: (613) 241-4098
E-mail: atio@fox.nsn.ca • www.ATIO.on.ca

Fédération Internationale des Traducteurs/International Federation of Translators (FIT)
2021 Union Avenue, Suite 1108, Montreal, Quebec, Canada H3A 1S9
Tel: (514) 845-0413 • Fax: (514) 845-9903
E-mail: secretariat@fit-ift.org

Ordre des traducteurs et interprètes agréés du Québec (OTIAQ)
2021 Union Avenue, Suite 1108
Montreal, Quebec, Canada H3A 1S9
Tel: (514) 845-4411, Toll-free: 1-800-265-4815 • Fax: (514) 845-9903
www.otiaq.org

Society of Translators and Interpreters of British Columbia (STIBC)
Suite 1322, 808 Nelson Street
Vancouver, BC, Canada V6Y 2H2
Tel: (604) 684-2940 • Fax: (604) 684-2947
E-mail: stibc@vcn.bc.ca • www.vcnbc.ca/stibc

ENGLAND
Institute of Translation & Interpreting (ITI)
377 City Road
London, EC1V 1ND England
Tel: +44 (0)20 7713 7600 • Fax: +44 (0)20 7713 7650
E-mail: ITI@compuserve.com or info@ITI.org.uk • www.itl.org.uk

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(For example, September 1 for October issue).
For more information on chapters or to start a chapter, please contact ATA Headquarters. Send updates to Christie Matlock, ATA Chronicle, 225 Reinekers Lane, Suite 590, Alexandria, VA 22314;
Tel: (703) 683-6100; Fax: (703) 683-6122; e-mail: Christie@atanet.org.
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Translator, ATA, BDÚ
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Seeking

Translator wanted by law firm in New York, NY to translate legal docs & other materials. Must have Bach in any field & 1 yr translating exp. Fluency in English/Japanese reqd. Respond to: HR Dept, Law Offices of C Steven Horn, 23 W 26th St, New York, NY 10010.

Seeking Freelancers

bmp translations (www.bmptrans.ch), Switzerland’s leading into-English translation company, is seeking top-class freelancers from French and/or German specializing in financial translations (banking, investment management, funds, insurance, accounting). Please e-mail resume to Avril Wright, aw@bmptrans.ch.

Consultant Needed

New England-based (U.S.A.) translation and interpreting company seeks sales and marketing consultant. The consultant will develop and implement a nationwide strategic marketing plan and oversee the development of the sales and marketing department. Requirements: 5+ years of sales and marketing management experience in the translation and interpreting or foreign language services industry. Experience in market research. For a detailed Request for Proposals, send your cover letter and resume to: consultantresume@hotmail.com.

French Technical Publications Editor

Busy South Suburban technical publications/translation company has an immediate opening for an experienced professional French technical publications editor/French translator. The ideal candidate must possess one year of experience. Knowledge of MAC and/or PC platforms is required. The ability to use Trados (a translation memory program) is preferred. This is a full-time position with benefits. Salary commensurate with experience. Fax your resume to (708) 331-0003. E-mail your resume to: techno@wetrans4u.com or call Peggy at (708) 331-3333 to arrange an interview.

Technical Translator (English-into-Chinese)

Technical translator sought by company in Denver, CO specializing in business software solutions to work in Denver & other unanticipated job sites in the U.S. Translate & edit technical documentation, particularly software products, including on-screen computer documentation, user documentation, technical manuals, & hard copy documentation, from English into Chinese (Mandarin). Manage translation files using translation manager software products (TM2, Interleaf, & other proprietary translation manager software). Create style formats & standards & coordinate implementation in translated products. Make sure that translations comply with customary linguistic & cultural norms. At a project level, engage in project management. Use computerized translation tools. Requires master’s in translation or related field. Must be fluent in English & Chinese (Mandarin). Must be able to pass standard technical translator test administered by the company. 8am-5pm, M-F; $47,187/yr. (2 openings.) Respond by resume to James Shimada, Colorado Department of Labor & Employment, Employment & Training Division, Tower
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(English-into-Spanish)

Technical translator sought by company in Denver, CO specializing in business software solutions to work in Denver & other unanticipated job sites in the U.S. At a senior level, translate technical documentation, particularly software products, including on-screen computer documentation, user documentation, technical manuals, & hard copy documentation, from English into Spanish. Manage translation files using translation manager software products. Create styles formats & standards & coordinate implementation in translated products. Make sure that translations comply with customary linguistic & cultural norms. Act as technical lead in the architectural, engineering, & construction vertical market. Use computerized translation tools. Requires a master’s in translation & interpretation or related field; fluency in Spanish & English; Working knowledge of translation of technical documentation. Must be able to pass standard technical translator test administered by company. 8am-5pm, M-F; $47,187/yr. (2 openings.) Respond by resume to James Shimada, Colorado Department of Labor & Employment, Employment & Training Division, Tower II, #400, 1515 Arapahoe, Denver, CO 80202, & refer to Job Order Number CO4679401.

French Technical Business Editor

Technical business editor/French to edit, review, and conduct QA of translation of technical and marketing material, provide customer support, budgeting, and project planning. Requires bachelor’s degree in business, marketing, or equivalent. Must be fluent in reading, writing, and speaking French. Knowledge of desktop publishing software. Knowledge of process planning, optimization, and general technical or mechanical engineering technology. Salary $30,000 per year. Contact Ms. Pat Redington, Job Order No: 3061088, Department of Workforce Services, 140 East 300 South, Fifth Floor, Salt Lake City, Utah 84111.

Japanese Production Technician

Japanese production technician sought by company in Denver, CO specializing in business software solutions to work in Denver & other unanticipated job sites in the U.S. Under close supervision, engage in moderately complex tasks such as proofreading, editing & translating user manuals, training documentation, on-screen documentation, online materials, & other documentation & tools into the Japanese language. Make sure translations are linguistically & culturally correct. Modify graphics & capture & reproduce screen images, & engage in desktop publishing. Work is closely monitored. Use a number of technical translation, editing, & desktop publishing tools. Requires bachelor’s in bus., lang., sci., or related field (incl. anthropology). Working knowledge of proofreading & editing Japanese language software documentation & desktop publishing. Must be fluent in English & Japanese. 8am-5pm, M-F; $39,085/year. (2 openings.) Respond by resume to James Shimada, Colorado Department of Labor & Employment, Employment & Training Division, Tower II, #400, 1515 Arapahoe, Denver, CO 80202, & refer to Job Order Number CO4680390.

Position Available
Montclair State University, Upper Montclair, NJ, Assistant Professor of Spanish, Department of Spanish and Italian.

Ph.D. with specialization in interpreting and Translating Certification desirable. Teaching experience in the field of expertise required. Background in the teaching of Spanish for native speakers a plus. Must be willing to teach evenings and in the Weekend College. Recent successful teaching experience with diverse, multi-ethnic students required. Qualifications: Ph.D. required; demonstrated success in research, teaching, and scholarship in general is required. Excellent bilingual skills necessary; computer expertise for interfacing with new programs helpful. Salary depends upon qualifications. Starting date: Fall, 2001 Send letter and resume to Dr. Linda Levine Dept. PAC Committee, V-25. Screening will begin immediately and continue until the position is filled.

Seeking

Translator wanted by New York-based academic credentials evaluations firm. Must have master's degree in foreign languages. Russian or linguistics, & must be fluent in Russian. Respond to: Fax (212)-693-1489. Attn: George.

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