WHY THEY SWITCHED TO SDLX:

"We've outgrown Trados. It's that simple."

— Argo Translation

The world is discovering SDLX Translation Suite 2003—the next generation Computer Aided Translation system that delivers new levels of simplicity and productivity.

CERTIFIED TMX® PROTECTS YOUR TRANSLATION MEMORIES FROM BEING TRAPPED.

SDLX is based on open standards and delivers Certified TMX® compliant translation memories that you can use with any tool and any process you choose—now or in the future. SDLX helps protect those translation assets since you no longer are reliant on proprietary technology. The freedom to change tools helps keep maintenance and upgrade costs down.

NEXT GENERATION TECHNOLOGY MAKES THE DIFFERENCE.

SDLX goes far beyond existing CAT tools. Rather than decade-old legacy software extended with add-on utilities and converters, SDLX is engineered from the ground up—to take advantage of the latest software architectures and hardware innovations. And its modular, 4-year-old design is built to handle today’s complex projects and file formats.

OVER 200 TRANSLATION COMPANIES HAVE ALREADY SWITCHED.

They’ve discovered that switching to SDLX could not have been easier. Our Project Wizard guides you in creating your initial project. And one simple editor allows you to work with the extensive list of file types supported by SDLX. Our Trados® Compatibility filters allow you to work on Trados® projects or migrate those memories to TMX. You’ll be more productive right from the start. We guarantee it.

TRAINING AND SUPPORT AT NO EXTRA COST.**

SDLX is uncommonly intuitive and friendly. And thanks to our commitment to training, you’ll be an SDLX power-user in no time. When you do need help, you’ll be amazed by the depth of SDLX support—and by how seldom you’ll need it.

DISCOVER THE POWER OF X.

Translation Suite 2003

*TMX, or Translation Memory Exchange, is the vendor-neutral open standard for storing and exchanging translation memories created by computer aided translation systems sanctioned by the Localization Industry Standards Association (LISA). Only SDLX 2003 and other products that have passed certification testing administered by LISA are allowed to display the TMX logo.

**All SDLX Editions receive free support at support.sdlnt.com. Professional and Elite Editions also receive free QuickStart online training and one year of Platinum Club phone support. Available to other editions for a nominal fee. SDLX Enterprise Server requires an annual maintenance fee. Trados is a registered trademark of the Trados Corporation.
Features

10 ATA in the News:
ATA Pounces on Translator Arrest Story
By Alexandra Russell-Bitting
When the news broke about the arrests of two interpreters from Guantanamo Bay, ATA seized this opportunity to raise awareness of critical issues in translation among national media reporters.

11 How One ATA Chapter Incorporated
By Deb Kramasz
To incorporate or not to incorporate? That is the question for any local group.

12 Hiring Salespeople and Managing Sales
By Renato Beninatto
There comes a time in the life of a company when existing clients reduce volume, change vendors, or end up being acquired by other companies. That’s when the need for growth and diversification sets in and the crucial decision is made: “We need to hire salespeople!”

14 A Beginner’s Trials and Tribulations (Part 2)
By Susana Greiss
If you decide that freelancing is the way you want to go, remember that this decision should be based on the same criteria you would use to judge whether or not to go into business in any field.

19 ATA’s Localization Translation Seminar:
It’s a Global Market Out There
By Frank Dietz
Whether translating website content, training materials, or computer software, this seminar was designed to provide attendees with the insight and training needed to enhance their skills for translating in the global marketplace.

Columns and Departments

5 Display Advertising Index
7 From the President
8 From the Executive Director
50 Certification Forum
51 Onionskin
52 Dictionary Reviews
56 The Translation Inquirer
58 Humor and Translation
59 New ATA-certified members and Active Member Review
62 Marketplace
63 Directory of Language Services

American Translators Association
225 Reinekers Lane, Suite 590 • Alexandria VA 22314
Tel: (703) 683-6100 • Fax (703) 683-6122
E-mail: Chronicle@atanet.org • Website: www.atanet.org

Cover: Log cabin quilt variation—Pineapples—by Kathie Ratcliffe, Waterford, Va.
An Easy Reference To ATA Member Benefits

Your ATA membership has never been more valuable. Take advantage of the discounted programs and services available to you as an ATA member. Be sure to tell these companies you are an ATA member and refer to any codes provided below.

**Business Owners Insurance**
Hays Affinity Solutions (HAYS)
(866) 310-4297 • (202) 339-8316
cjones@hayscompanies.com or
mdurig@hayscompanies.com
www.hayscompanies.com

**Collection Services/Receivables Management**
Dan & Bradstreet
Mike Horoski
(800) 333-6497 ext. 7226
(484) 242-7226
Horoskim@dnb.com

**Credit Card Acceptance Program/Professional Services Account**
NOVA Information Systems
Reference Code: HCDA
(888) 545-2207 • (770) 649-5700

**MasterCard**
MBNA America
Reference Code: IFKV
(800) 847-7378 • (302) 457-2165

**Life and Disability Insurance**
Mutual of Omaha
(800) 223-6927 • (402) 342-7600
www.atanet.org/mutual.htm

**Overnight Delivery/Express Package Service**
UPS
Reference Code: C0000700415
(800) 325-7000
www.ups.com

**Professional Liability Insurance**
Hays Affinity Solutions (HAYS)
(866) 310-4297 • (202) 339-8316
cjones@hayscompanies.com or
mdurig@hayscompanies.com
http://www.haysaffinity.com

**Retirement Programs**
Washington Pension Center
(888) 817-7877 • (301) 941-9179

**Website Development**
Two Rad Technologies
radtown@atanet.org
www.atanet.org/radtown

...And, of course, as an ATA member you receive discounts on the Annual Conference registration fees and ATA publications, and you are eligible to join ATA Divisions, participate in the online Translation Services Directory, and much more. For more information, contact ATA (703) 683-6100; fax (703) 683-6122; and e-mail: ata@atanet.org.
21 Translation Pedagogy and Assessment: Adopting ATA’s Framework for Standard Error Marking
By Michael Scott Doyle
ATA’s Framework for Standard Error Marking serves as a ready-made, standardized, time-tested, and professionally recognized model for conducting systematic, coherent, and consistent evaluations of student translations. The framework provides instructors, students, and programs with a protocol, discourse, and pragmatic method of assessment that is aligned with national criteria and standards.

29 The Federal Court Interpreter Certification Examination
By William E. Hewitt, Wanda Romberger, Charles W. Stansfield, and Marijke van der Heide
The respected tradition of the FCICE flagship program continues, not as a static or frozen project susceptible to becoming outdated or less useful, but as one that continues to meet challenges and improve with time.

35 Success Strategies for Interpreter Educators
By Carol J. Patrie
Interpreter educators often cannot find resources to help them with the challenging job of teaching interpreting. Effective interpreter education depends on knowledge and skills in interpretation, curriculum development, teaching, evaluation of student progress, and strategies for networking and professional development.

41 Academic Responsibility, High-Level Pragmatism, and Real World Situations
By Milena Savova
A discussion of the opportunities and challenges of online education, focusing on New York University’s online translation program.

46 Fundamentals in Course Development for the Novice Interpreter Trainer
By Cynthia Miguélez
An exploration of the problems involved in finding qualified interpreter trainers, with some basic guidelines and suggestions on how to develop course outlines and materials for use in class.

Display Advertising Index

<table>
<thead>
<tr>
<th>63</th>
<th>BG Communications</th>
<th>61</th>
<th>Language Matters</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.bgcommunications.com">www.bgcommunications.com</a></td>
<td><a href="http://www.language-matters.com">www.language-matters.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>CACI/NSA</td>
<td>63</td>
<td>Rina Ne’eman Hebrew Language Services</td>
</tr>
<tr>
<td><a href="http://www.nsa.gov">www.nsa.gov</a></td>
<td><a href="http://www.hebrewtrans.com">www.hebrewtrans.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>63</td>
<td>Cognito</td>
<td>2</td>
<td>SDL Desktop Products</td>
</tr>
<tr>
<td><a href="http://www.cognitosolutions.com">www.cognitosolutions.com</a></td>
<td><a href="http://www.SDLX.com">www.SDLX.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>61</td>
<td>Continental Book Company</td>
<td>63</td>
<td>Sh3</td>
</tr>
<tr>
<td><a href="http://www.continentalbook.com">www.continentalbook.com</a></td>
<td><a href="http://www.sh3.com">www.sh3.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39, 63</td>
<td>Cybertec</td>
<td>63</td>
<td>Syntes Language Group</td>
</tr>
<tr>
<td><a href="http://www.cybertecusa.com">www.cybertecusa.com</a></td>
<td><a href="http://www.syntes.com">www.syntes.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>GMT Italian Language Services</td>
<td>64</td>
<td>TRADOS Corporation</td>
</tr>
<tr>
<td><a href="http://www.gmt-ils.it">www.gmt-ils.it</a></td>
<td><a href="http://www.trados.com">www.trados.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>63</td>
<td>Harper Collins</td>
<td>50</td>
<td>UNC Charlotte</td>
</tr>
<tr>
<td><a href="http://www.harperacademic.com">www.harperacademic.com</a></td>
<td><a href="http://www.uncc.edu/langweb/Sp/MA/Index.htm">www.uncc.edu/langweb/Sp/MA/Index.htm</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The ATA Chronicle (ISSN 1078-6457) is published monthly, except bi-monthly in November/December, by the American Translators Association, 225 Reinekers Lane, Suite 590, Alexandria, VA 22314. Periodicals postage paid at Alexandria, Virginia, and additional mailing offices. POSTMASTER: Send address changes to The ATA Chronicle, 225 Reinekers Lane, Suite 590, Alexandria, VA 22314. The American Translators Association (ATA) was established in 1959 as a not-for-profit professional society to foster and support the professional development of translators and interpreters and to promote the translation and interpreting professions. The subscription rate for a member is $43 (included in the dues payment). The U.S. subscription rate for a non-member is $50. Subscribers in Canada and Mexico add $25; all other non-U.S. subscribers add $45. Single copies are available for $5 per issue.

Reprint Permission:
Requests for permission to reprint articles should be sent to the Chronicle editor at jeff@atanet.org.

63 BG Communications
www.bgcommunications.com

55 CACI/NSA
www.nsa.gov

63 Cognito
www.cognitosolutions.com

61 Continental Book Company
www.continentalbook.com

39, 63 Cybertec
www.cybertecusa.com

33 GMT Italian Language Services
www.gmt-ils.it

63 Harper Collins
www.harperacademic.com

61 Continental Book Company
www.continentalbook.com

50 UNC Charlotte
www.uncc.edu/langweb/Sp/MA/Index.htm

The ATA Chronicle | November/December 2003 5
About Our Authors...

Renato Beninatto has 20 years of experience in the localization industry, serving most recently as vice-president and director of ALPNET and Berlitz GlobalNET, respectively. Currently, he is a partner at Common Sense Advisory, a business research company specializing in the localization industry. Contact: renato@commonsenseadvisory.com.

Frank Dietz (Ph.D.) is an ATA-certified (English→German) translator living in Austin, Texas. He specializes in technical translation and software localization, and has translated over 30 computer games into German. His own website (www.frankdietz.com) contains a section with links to over 2,200 online glossaries. Contact: mail@frankdietz.com.

Michael Scott Doyle is a professor of Spanish and graduate coordinator at the University of North Carolina at Charlotte. His specialties are Spanish for business and international trade, translating and translation studies, and 20th-century Spanish literature. He is an ATA-certified (English→Spanish) translator and teaches the history, theory, and practice of translation at the graduate and undergraduate levels. Contact: msdoyle@email.uncc.edu.

Susana Greiss is the founder and past administrator of ATA’s Slavic Languages Division. She is a freelance translator and is ATA-certified in five language combinations: English→Spanish, Spanish→English, Portuguese→English, French→English, and Italian→English. She holds a master’s degree in translation from the Graduate School of the City University of New York (CUNY), specializing in corporate law. She was awarded ATA’s Alexander Gode Medal in 2002. Contact: sgreiss@aol.com.

William E. Hewitt is a principal court research consultant at the National Center for State Courts in Williamsburg, Virginia. He serves as project director or principal investigator for research on a wide range of judicial administration issues, including court interpretation. He is the project director for the Federal Court Interpreter Certification Examination program for the Administrative Office of the United States Courts. He established the Consortium for State Court Interpreter Certification, which was a 2002 semifinalist in the Innovations in American Government Award Program sponsored by the Ford Foundation and Harvard University Kennedy School of Government. He was a Woodrow Wilson Fellow and is a Fellow of the Institute for Court Management. Contact: bhewitt@ncsc dni.us.

Deb Kramasz has worked in the translation industry in various capacities since 1987 (freelance translator, agency owner, and currently as language manager at Prisma International). She established the Upper Midwest Translators and Interpreters Association (UMTIA), now an ATA chapter. She currently serves as UMTIA’s secretary and communications manager. After living in Morocco for eight years, she developed a special interest in international communication in her working languages (Spanish, Arabic, and French). She has a B.A. in technical communication. Contact: debkramasz@aol.com.

Cynthia Miguélez is coordinator of the Translating and Interpreting program at the University of Alicante (Spain). She also teaches in postgraduate programs in translating and interpreting at several Spanish universities. She is currently a member of the international steering committee of the Grotius Project, a European Union effort to establish good practice standards in the field of legal translating and interpreting. Her main areas of research interest are community interpreting and interpreter training. Contact: giambruno@ua.es.

Carol J. Patrie is a national and international consultant on issues related to interpretation and teaching interpretation. She is director of curriculum and instruction for “The Effective Interpreting Professional Education Series” with Language Matters, Inc. (www.language-matters.com). She is the author of a series of student workbooks, teachers’ guides, and videos related to interpreter education published by DawnSignPress of San Diego, California (www.dawnsign.com). Contact: cpatrie@earthlink.net.

Wanda Romberger is the manager of Court Interpreting Services in the Research Division of the National Center for State Courts in Williamsburg, Virginia. She coordinates and facilitates the activities of the Consortium for State Court Interpreter Certification in its efforts to develop test materials and other measurements of language interpreter proficiency. She also serves as a key staff member in the administration of the Federal Court Interpreter Certification Examination (FCICE) project, advancing the interests of the National Center’s interpreter practice area. She provides technical assistance and training to the state courts, and contributes to other practice areas, such as court reporting and child support enforcement. Contact: wromberger@ncsc dni.us.

Continued on p.60
From the Past President
Changing of the Guard

Thomas L. West III
president@atanet.org

This is my last column. As of the conclusion of the Annual Business Meeting at ATA’s 44th Annual Conference in Phoenix, I am officially an ATA past president.

Serving you as president has been a fantastic experience. To be sure, it has been challenging at times trying to balance the demands of the association with running my company and being with my family, but I am very proud of all that we have accomplished over the past two years. As I stated in my initial column in January 2002, I had four areas that I wanted to focus on:

1. Education for Translators and Interpreters;
2. Languages of Limited Diffusion;
3. Public Relations; and
4. Accreditation.

So how did we do? In the past two years we have really seen our professional development seminars take off. The real high point for me was the ATA Legal Translation Conference held in May of this year.

Next on the list, languages of limited diffusion still need to be addressed. My goal was to get Swedish→English added to the list of combinations that we test in. While it has not happened, I am still hopeful that it will. In the meantime, a group of volunteers is working diligently to get some South Slavic languages added to our program. In addition, we had Dutch presentations at the last two Annual Conferences, and efforts are still underway to establish a Middle Eastern languages division.

As for public relations, what can you say? The international coverage has brought ATA and the translation and interpreting profession to the forefront for literally millions of people.

The last focal point, accreditation, now proudly certification, has been the most challenging for the association as a whole. I am confident that the changes to the program will definitely strengthen the credential.

Obviously, there are many people to thank for successfully bringing all these ideas to life. Let me apologize in advance because I am sure that I am going to leave someone out. I would like to start by thanking the Executive Committee—now President Scott Brennan, former Secretary Courtney Searls-Ridge, and newly re-elected Treasurer Jiri Stejskal—and the Board of Directors. The association is fortunate to have these volunteers setting the course. They are an intelligent, even-keeled, hard-working group. I would like to thank the committee chairs, division administrators, and ATA representatives to various organizations for their efforts. I would be remiss if I did not mention the invaluable guidance I received from ATA Past Presidents Ann Macfarlane and Muriel Jérôme-O’Keeffe. In addition, I would like to thank the Headquarters staff for all they do for us. Finally, I would like to thank the Headquarters staff for all they do for us. Finally, I would like to

Continued on p.18

Call for Papers
45th Annual Conference of the American Translators Association
Toronto, Canada • October 13-16, 2004

Proposals are invited on topics in all areas of translation and interpreting, including the following:

Agencies, Bureaus, and Companies; Financial Translation and Interpreting; Independent Contractors; Interpreting; Language-Specific Sessions; Legal Translation and Interpreting; Literary; Medical Translation and Interpreting; Scientific and Technology; Social Sciences; Terminology; Training and Pedagogy; Translators and Computers.

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

There’s no time like the present! Download a Conference Presentation Proposal Form at www.atanet.org/abstract.htm.
W hile ATA’s 44th Annual Conference will be covered in depth in the January ATA Chronicle, I would like to thank all the attendees (over 1,300), presenters, exhibitors, and sponsors for making the conference a success.

One of the highlights of the conference is the election. The new officers are: Scott Brennan, who rises to president from president-elect; Marian S. Greenfield, who moves from director to president-elect; Alan Melby, who moves from director to secretary; and Jiri Stejskal, who was re-elected treasurer. Joining the Board are the new directors: Claudia Angelelli, Jean Leblon, and Virginia Perez-Santalla. The official election results appear below. Before addressing the Board meeting, I would like to thank outgoing President Thomas L. West III, Secretary Courtney Searls-Ridge, and Director Ines Swaney for their leadership and service to the association.

The Board of Directors met November 8-9 at ATA’s 44th Annual Conference in Phoenix, Arizona. Here are some of the highlights:

Certification. Yes, certification. The membership approved changing the name of the credential from “accreditation” to “certification.” As you know, starting January 1, ATA-certified members must earn 20 hours of continuing education credit over three years to keep their certification current. The Board made two adjustments to the continuing education requirements in response to recent member feedback: 1) those giving a workshop or seminar will earn twice as much credit as those attending; and 2) authoring a book will be worth twice as much credit as writing an article. Debra Kramasz will chair the new Continuing Education Requirements Committee. The committee’s main task in the coming months will be to communicate with certified members to make sure that they have all the information, tools, and support they need to begin earning continuing education credits. The authority to amend the requirements in the future will rest with the newly formed committee in conjunction with Deputy Executive Director and Certification Program Manager Terry Hanlen.

Related, the Board wishes to thank all those who participated in the online continuing education survey. The responses of 1,800 members provided valuable feedback to better tailor ATA’s continuing education program to your needs. The survey results will be published in an upcoming issue of the ATA Chronicle.

Divisions. The Board continues to work with the Divisions Committee, chaired by Dorothee Racette, on various issues from finances to best practices. The committee is comprised of the administrators from each of ATA’s 13 divisions. While division revenues

Continued on p.60
Javier L. Collazo, 85
ATA Charter Member and Terminologist

By Henry Fischbach, ATA past president and charter member

Javier L. Collazo, 85, an ATA charter member and recipient of ATA’s Gode Medal, died of heart complications on September 20, 2003, after a long illness. His friends and colleagues remember him as an eminent technical translator, editor, and author of specialized dictionaries.

Javier was born in Baire, Cuba (Oriente Province) in 1918. He started his technical career in 1937 with a telegrapher certificate, and soon earned a diploma as a radio communications technician from the Academia Oficial de Comunicaciones in Cuba. While attending the School of Engineering at Havana University, he joined the Cuban Wireless Corporation (Inalámbrica), where he later became chief radio operator and technical director. This led to positions as a technical supervisor for the Havana Bureau of the United Press and, from 1947 to 1951, as a traffic manager for the Radio Corporation of Cuba (Cubaradio).

In 1951, Javier came to the U.S. and started work as a Spanish-to-English technical translator for International General Electric, where he soon became the associate editor of Dial, a bilingual magazine of electronics. It was at this time that he embarked on his lifelong exploration of the problems of English-to-Spanish technical terminology, for which he was to receive ATA’s distinguished Gode Medal.

Over the next quarter century, while he was editor of the ITT Revista Internacional, and later as the manager of translation services at RCA (which he joined in 1954), he assembled a massive collection of file cards culled from his far-flung correspondence with technical editors in the Spanish-speaking world. This evolved into what was to become his monumental three-volume, 2,300-page English-Spanish, Spanish-English Encyclopedic Dictionary of Technical Terms, published by McGraw Hill in 1980. In 2001, his two-volume Dictionary of Information Science, Computing, and Other Subjects was published. Both of these major works have become valuable tools for Spanish technical translators.

In January 1992, when asked by Vivian Isaak in an interview with the Gotham Translator, newsletter of the New York Circle of Translators, “How does a lexicographer deal with the variety of usage in Spanish-speaking countries,” Javier explained:

“I discarded expressions clearly improper from either the technical or the linguistic viewpoint. As a general rule, the various equivalents of a semantic group are given in order of preference on the basis of factors such as brevity, clarity, univocal correspondence, definition value, etc. Besides, concrete guidance is supplied by means of classifying labels, explanatory notes, usage cues, etc. ...The most important of the labels...are those of localismos. Under these labels, we supply terms that do not belong properly in the standard or international Spanish technical vocabulary, but are peculiar to a country or a few countries.” He added by way of caution: “A translator working into Spanish in the United States should avoid localismos, in particular if the translation is intended for international or multinational use.”

In addition to his membership in ATA, Javier was a life member of the Institute of Electrical and Electronics Engineers, the Publicistas y Traductores Hispanoamericanos, and the Academia Norteamericana de la Lengua Española. Javier is survived by his wife, Flor, and children, to whom the ATA extends its deepest sympathies. His contributions fill all of ATA with pride. The Spanish translation community is especially saddened by his passing.
ATA in the News:  
ATA Pounces on Translator Arrest Story

By Alexandra Russell-Bitting

When the news broke about the arrests of two interpreters from Guantanamo Bay, ATA seized this opportunity to raise awareness of critical issues in translation among national media reporters. A key aspect of our public relations strategy is to leverage the relationships we’ve built with reporters and producers to influence stories before they are printed or broadcast. To achieve this, ATA’s Public Relations Committee monitors news events so that we can respond immediately by contacting reporters when events occur that could be approached in different ways.

In the case of the Guantanamo arrests, for example, reporters covering the story could have taken a national security, military, human rights, ethnic conflict, or language tack. Input from ATA encouraged the media to craft the story from a translation/interpretation angle and, ideally, to consider translation as a story on its own merits. This, of course, was a competitive process—other organizations, associations, think tanks, and PR firms also tried to influence the media’s angle on the same story for their own benefit.

Concretely, ATA PR consultant Wendy Greenwald and her staff spent an immense amount of time, energy, and creativity in “pitching” ATA spokespeople to the various reporters and producers who were assigned to write about the story. For this process to work, reporters, often working on extremely tight deadlines, must “accept” the pitch and agree to speak with one of ATA’s spokespeople. ATA interviews with reporters may then lead to articles and broadcasts, as well as plant the seed for future coverage with a translation focus.

For example, one reporter from The New York Times, after initially being contacted by Wendy, was briefed by ATA PR Committee Co-Chair Kevin H. Hendzel on the shortage of translators in the national security languages. Two days later, the same reporter attended a Pentagon press conference broadcast on CNN and began to question Secretary of Defense Donald Rumsfeld on the shortage of translators at Guantanamo Bay and in the military in general, citing the figures Kevin had provided.

Most notably, Kevin was quoted as ATA spokesperson in a story by Stewart M. Powell of the Hearst News Service that was first published in the Milwaukee Journal Sentinel on September 28 and ran nationally on syndicates in 600 papers (yes, 600 newspapers). “[In the U.S.] we’re so desperate for Arabic speakers that we may end up getting people who speak the language, but who may not be 100% reliable,” Kevin explained in the article.

His comment reflects the core message the PR Committee developed with Wendy and her staff: “Getting it wrong can cost you.” The message is supported by three points: 1) it pays to get it right; 2) translation is a rich, substantial skill requiring a professional; and 3) ATA is the starting point for finding a good translator.

The list of newspapers, magazines, wire services, television, and radio networks that Wendy successfully pitched and Kevin briefed during a two-day media blitz includes The New York Times, The Washington Post, The Wall Street Journal, Reuters, USA Today, National Public Radio, ABC Network Radio, CBS Radio, and CNN TV. PR Committee member Lillian Clementi was also interviewed on WTOP, a local radio station in Washington, DC. In addition, ATA Past President Tom West was quoted in a story appearing in the Atlanta Journal-Constitution.

“For day two, we blew past our record in Atlanta,” Kevin reported, referring to then unprecedented nationwide media coverage of ATA’s Translation and Terrorism Forum in November 2002. Kudos to Kevin, Wendy, Lillian, and Tom for getting our profession and our association in the news.

For the latest media reports featuring ATA in the news, visit www.atanet.org today!
To incorporate or not to incorporate? That is the question for any local group. I am not a lawyer to give you advice on whether your group should incorporate or not. I can only share with you the experience of the Upper Midwest Translators and Interpreters Association (UMTIA) and the reasons we incorporated.

UMTIA incorporated to open a bank account, to get nonprofit status, and to separate personal liability from ATA. Mary David, chapter and division relations manager at ATA Headquarters, sent us a very helpful document explaining the basics of incorporation. In addition, we still needed to find out about the laws of incorporation specific to our state (Minnesota). In our case, this meant carefully reading over a document entitled “General Considerations for Determining Whether to Incorporate,” by Jenner & Block Law Offices in Washington, DC.

Even after educating ourselves on the issue of incorporation in Minnesota, it was decided that we still needed a lawyer to clarify some issues and to answer some questions specific to Minnesota state laws. In our case, this meant carefully reading over a document entitled “General Considerations for Determining Whether to Incorporate,” by Jenner & Block Law Offices in Washington, DC.

Even after educating ourselves on the issue of incorporation in Minnesota, it was decided that we still needed a lawyer to clarify some issues and to answer some questions specific to Minnesota state laws. After considering some lawyers we knew through personal contacts, we decided we needed one who specialized in laws pertaining to the incorporation of nonprofit and tax-exempt organizations.

We found a lawyer in our area through an online lawyer locator (www.martindale.com). This lawyer also happened to be the most flexible in terms of talking with us before requiring a fee. Her rates also turned out to be very reasonable ($150 per hour). She even allowed us to hold off payment until after our bank account was opened (which we couldn’t do until we incorporated).

The steps to incorporation involved:

1. Completing a name check;
2. Writing articles of incorporation;
3. Registering with the State of Minnesota;
4. Writing bylaws;
5. Ratifying decisions; and
6. Applying for a Federal Tax ID number.

**Completing a Name Check**

We had to run a name search to make sure our organization’s name was unique. This process was very easy and free (at least at the time of our search) and simply required us to search the website of the Secretary of State of Minnesota. It should be noted that the State of Minnesota has begun charging $35 to organizations wishing to reserve a name.

**Writing Articles of Incorporation**

Writing the articles of incorporation for UMTIA was definitely the most labor-intensive part of the process of incorporation. We found sample articles of incorporation on the website of the Minnesota Council of Nonprofits, which we adapted to our needs. You should check to see if your state has such an organization.

To complete the articles, we had to figure out the appropriate legal structure for our group. A very helpful website that explains legal information in a way that non-lawyers can understand is www.noloress.com (click on “Small Business” on the main page, then click on “Nonprofit Corporations” and go to “Nonprofit Corporations FAQ”). After looking at a couple of different legal structures in consultation with our lawyer, we decided on the designation of “Trade Association” under the “Business League” category of legal structures. A business league is supported by membership dues and is considered a 501(c)(6) organization. We then had the lawyer review the final draft of UMTIA’s articles before submitting them to the State of Minnesota.

**Registering with the State**

The registration process consisted of filing articles of incorporation with the Secretary of State of Minnesota and paying a $70 filing fee. After filing the articles, we received a Certificate of Incorporation in about 10 days. In Minnesota, an organization’s incorporation status must be renewed annually for $25 (make sure to check your state’s renewal requirements).

**Writing Bylaws**

We had already drafted bylaws before starting UMTIA. Bylaws are not a requirement to incorporate, but are indispensable in order to lay out the roles and responsibilities of each board member and how the organization will operate. Modifying sample bylaws forced us to set guidelines on how our group would handle nearly every conceivable situation, such as elections and resignations, etc. To download sample bylaws and articles of incorporation, go to the website of the Minnesota Council of Nonprofits at www.mncn.org (click on “Info Central” and then “How to Start a Nonprofit”). ATA Headquarters will also send your group sample ATA chapter bylaws to reference. If your aim is to eventually become an ATA chapter, your group’s bylaws must be consistent with ATA’s bylaws.

Continued on p.13
Hiring Salespeople and Managing Sales

By Renato Beninatto

In my conversations with language service providers, I am often asked for help in defining a strategy for hiring salespeople. These companies are usually owned by entrepreneurs who know their production processes inside-out and who are also responsible for all the big sales in their companies. They want to know how to take the next step and how long it will take to see the initial results.

There comes a time in the life of a company when existing clients reduce volume, change vendors, or end up being acquired by other companies. That’s when the need for growth and diversification sets in and the crucial decision is made: “We need to hire salespeople!”

If you have been in business long enough, you have probably experienced the following cycle (maybe more than once): hired a sales team (or an individual); paid them a salary for a period of time; saw no results; and fired them, resigned to the fact that nobody can sell like you do.

I have news for you: the problem is seldom the salesperson or the hiring process. The problem is that the translation company owner often lacks sales management skills. Instead of blaming the market or the salespeople for your company’s poor sales performance, consider getting some sales management training.

But before you start your next “outsourced personal income improvement program,” here are some things to consider:

Sales Strategy and Positioning. You cannot start a sales program without a strategy. Your strategy will define what you are going to sell, to whom, where, and when. It will include a profile of buyers and an analysis of your competition. At this stage, you need to determine the size and potential of the target markets you want to pursue.

A good strategy provides your sales force with focus and helps them avoid the “spray and pray” approach that is so common in translation companies. Whether you choose to acquire clients based on your experience in certain vertical markets or to leverage your geographic presence, your salespeople need to know where you want them to spend their energy. They need a process.

Process. Sales is a process. It has clear steps that need to be managed and a cycle that needs to be understood. A common reason for failure is that company owners expect results before the process is complete. When you are starting a sales program, the secret is to manage the sales activities, not just the sales results.

A good way to manage your process is to use a sales management tool. For instance, Wages of Translation—How Language Service Providers Pay Their Sales Teams, a report published by Common Sense Advisory in May 2003, indicated that every firm surveyed for the report used some type of automated sales management tool to track its sales opportunities and outstanding proposals. Tools ranged from rudimentary tools built using customized Microsoft Excel spreadsheets or simple FilemakerPro databases to sophisticated customer information systems.

It doesn’t matter if you use Act!, Goldmine, or Salesforce.com. What matters is for you to review sales activity reports daily and make sure that a process is being followed in every single sales opportunity. Make sure you don’t use these applications as mere contact management tools. Software products usually come with online tutorials written by professional sales managers for professional sales managers. Spend a couple of hours learning all the capabilities of the tools you buy. I am sure you will learn something you didn’t know before in the process. And remember, losing bids and projects is part of the process. As such, it is important for you to track your losses as well.

A very good way to promote a sales process within your organization is to follow an established sales methodology. Most of the companies surveyed in the Wages of Translation reported embracing disciplines associated with consultative selling approaches—such as Solution Selling®, Miller Heiman’s Conceptual Selling®, LAMP®, and the Sandler Sales Institute’s method. These methodologies are particularly effective for the sales of services and software products.

Sales Team Profile and Location. Although there is no secret formula for hiring good salespeople, there are basically two types of sales professionals: “hunters” and “farmers.” Hunters prefer looking for new business. They are risk takers, aggressive, and they usually like variety. Hunters are best used in outside sales and for opening new accounts. Then there are the...
Ratifying the Decisions

We had to ratify all the incorporation decisions the Pre-Incorporation UMTIA Executive Committee had made, since our group had essentially become a new legal entity upon incorporation. In our case, ratification basically involved documenting in the meeting minutes that the Post-Incorporation Executive Committee resolved to accept all the Pre-Incorporation Executive Committee’s decisions.

Applying for a Federal Tax ID Number

The final step of our incorporation was to apply for a Federal Tax Identification Number (also known as EIN). We also needed the number to give to the bank, since it was required in order to open UMTIA’s checking account. Our group also had to be registered with the State of Minnesota before we could apply. In our case, the form we completed was the SS-4 Application for Employer Identification Number (EIN). We downloaded this form and the instructions free of charge from the IRS website at www.irs.gov/businesses/small/ (click on “Employer ID Numbers [EINs]”). Minnesota does not require a group to report revenue unless the group’s assets reach $250,000 or it files for tax-exempt status.

The Bottom Line

Overall, the incorporation process took about seven months to complete, with the bulk of the time and effort being spent on drafting the articles of incorporation and the bylaws. Now that UMTIA is incorporated, the chapter can own its own property, enter into contracts, and afford to protect board members from liability if no wrongdoing has occurred. UMTIA can now place a claim for its own logo, software, files, and supplies. Also, it can now be the responsible party in contracts with banks, hotels, credit card companies, and website hosts.

Should your group incorporate? You decide.

---

ATA Members

Check out Life and Disability Insurance through

Mutual of Omaha
800.223.6927
402.342.7600
www.atanet.org/mutual.htm
I
de
t
If you decide to take a full-time job, no small consideration should be given to the benefits normally attached to it: Social Security, medical and life insurance, profit sharing, unemployment benefits, and so on. If you are the sole provider for your family, do not overlook the importance of benefits versus working as a freelancer. When we are young and unattached, we tend to neglect this aspect of our jobs, but as we grow older and acquire greater responsibilities, we begin to realize the importance of assuring the future. However, if you decide that freelancing is the way you want to go, remember that this decision should be based on the same criteria you would use to judge whether or not to go into business in any field. Based on my experiences, I would like to use this space to dispel some common misconceptions about freelancing.

1. Many translators think that if you work independently at home, you will make more money. This is not necessarily so. Although you no longer have to commute, you have more distractions at home, and they can eat away at the time you work to earn a living.

2. If you work as an independent contractor, you can set your own hours. Theoretically, this is true. But unless you live in a hut in the middle of nowhere with no dependents, you have obligations to meet. Therefore, the reality is that you may be able to snatch some time off in the middle of the day for other pursuits, but you will most likely have to accept jobs with tight deadlines. This can mean working evenings and weekends (or even nights) on more occasions than you would like to admit. On average, freelancers work longer hours. If you are a 9-5 person, freelancing is not for you. I have no dependents, and yet I have had to cancel more plans—dinners, lunches, shopping, and even theater tickets—than I care to think about.

3. You get no fringe benefits such as medical coverage, sick leave, vacation pay, profit sharing, and so on. You also pay more in taxes. In addition to having to pay the full amount of your Social Security contributions, you must pay business tax. You must also buy your own equipment and supplies.

4. You have no guaranteed income. If no assignments come in, you don’t get unemployment benefits. You have no regular payday, either.

5. Independent contractors usually work more or less in isolation, with no catching up on gossip around the water cooler or during coffee breaks. You are also not paid for all the interruptions you get in the course of the day from potential clients who end up giving the job to someone else, or from your friends/relatives who feel they can now call you at any time and stay on the phone as long as they please because you are now at “home.” And don’t forget the neighbors who drop by to chew the rag and then don’t understand why you have suddenly become so “unfriendly.”

However, there are also many good reasons to go into business for yourself. Some of these are:

1. You have been unable to find a full-time job as a translator.

2. You have been working for many years at a regular job and would now like to “beat the system” by giving up a grueling commute into the city or long hours, or getting up at 6:00 a.m. every day to brave the weather, especially in the middle of winter.

3. You have small children at home or an ailing parent or relative. You may have medical problems that require therapy, a special diet, or shorter working hours.

4. Your family may have a business that requires some of your attention, or you may decide you want to go back to college, or take more vacation time than your job will allow.

5. You always wanted to be your own boss.

6. You are writing a book and need more time off.

7. You have a second income or a spouse who has good benefits at work, particularly medical insurance, so benefits are not a serious issue.

8. You may simply want to see whether you can make it on your own.

I have found that, by and large, translators are not very good business people. It usually comes as a shock to us when we discover that we have to actually invest time and money into our new venture. (Wasn’t the whole idea of freelancing to escape structure and be “free,” as the word suggests?) We become confused when we realize...
we have to set rates and figure out how much work we are able to turn out in an average day. We also forget that there are administrative chores to be performed on a daily basis, such as keeping files and books. We then have to look for clients. However, most of us eventually learn all this and make a reasonable living. Some, in fact, make an excellent living at translation and actually relish the fast pace. However, it is essential to remember that if you decide to freelance, you are going into business for yourself, and not simply working at home as opposed to somebody’s office.

If you are well aware of all these implications and still want to freelance, you will probably be generously rewarded down the road, but it will be a long road. Before you set up shop, however, let me assure you that you can safely disregard much of the advice you have heard from well-meaning people who have gone into business for themselves. No two situations are alike, so what worked for their business might not necessarily work for yours.

I can assure you that, contrary to the advice of some, a translator who decides to set up business for him or herself does not need a fancy office with the latest hardware/software, nor to place ads in the Yellow Pages. In fact, I strongly advise you not to go that route. An ad in the Yellow Pages will easily cost you thousands of unproductive dollars if you live in a large city, and your return will translate into a very thin trickle if you live in a small town. Besides, your clients will probably never even see the ad. Due to the fact that most of your business transactions will take place via e-mail, you will never see most clients face-to-face and they will probably never see the inside of your office. My best and most faithful clients are located in Florida, Minnesota, Connecticut, New Jersey, and Illinois. I have only met two of them. They don’t get the New York Yellow Pages—of which, by the way, there are five volumes, one for each borough. The reality is that your client base will be spread out throughout the U.S. and abroad, so placing an ad locally will not help you that much. Once you have established a good relationship with a client, where you live is irrelevant. A solid reputation for good work is your best advertisement, and you will find that satisfied clients do an excellent job of making your services known.

As I just mentioned, your client base and job contacts will most likely be spread over a wide area. Because of this, many people have discovered that it is often futile to visit clients. In fact, visiting clients may create the very image you want to avoid: that of a hungry, jobless wannabe. The most recent experience I had with visiting a client was when I was asked to “drop by” the offices of a bureau where I had been known for a long time, but through which I had received very little work over the years. The manager said it wouldn’t take me that long to get to the office, since we were practically neighbors. He neglected to consider that we were neighbors only as the crow flies. In fact, this visit involved walking 10 blocks to the subway station and then changing two trains. When I got there, the manager was out and I had to wait for him. Then, there were several interruptions during our conversation when he had to answer the telephone.

When we finally had a chance to talk, the gist of the conversation was that he had about five personal documents coming in every day, all of which required a certificate of accuracy. Because I worked from several languages, he said he could give me all these documents if I would be willing to charge him a per-document rate. I had to explain to him that personal documents vary considerably in length, that they are usually not cost-effective on a per-word basis, and that I accept them mostly as a courtesy to my clients. This manager had assumed, erroneously, that not only was it okay to ask me to give up three hours of my time to discuss this matter, but that I should be willing (and even happy) to drop my rates in exchange for volume. Obviously, the gentleman did not think too much of my earning power and did not respect my time. Of course, I could not really be annoyed at this man: after all, he was trying to get himself a good deal. I was annoyed at myself for agreeing to come. After this encounter, I have made it a point to turn down (as gracefully as possible, of course) all invitations to visit my clients, explaining that I have a full schedule and tight deadlines, and that leaving my office in the middle of the day might cost me an assignment or even a valuable client.

With the above exception noted, most translation bureaus I work with are fair and reasonable. I have some corporate clients, but assignments from them tend to come in spurts. I also find that dealing with bureaus is a more reliable way to ensure a steady workload, which is crucial to the survival of any freelancer. Those freelancers who ignore the importance of multiple streams of income are in for a rude awakening. For instance, I once offered to recommend an excellent translator who works in a language combination other than my own for an assignment. The translator thanked me but declined, saying that he had a client who paid very well and kept him
busy around the clock, leaving no room for others. The gentleman was a relative newcomer to the U.S., so I tried to explain some realities of business in this country to him. I said: “If this company has so much work for you continuously, why don’t they offer you a permanent position? It would be cheaper for them, and you would get the benefits you need.” I knew the answer to this question was that the company did not anticipate that the work would last on a long-term basis, and someday my colleague was bound to find himself with no clients if he failed to cultivate them. And so the inevitable eventually happened. The source dried up and the translator had failed to develop a solid client base. For him, it was like starting over.

Had my colleague been dealing with a translation bureau instead of an individual company, he may not have had this experience. A bureau has the time and the resources to develop a client base, and there is always a flow of work. If you deal with several bureaus, you will “hedge your bets,” just like they do on Wall Street. Bureaus have a vested interest in developing a good relationship with their translators. Don’t forget that they need us just as much as we need them. I have developed many good relationships and even friendships with translation bureaus. As time goes by, your productivity will improve and you can explore other means of increasing your output. But until that time, it is a good idea to stay in contact with several translation bureaus where you can continue to build your reputation and receive steady work.

If you decide to work at home, your overhead is minimal. There are a number of expenses you can legitimately claim on your income tax return, such as part of your rent or mortgage as well as part of your electric and telephone bills, your office equipment, supplies, and dictionaries. Remember, you don’t need a fancy office. Also, bear in mind that if you freelance, you can charge your business with practically all of your professional expenses, such as membership dues and attendance at ATA’s Annual Conference and other professional development seminars. Another expense you can charge to your business is the cost of continuing education studies, including graduate studies in translation, just as long as these activities advance your career. You can deduct certain other expenses and use your own bank account for all transactions. In New York State, you don’t need to register with the county clerk or pay business tax unless your business income goes over a certain level. You should consult your accountant on this score. You are also allowed to operate at a loss for a couple of years and still claim these deductions. It is advisable to consult your accountant and let an expert file your tax returns.

Unless other members of your family also use the computer, you don’t need to buy a second computer, at least not right away. You also do not need to buy a “state-of-the-art” model. Chances are you will not be that busy at first, and by the time you get to use all the fancy software you bought, new versions will have come out and yours will be obsolete. Buy a computer that can be upgraded, or just use the one you already have at home. You do not need a second or third phone or a dedicated line unless you begin to get serious work. If you find you need a second telephone for your family’s use, I suggest getting a cell phone, if you don’t already have one. You can take a cell phone with you wherever you go so you can stay in constant contact with clients. The family can use the cell phone when you are at home, so that your home line remains free for business.

Set aside space in your house exclusively for your business. I use my dinette, with the kitchen conveniently adjoining. Remember, you may need to work late when the family wants to watch TV or go to bed, so make sure you discuss your office arrangements with your family in advance so you get their cooperation. If you have a guestroom or den, you’re all set!

As I already mentioned, you don’t need to spend thousands of dollars to advertise in the Yellow Pages. There are many opportunities online for translators to make their services known to prospective clients. For example, your listing in ATA’s online Directory of Translation and Interpreting Services can serve as your best advertisement. I get quite a few calls from people who consult this online directory.

Chances are you will not get a lot of work until people begin to know you. One bureau recently told me: “The best resource is word-of-mouth.” I get a lot of calls from my clients asking me if I know somebody who works in this or that language combination. If you get a job, do your absolute best, be critical, and ask your client for feedback, particularly if you don’t hear from them again for a while. You can learn a lot by listening to what clients have to say.

Be patient. Translation bureaus already have a roster of translators they work with regularly. It will take time for you to become one of them. Try to be as cooperative and helpful as possible, no matter how small the job. Chances are you will eventually be rewarded.

It is helpful, especially when you are just entering the profession, to
offer as many services as possible in addition to translation. One service you can offer is interpreting. I got my break doing just that. I had no training, but a friend who ran a translation bureau encouraged me and gave me an opportunity to interpret.

Today, I am happy to say, interpreters are expected to have training and, in some cases, pass a test. Fortunately, we have a number of training programs and workshops around the country for interpreters. Interpreters also tend to specialize (court interpreters, community interpreters, medical interpreters, etc.). You may not be paid very well at first, but there is always room for a competent beginner. You might also consider escort interpreting or working as a tourist guide. Who knows where these avenues might lead?

Conference interpreting, though, is a horse of a different color and not for the fainthearted. It pays extremely well, but it requires special training. However, you might be cut out for it if it appeals to you, go for it. Joining ATA’s Interpreters Division is also a good move if you want to interpret. You can learn a lot from your peers.

Other services you might consider offering include proofreading and editing, and then there is transcribing. Transcribing tapes is often tedious, but it can sometimes be fun. There are agencies that specialize in transcription, usually listed under “Court Reporters” in the Yellow Pages. There is also narration and voiceover, which not only requires you to speak, but to translate the text to fit the original dialogue on the screen. Then there is the translation of movie subtitles, which is fun to do and pays well. Also, don’t overlook desktop publishing. And then, of course, there’s teaching. I often wish I had a knack for teaching, but I don’t, so I never went into this field. However, it might be a good alternative for you if you cannot find enough translation work right away.

Now we come to the ticklish problem of how much to charge for your services. We are not going to mention any figures here, but ATA recently published the ATA Translation and Interpreting Compensation Survey, a fascinating report on average figures for numerous language combinations. Some translators charge extra for technical material, formatted material, and rush jobs. I do not do highly technical translations, so I charge just one rate across the board. However, the matter of rates must be discussed with the client before you accept any job. The deadline must be given in writing, and I strongly recommend that you see the document before you accept it. You may find it is illegible, it may contain numerous symbols that are hard to duplicate, there may be pages or lines missing from the text, the deadline may be unreasonable, or the client may want to hold you to a ceiling price that may turn out to be well below what you expected to be paid. Your client may also require you to have a second person proofread or edit your job at no additional cost, etc. All these conditions must be clear and in writing. An e-mail or fax may be sufficient, but following these simple rules will save everyone a big headache down the road.

Rates for the other sidelines I suggested are harder to determine. If you are a beginner, I suggest you ask the client how much they usually pay. If the client won’t commit, ask a couple of translator friends how much they charge for their services. They will probably tell you. Or come up with a price based on the estimated time you think it will take to complete the job. Interpreting assignments are paid by the hour, with a two- or three-hour minimum.

Another problem with figuring out how much to charge when you are first starting out is that many beginners have no idea how much volume they can turn out in a day. This is highly subjective, but you will pick up speed as you acquire more experience. In the meantime, sit down in front of your computer and see how long it takes you to translate one page. Don’t forget that every job has to be proofread and edited very carefully. If I have technical or complex material before me, I usually proofread it twice. Don’t depend on your spellchecker to do the job for you. Keep in mind that if you are slow, your client should not be expected to pay for the additional time it takes you to complete the job or for the time you spend researching a word, unless you are dealing with exceptionally esoteric material that even an experienced translator would have to spend time researching. Whatever issues you have with a job, they must be discussed with the client in advance, if possible. Once you have accepted a job, you must honor all the conditions of your assignment.

I have also read some articles suggesting that you should base what you charge according to how much you need to make per year to cover your living expenses. Very clever notion, but I can tell you right now that it doesn’t work. Suppose I just bought a house and have two children in college plus a new car? Does my client care? Rates are determined by the market, not by your needs. Enough said about that!

One more piece of advice to remember: If a problem arises after you have started the job, call your client as soon as possible and let...
him or her decide how to proceed. For instance, you may occasionally run into scheduling problems. If this happens, call the client at once to see if the deadline can be extended. In most cases, you will find that the client will make every effort to work with you. However, it is essential to be up-front and above-board in order to avoid serious problems ahead.

After working in-house for many years, I cannot say enough about the advantages of working at home under certain circumstances. You can work as long as you want if that’s your pleasure. Your boss can’t fire you for being late or for taking too many coffee breaks, either. Most important, your clients don’t care how old you are, and you don’t have to retire at 65 and wonder what to do with your life for the next 20 years. Don’t believe people who say, “you can’t learn anything new after a certain age.” You can learn anything you want at almost any age. I am living proof of that. Happy translating, folks!

A Beginner’s Trials and Tribulations Continued

From the Past President Continued from page 7

thank my colleagues at Intermark—Cami Townsend and Clodagh Miller—for covering for me while I tended to ATA matters, and my family—my wife Jennifer, my children Caroline and Thomas IV, and my parents—for the sacrifices they made while I was working on ATA business.

With the changing of the guard, the association is in excellent hands under ATA President Scott Brennan.

Thank you again for this wonderful opportunity to serve as the president of this vibrant and prestigious organization. This is not farewell, but until we meet again.

Statistical Information

Statement of Ownership, Management, and Circulation

Date of filing: October 9, 2003
Title of Publication: The ATA Chronicle
Frequency of Issues: Monthly, except for a combined November/December issue
No. of Issues Published Annually: 11 issues
Annual Subscription Rate for a Member: $120 (included in dues payment)
U.S. Subscription Rate for a Non-Member: $50
Subscriptions in Canada and Mexico: $75
All Other Non-U.S. Subscribers: $95

Publication Name: The ATA Chronicle
Extent and Nature of Circulation

A. Total No. of Copies (Net Press Run)
B. Paid and/or Requested Circulation
   1. Paid/Requested Outside-County Mail Subscriptions Stated on Form 3541 (Include advertiser’s proof and exchange copies)
   2. Paid In-County Subscriptions stated on Form 3541 (Include advertiser’s proof and exchange copies)
   3. Sales Through Dealers and Carriers, Street Vendors, Counter Sales, and Other non-USPS Paid Distribution
   4. Other Classes Mailed Through the USPS
C. Total Paid and/or Requested Circulation (Sum of B1, 2, 3, and 4)
D. Free Distribution by mail (samples, complimentary, and other free)
   1. Outside County as Stated on Form 3541
   2. In-County as Stated on Form 3541
   3. Other Classes Mailed Through the USPS
E. Free Distribution Outside the Mail (Carriers or other means)
F. Total Free Distribution (Sum of D and E)
G. Total Distribution (Sum of C and F)
H. Copies Not Distributed
I. Percent Paid and/or Requested Circulation (C ÷ G x 100)

Average No. of Copies Each Issue During Preceeding 12 months

| A. Total No. of Copies (Net Press Run) | 9,336 |
| B. Paid and/or Requested Circulation | 9,200 |
| C. Total Paid and/or Requested Circulation | 9,200 |
| D. Free Distribution by mail | 9,200 |
| E. Free Distribution Outside the Mail | 9,200 |
| F. Total Free Distribution | 9,200 |
| G. Total Distribution | 9,200 |
| H. Copies Not Distributed | 9,200 |
| I. Percent Paid and/or Requested Circulation | 96.1% |

I certify that all information furnished on this form is true and complete. (Signed) Walter Bacak, Publisher and Executive Director
ATA’s Localization Translation Seminar: It’s a Global Market Out There

By Frank Dietz

As the international community grows increasingly intertwined, localization is becoming crucially important, as is the need for translators who specialize in this field.

In response to the growing demand for skilled localization professionals, ATA hosted the Localization Translation Seminar, September 6-7, in Austin, Texas. The event was the latest in a series of successful professional development seminars organized by ATA’s Professional Development Committee.

Whether translating website content, training materials, or computer software, this seminar was designed to provide attendees with the insight and training needed to enhance their skills for translating in the global marketplace. Carla DiFranco’s (Microsoft) presentation, “Software User Assistance Localization: Skills and Globalization,” focused on questions related to the localization of user assistance (help) content, as well as globalization and localizability issues. A discussion of the suitability of HTML (flat or compiled) for localization was followed by a closer look at the use of XML (Extended Markup Language) and its advantages, among them Unicode compliance and easier separation of localizable content. One advantage of particular interest to translators is that XML allows for easier sorting than HTML, which can save a great deal of time when dealing with glossaries and other alphabetized lists that have to be re-ordered after translation.

The next section of DiFranco’s presentation focused on locale settings in Windows that can be modified for various date, time, and currency standards, as well as for different keyboard input methods. This was followed by a discussion of ASCII versus Unicode. While ASCII requires different code pages depending on the language (and problems can occur if the computer is looking for a mismatched code page), Unicode uses one code page for all languages. Unicode will even enable languages that do not have an ASCII code page.

DiFranco finished off the first half of her talk with an overview of computer-assisted translation (CAT) tools. CAT tools, which are used in the localization of numerous file types (including HTML and XML), record source and target texts during the manual translation process and create a reusable translation memory. While CAT programs are valuable support tools, they can introduce new problems, such as converting characters within code samples. DiFranco then demonstrated various tools, such as TRADOS Tag Editor, Workbench, and HTML Help Workshop.

The second part of DiFranco’s session focused on globalization and localizability issues. She outlined the process of creating help content for the English version of a software package, highlighting potential problems for localization. She explained that one of the biggest challenges translators encounter is the use of jargon and colloquialisms. For instance, the term “breadcrumbing,” which refers to the display of navigation steps in a web interface (i.e., Microsoft®-MS Office®-Word), originates from the Brothers Grimm fairy tale of Hänsel and Gretel. The specific literary association implied by “breadcrumbing” makes the concept of this particular term difficult to translate in a target-language culture unfamiliar with the tale of Hänsel and Gretel. Another example of a cultural-specific term that is challenging to translate comes from an actual help menu item in Windows. Here, the phrase “Music, Maestro, please…”,” an obscure allusion to a Bugs Bunny cartoon, is used to describe the CD playback function of Windows. Of course, anyone unfamiliar with this U.S.-based cartoon icon will not understand what the phrase means.

Another issue DiFranco focused on during her presentation concerned the challenge of deciding what to do about the tone of the language used in software help files. For instance, the language in the English version tends to be casual and personal, while the target culture might require a more formal or neutral approach. The localized version of a program might also contain different features than the U.S. version (for instance, it might not support speech recognition). If the translated software references features from the U.S. version that are missing in the localized version of the software, the software producer could be liable for misrepresenting the product.

DiFranco concluded her presentation with some suggestions about changing the current development cycle, in which localization is often just an afterthought, to a partnership-based model. This model would reduce the number of costly and redundant mistakes and speed up the localization process.

The afternoon session on “The Nuts and Bolts of Software Localization” was given by
Kieran Dunne (Kent State University). He first outlined the typical software development process and explained basic terms relating to object-oriented programming. This was followed by a discussion of localizable objects in a graphical user interface, such as menus, icons, tool tips, tabs, check boxes, command buttons, etc. A demonstration showed how a string table in a resource file would be localized, with particular attention given to the hot key functions.

The next section concentrated on various tools for internationalization and localization, including computer-assisted authoring (CAA) tools, machine translation systems, quality assurance tools, term extraction tools, terminology management systems, text alignment tools, and translation memory systems. CAA tools help enforce a controlled language (one restricted by grammar and vocabulary rules) during content creation, which, in turn, can simplify the localizer’s tasks. Dunne also demonstrated a tool that extracted translatable strings from code in a message file. Localization tools, such as Alchemy Catalyst, Passolo Pass, and SDL Localization Suite, offer a number of advantages. They allow translators to edit resources without using an integrated development environment, integrate translation memory (TM) and terminology management, protect software code that should not be changed, and offer various workflow functions (review, sign-off) that give project managers a better view of the state of a particular file.

A survey of major translation memory tools, such as TRADOS, Star Transit, Atril Déjà Vu, SDLX, and Wordfast, led to a closer look at the alignment process. Alignment tools, such as WinAlign, allow translators to create translation memories by aligning existing source and target texts. The resulting TM can then be exported as a .tmx file and be imported by any CAT tool that supports the TMX standard. Dunne gave a practical demonstration by aligning an English and a French version of an end-user license agreement (EULA) using WinAlign. He pointed out that multilingual EULAs and the MS glossaries provide translators with useful raw material from which TMs can be generated through the alignment process. A PowerPoint presentation with additional slides that were not included in the speaker’s handout will be posted at www.personal.kent.edu/~kdunne/ATAslides.zip.

I congratulate ATA President-elect and Professional Development Committee Chair Marian Greenfield and ATA Headquarters for selecting quality speakers for this event, and for providing members with another valuable opportunity to learn practical, up-to-date measures to improve their work.

---

ATA Chapter Seed Money Fund

Is your ATA chapter planning an event? Does that event have need for a distinguished, dynamic, industry-relevant speaker? If so, ATA’s Professional Development Committee wants to help! ATA’s Professional Development Committee offers a seed money fund for speakers. Be sure to call ATA today for application guidelines and a list of fabulous speakers who could be guests at your next meeting, workshop, or seminar.

ATA’s chapters play a key role in the continuing education of their members. Since the chapters vary greatly in number and composition of members, it can be hard for some chapters to offer educational opportunities to everyone. As a service to all ATA members and as a benefit of chapterhood, ATA would like to support these educational efforts by subsidizing presentations that might otherwise prove to be a financial burden for individual chapters.

The fund was designed for ATA chapters, so don’t let the opportunity pass you by. Contact: Mary@atanet.org at ATA Headquarters soon for all the details!
Translation Pedagogy and Assessment: Adopting ATA’s Framework for Standard Error Marking

By Michael Scott Doyle

The University of North Carolina at Charlotte offers an undergraduate Certificate in Translating (CT, created in 1979), a Graduate Certificate in Translating and Translation Studies (GCTTS, created in 2003), and a Master of Arts in Spanish with a track in Translating and Translation Studies (TTS, a 24-credit hour track created in 2002). The CT and TTS tracks offer courses in translation history, theory, and practice: history and theory provide students with contexts, strategies, and a discourse for their hands-on engagement in the art/craft/science of translating. An important pedagogical consideration at both the undergraduate and graduate levels concerns itself with translation as a profession, and, therefore, with introducing students to: 1) professional organizations such as ATA, the Carolina Association of Translators and Interpreters (CATI, our local ATA chapter), and the American Literary Translators Association (ALTA); and 2) the assessment criteria and standards used by ATA for its certification examinations.

Evaluation and outcomes assessment are thorny issues in American higher education and in our professional lives. They are time-consuming activities that are often difficult to map out clearly because of the types of questions they deal with, such as what is being measured, how, when, and why. But good faith engagement in assessment is a critical component of any pedagogical undertaking. Those involved with coherent curricular design would do well to carefully envision the desired learning outcomes that will later be measured so that accountability and continuous improvement are factored into a pedagogical cycle or flow (for example, Envisioned Outcomes→Course or Program Design→Instruction→Outcomes Assessment→Modification and Improvement→New Cycle).

Course grades remain the most characteristic form of outcomes assessment in academia. As we all know, grades can be a source of considerable confusion and consternation because:

- Different instructors can be quite idiosyncratic in how they arrive at their A’s, B’s, and C’s. For instance,
- Students may ask that a grade be explained. However, instructors are often hard-pressed to do so, perhaps because their own criteria and standards have not been clearly thought out and/or articulated. This leads to a justification along the lines of “this is my [subjective] impression of the grade you have earned…”
- Students may earn good grades in class, but then fare poorly on external evaluation instruments such as standardized national examinations (i.e., the “in-class” and “out-of-class” assessment criteria and standards are not well aligned).
- Training and academic programs may lack coherence and consistency in how they evaluate students (there is no culture of inter-rater reliability). These programs may themselves be idiosyncratic and misaligned with national standards, discourse, and practice.

In my translation workshops at UNC Charlotte, I have adopted ATA’s Framework for Standard Error Marking as the preferred method of evaluation or grading. The framework provides a ready-made, standardized, time-tested, and professionally recognized model for conducting theory-based, systematic, coherent, and consistent evaluations of student translations. The adoption of ATA’s standards and criteria has several other benefits as well, among them:

- Linking students’ classroom work, feedback, and discussion to the external professional context in the U.S., as represented by ATA;
- Providing students and instructors with a protocol and common language for translation assessment that is aligned with the criteria, standards, and discourse of our national certifying association. This serves to foster a culture of inter-rater reliability wherein we can “be on the same page” when discussing what is right or wrong about a translation;
- Preparing students more thoroughly to take ATA’s certification exam by familiarizing them with the national standards and criteria before they sit for the exam; and
- Aligning the programmatic discourse of our colleges and universities with established national standards.
Table 1: ATA Framework for Standard Error Marking

<table>
<thead>
<tr>
<th>Code #</th>
<th>Criteria and Description of Each Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Incomplete Passage</strong>: A substantially unfinished passage is not graded. Missing titles, headings, or sentences within a passage may be marked as one or more errors of omission, depending on how much is omitted.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Illegible</strong>: It is the candidate’s responsibility to ensure that the graders can clearly understand what is written. Candidates are instructed to use pen or dark pencil and to write firmly enough to produce legible photocopies. Deletions, insertions, and revisions are acceptable if they do not make the intent unclear.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Misunderstanding of Original Text</strong>: This category applies when the grader can see—usually by back-translating the target-language text—that the error arises from misreading a word, for example, or misinterpreting the syntax of a sentence. In other words, the result is wrong because the translation was based on a misunderstood source text.</td>
</tr>
<tr>
<td>4</td>
<td><strong>Mistranslation into Target Language</strong>: The meaning of the original text is not conveyed properly in the target language. For example, a term in the translated text might be much more general (scientists instead of researchers; protein instead of albumin) or more specific (stallion instead of horse) than the original term. Mistranslations can also involve the choice of prepositions, the use of definite and indefinite articles, and the choice of verb tense and mood.</td>
</tr>
<tr>
<td>5</td>
<td><strong>Addition or Omission</strong>: Something is inserted that is not clearly expressed in the original text, or something essential to the meaning is left out. The tendency to insert “clarifying” material should generally be resisted. It is permissible to shorten the ponderous modes of expression that are common in some source texts, so long as the meaning does not suffer.</td>
</tr>
<tr>
<td>6</td>
<td><strong>Terminology, Word Choice</strong>: This error often involves terms used in various technical, legal, and financial contexts, where words often have very specific meanings. In more general texts, the candidate might not have selected the most appropriate word among several that have similar (but not identical) meanings.</td>
</tr>
<tr>
<td>7</td>
<td><strong>Register</strong>: Language level, degree of formality should be preserved in the translation; examples of errors include using everyday words instead of medical terms (spit instead of saliva), making a legal document sound journalistic, tú/usted, anachronisms, and culturally inappropriate expressions.</td>
</tr>
<tr>
<td>8</td>
<td><strong>Too Freely Translated</strong>: Candidates are asked to translate the meaning and intent of the source text, not to rewrite or improve upon it. The grader will carefully compare the translation to the source text. If a “creative” rendition changes the meaning, an error will be marked. If recasting a sentence—i.e., altering the order of its major elements—destroys the flow, changes the emphasis, or obscures the author’s intent, an error may be marked.</td>
</tr>
<tr>
<td>9</td>
<td><strong>Too Literal, Word-for-Word</strong>: Translations that follow the source text exactly may result in awkward, often incorrect renditions. Translate literally when it works, but not at the expense of clarity and natural syntax.</td>
</tr>
<tr>
<td>10</td>
<td><strong>False Cognate</strong>: In some language pairs, this is the most common type of error. Examples from English and Spanish: officials (funcionarios) translated as oficiales; application [form] (solicitud) translated as aplicación; actualmente (presently, currently, nowadays) translated as actually.</td>
</tr>
<tr>
<td>11</td>
<td><strong>Indecision, Giving More than One Option</strong>: Graders will not choose the right word for you. Even if both options are correct, an error will be marked. More points are deducted if one or both options are incorrect. Do not use asterisks, footnotes, brackets, or other hedging devices. Do not add clarifications unless readers from the target language will surely miss the meaning without them.</td>
</tr>
<tr>
<td>12</td>
<td><strong>Inconsistency, Same Term Translated Differently</strong>: In general, a term that is used consistently in the source text should be translated consistently into the target language. Conversely, if the source text uses different words for the same idea interchangeably, the candidate should try to come up with a similar variety in the target language.</td>
</tr>
<tr>
<td>13</td>
<td><strong>Ambiguity</strong>: If the meaning is clear in the source text but ambiguous in the translation, an error may be marked. The reader should not have to puzzle out the meaning.</td>
</tr>
<tr>
<td>14</td>
<td><strong>Grammar</strong>: Grammatical errors include lack of agreement between subject and verb, incorrect verb forms, incorrect case of nouns, pronouns, or adjectives, and use of an adjective where an adverb is needed.</td>
</tr>
</tbody>
</table>
I use ATA’s Framework for Standard Error Marking in a pre- and post-translation assessment process, with translator self-evaluation materials that I prepare, distribute, and explain to students. I am not an ATA certification exam grader, but I base my evaluations of student translations on the point marking system and standards used by ATA, which any instructor can adopt and adapt. Although the translation assignments for my graduate classes may run from short passages to texts exceeding 3,000 words, I remind students that ATA’s exam will require them to translate texts that average 250 words in length. Therefore, I often randomly select a 250-300-word passage within a longer translation assignment and base the grade on this selection. This requires students to focus on maintaining consistent quality throughout their assignment, since they do not know which common part of it will be selected for grading. The students must do their best work at all times, which is what translation in the real world requires. The assessment process involves the following.

### 1. Pre-translation: ATA’s Framework for Standard Error Marking (Table 1)

We carefully review ATA’s Framework for Standard Error Marking, available on the association’s website (www.atanet.org/bin/view.pl/12438.html). This document summarizes and explains the 22 criteria for errors. I have selected the examples in English and Spanish (the two languages we will be working between) and coded the criteria numerically. The numeric coding is only used to identify each criterion, and does not serve as an indicator of the seriousness of the translation error committed. Students quickly learn that 1 = Incomplete Passage, 5 = Addition or Omission, 7 = Register, 9 = Too Literal/Word-for-Word, 14 = Grammar, etc.

#### Table 1: ATA Framework for Standard Error Marking

<table>
<thead>
<tr>
<th>Code #</th>
<th>Criteria and Description of Each Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td><strong>Syntax (Phrase-Clause-Sentence Structure):</strong> The arrangement of words or other elements of a sentence should conform to the rules of the target language. Errors in this category include sentence fragments, improper modification, lack of parallelism, and unnatural word order. If incorrect syntax changes or obscures the meaning, the error is more serious.</td>
</tr>
<tr>
<td>16</td>
<td><strong>Punctuation:</strong> The conventions of the target language should be followed, including those governing the use of quotation marks, commas, semicolons, and colons. Incorrect or unclear paragraphing is counted as an error.</td>
</tr>
<tr>
<td>17</td>
<td><strong>Spelling:</strong> There is less tolerance of spelling errors in some languages than others, for reasons that derive from the language itself as well as from the national culture. In all languages, a spelling error that causes confusion about the intended meaning is more serious (e.g., principle/principal, systemic/systematic, peddle/pendle, dear/deer, bear/bare, sight/site, tasa/taza, vasto/basto). Context is a factor as well.</td>
</tr>
<tr>
<td>18</td>
<td><strong>Accents and Other Diacritical Marks:</strong> The conventions of the target language should be followed consistently. If incorrect or missing diacritical marks obscure the meaning, the error is more serious.</td>
</tr>
<tr>
<td>19</td>
<td><strong>Case (Upper/Lower):</strong> The conventions of the target language should be followed. Examples: <em>Cien años de soledad</em> (correct Spanish title) vs. <em>One Hundred Years of Solitude</em> (correct English title).</td>
</tr>
<tr>
<td>20</td>
<td><strong>Word Form:</strong> The root of the word is correct, but the wrong form is used. Example in English: The product has been tampered with and is no longer safety.</td>
</tr>
<tr>
<td>21</td>
<td><strong>Usage:</strong> Correct and idiomatic usage of the target language is expected. Errors include the use of the wrong preposition or misuse of a grammatical form. Examples: take vs. make a walk, married to vs. married with, etc.</td>
</tr>
<tr>
<td>22</td>
<td><strong>Style:</strong> If the source text is characterized by a distinctive manner of expression—flowery, staccato, conversational, instructional—this should be reflected in the translation. Awkward or clumsy renditions that obscure the meaning may also be penalized.</td>
</tr>
</tbody>
</table>

NOTE: Avoid the claim of words “not in dictionary”: You are expected to determine meaning from context, to recognize irregular verb forms, root-word derivations, compound words, proper names, and close cognates.
because the numbers use less space and are easier to read than error types indicated with handwritten words.

2. Post-translation: Translator Self-

### Table 2: Translator Self-Evaluation Instrument: Log of Errors for All Assignments (Documents Translated)

| Code # | Criteria Description/ # Errors | E | E | E | E | E | E | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| 1      | Incomplete Passage             | 1 | 2 | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2      | Illegible                      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 3      | Misunderstanding of Original Text | 2 | 3 | 2 | 1 | 1 |   | 1 | 2 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 4      | Mistranslation into TL         | 2 | 1 | 1 |   | 1 | 3 | 4 | 3 | 2 | 3 | 1 |   |   |   |   |   |   |   |   |   |   |   |   |
| 5      | Addition or Omission           | 4 | 4 | 3 | 2 | 4 | 1 | 2 | 2 | 1 | 2 | 1 |   |   |   |   |   |   |   |   |   |   |   | 21 |
| 6      | Terminology, Word Choice       | 1 | 1 |   | 1 | 2 |   | 2 | 3 | 3 | 2 | 4 | 2 |   |   |   |   |   |   |   |   |   |   |
| 7      | Register                       | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 2 | 2 | 1 | 1 |   |   |   |   |   |   |   |   |   |   |   |
| 8      | Too Freely Translated          | 4 | 4 | 4 | 3 | 4 | 2 | 1 | 1 | 1 | 1 | 1 | 1 |   |   |   |   |   |   |   |   |   |   |
| 9      | Too Literal, Word-for-Word     | 1 | 1 | 2 | 1 | 1 | 1 | 4 | 5 | 4 | 3 | 4 | 3 | 30 |   |   |   |   |   |   |   |   |   |
| 10     | False Cognate                  | 2 | 2 | 1 | 1 |   |   | 3 | 3 | 2 | 3 | 3 | 1 |   |   |   |   |   |   |   |   |   |   | 21 |
| 11     | Ind., Giving More Than One Option | 2 | 1 |   |   |   |   | 3 | 3 | 2 | 2 | 1 |   |   |   |   |   |   |   |   |   |   |   | 14 |
| 12     | Inconsis., Same Term Trans. Diff. | 2 | 2 | 1 |   |   | 1 | 1 | 1 | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   | 9 |
| 13     | Ambiguity                      | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 2 | 1 |   |   |   |   |   |   |   |   |   |   |   | 12 |
| 14     | Grammar                        | 1 | 1 | 2 | 1 | 1 |   | 5 | 6 | 7 | 4 | 3 | 2 |   |   |   |   |   |   |   |   |   | 33 |
| 15     | Syntax                         | 2 | 2 | 1 | 2 | 1 |   | 3 | 3 | 2 | 3 | 1 | 1 |   |   |   |   |   |   |   |   |   | 21 |
| 16     | Punctuation                    | 2 | 1 | 1 | 1 | 1 | 2 | 3 | 2 | 2 | 1 |   |   |   |   |   |   |   |   |   |   |   | 15 |
| 17     | Spelling                       | 2 | 1 | 2 | 1 | 1 |   | 3 | 3 | 2 | 2 | 1 | 2 |   |   |   |   |   |   |   |   |   | 20 |
| 18     | Accents and Other Diacrit. Marks | 1 2 1 1 | 7 | 9 | 7 | 8 | 5 | 3 | 39 |
| 19     | Case (UPPER/lower)             | 1 | 2 | 2 | 1 | 1 | 1 | 3 | 3 | 2 | 3 | 2 | 2 | 23 |   |   |   |   |   |   |   |   |   |
| 20     | Word Form                      | 1 | 1 |   |   | 2 | 1 | 2 | 3 | 2 | 1 | 1 | 13 |   |   |   |   |   |   |   |   |   |   |
| 21     | Usage                          | 1 | 1 | 1 | 1 | 3 | 4 | 4 | 3 | 2 | 1 | 2 |   |   | 20 |   |   |   |   |   |   |   |   |   |
| 22     | Style                          | 1 | 1 | 1 | 1 | 2 | 3 | 2 | 3 | 2 | 2 | 2 |   |   |   |   |   |   |   |   |   |   | 17 |
| **Total Errors** | **33** | **31** | **26** | **16** | **20** | **6** | **56** | **64** | **50** | **51** | **39** | **23** | **415** |   |   |   |   |   |   |   |   |   |   |
| **ATA Error Pts. Accumulated** | **55** | **40** | **17** | **15** | **9** | **6** | **78** | **63** | **38** | **18** | **17** | **12** | **368** |   |   |   |   |   |   |   |   |   |   |
| **Grades (Final Grade at End)** | C | C | B | B | A | A | C | C | B | B | B | B |   |   |   |   |   |   |   |   |   |   |   |

**Evaluation Instrument: Log of All Assignments (Documents Translated)** (Table 2). Students record their errors for each translation assignment according to the frequency of each ATA error type or criterion. Since my students translate both from Spanish into English and English into Spanish, they may document the differences in error frequency when the target language
The following example is an illustrative composite based on hypothetical data for a graduate student whose first or native language is English. The 12 assignments are weighted equally so that the final grade is the average of the 12 individual grades. An explanation of the grades assigned is provided at the end of this article.

3. Post-translation: Translator Self-Evaluation Instrument: Error Summary and Distribution (Table 3). Here, students further analyze and compare the error frequency of TL-English vs. TL-Spanish assignments (#2 above broken down).
This document contains a section for “Self-Evaluation Comments,” in which students provide a written analysis of their translation strengths and weaknesses toward the latter portion of the course. This allows them, over time, to identify patterns and areas in need of improvement, which encourages them to invest themselves in their own learning process and outcomes assessment. It also enhances efficiency, since students can then focus their improvement efforts on problem areas that they personally have clearly documented and understood.

4. Post-translation: This consists of a series of summative graphs of student performance during the course, based on all the graded translation assignments they have submitted. These charts enable students to clearly visualize their strengths and weaknesses. The students use Microsoft Excel (or a program with similar capabilities) to generate their own evaluation graphics. (I wish to acknowledge my graduate student, Evan Erickson, for ideas he provided me with via his own self-evaluation graphs during the 2002 fall semester.) For example, Chart 1

**Chart 1: Error Analysis**

![Chart 1: Error Analysis](image)

**Chart 2: Error Analysis: Ascending Order of Frequency by ATA Criterion**

![Chart 2: Error Analysis: Ascending Order of Frequency by ATA Criterion](image)

**Table 4**

<table>
<thead>
<tr>
<th>Max. Pts. Deducted</th>
<th>Meaning is NOT lost, changed, or obscured</th>
<th>Meaning IS lost, changed, or obscured</th>
<th>Max. Pts. Deducted</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Error NOT apparent to attentive, linguistically knowledgeable reader</td>
<td>Error constitutes a subtle or slight imprecision of meaning</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>Error IS apparent to a casual, uncritical reader</td>
<td>Meaning is merely obscured</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Error NOT an egregious violation of usage</td>
<td>Consequences of lost, changed, or obscured meaning are minimal</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Error IS an egregious violation of usage</td>
<td>Consequences are not catastrophic</td>
<td>8</td>
</tr>
</tbody>
</table>

**NOTE:** Per ATA guidelines, errors that do not result in misunderstanding typically incur just one error point.

**ATA REMINDER:** Although the use of points may impart a certain impression of objectivity, it is in truth still subjective.
gives the student an overview of which ATA criteria are generally the most problematic and in need of greater attention.

It becomes clearer which areas are problematic when the errors are rearranged in ascending/descending order of frequency. In this case, Chart 2 shows that this particular student translator needs to begin by focusing his or her attention on criteria #18, 14, 9, 8, 5, and 19.

Students benefit much more from the exercise as they begin to compare the strengths and weaknesses of their own translation into English vs. Spanish. The problems are not the same for both languages, as can easily be seen in Chart 3, which affords us a different look at the same data.

When the TL is English, as presented in Chart 4, the major problem areas that become apparent are criteria #8, 5, 3, 19, and 15. The student sees that he or she should: be more wary of translating too freely (perhaps due to overconfidence when working into his or her native English); avoid the tendency to want to add text to the translation (clarifying or embellishing the original); fully understand the SL-text before translating it; pay more attention to the general stylistic conventions of writing in English; be sure that the syntax conforms to the norms of English usage and that any dramatic syntactic changes are warranted; etc.

When the TL is Spanish, Chart 5 clearly indicates problems with criteria #18, 14, 9, 21, 4, 6, and so forth, in descending order of frequency. When translating into Spanish, which is his or her second (“learned”) language, the student should focus on using accents and other diacritical marks correctly, mastering grammatical expression, avoiding the tendency to be too literal in his or her renditions (perhaps due to lack of confidence when working into his or her “learned” Spanish), etc.

This same feedback may be presented by means of other graphics, such as line graphs or the pie graphic in Chart 6 on page 28, which gives the student yet another look at his or her strengths and weaknesses when translating into Spanish.

Now, returning to the issue of the grades assigned for each of the 12 translations submitted (see Table 2), the standard is the scale of 1, 2, 4, 8, or 16 error points implemented.
by ATA in November 2002 (see www.atanet.org/bin/view.pl/51165.html, ATA Certification). In order to arrive at a score or grade, I refer to the evaluation guide and flowchart published in the October 2002 issue of the ATA Chronicle (page 57), which I reformat and explain to my students (see Table 4 on page 26) so that they fully understand the standards.

It is important to remember that the grade assigned in the bottom row of Table 2 calibrates the raw number of errors in terms of the seriousness of the consequences summarized in Table 4.1 I will also award up to three quality points per assignment, in accordance with ATA practice, for particularly felicitous renditions. On ATA’s examination, “a passage with a score of 18 or more points [deducted] receives a grade of Fail” (ATA Chronicle, page 57). Since my own grading scheme is based on a 10-point scale (A = 90-100, B = 80-89, C = below 80), and a failing grade for my graduate students is a grade of C, it is reasonable for me to assign a grade of A for an assignment with fewer than 9 ATA points accumulated, a grade of B for an accumulation of 10-17 points, and a grade of C for 18 or more points. In this manner, every time my students submit an assignment, they are becoming more familiar with the protocol and discourse of the formal ATA certification examination.

**Conclusion**

The ATA is committed to “developing and applying clear and consistent evaluation standards” for its certification examination (ATA Chronicle, page 57). When we teach courses and workshops in translation, assessment is a key feedback and quality control element for theory translated into practice. Clear and consistent feedback provides the best basis for informed and measurable improvement over time. Although the subjectivity of the instructor still characterizes the grading process, the adoption of a national norm places a control on idiosyncrasy and helps to
The Federal Court Interpreter Certification Examination

By William E. Hewitt, Wanda Romberger, Charles W. Stansfield, and Marijke van der Heide

The Administrative Office of the United States Courts (AO) spearheaded the development of the original Federal Court Interpreter Certification Examination as a result of The Court Interpreters Act of 1978. The original Federal Court Interpreter Certification Examination (FCICE) was developed in 1979 by a distinguished group of conference interpreters, court interpreters, and academics and reviewed by United States District Court judges (Arjona, 1985). The original FCICE consisted of two distinct examination phases, the Written Examination (WE) and the Oral Examination (OE). Today’s FCICE still contains these two segments.

The Written Examination

Candidates for the WE, like those who took the original exam, must still demonstrate the language knowledge that is required of court interpreters. As such, the WE continues to function as a screening test for the OE. The WE has two sections: English and Spanish. Each section has a total of 80 multiple-choice items divided among five equal parts of 16 items. A minimum passing score of 80% must be achieved on each section of the WE for an examinee to be eligible to take the OE. That cut score reflects the consensus of the original group of consulting conference interpreters and judges who reviewed the FCICE when it was first developed. They believed that a competent interpreter should be able to interpret approximately 80% of the content and meaning of oral courtroom speech. The same 80% standard applies to both the WE and the OE.

As noted above, the current WE, like the original version, is made up of five parts. Except for the reading comprehension and grammar usage items, the original WE focused primarily on testing the candidate’s vocabulary. This focus was based on the premise that word meanings are the fundamental tool of the interpreter.

In their successful proposal to the Administrative Office of the United States Courts (AO) for developing the current WE, Second Language Testing Inc. (SLTI) and the National Center for State Courts (NCSC) suggested that changes be made in the format and content of the exam. These changes were designed to tie the WE more closely to the work of federally certified court interpreters and to make it a better predictor of performance on the OE. These exam revisions were endorsed by an advisory committee consisting of forensic linguists, language testing specialists, and staff interpreters at major federal district courts during the spring of 2001. Thus, while the new version of the FCICE WE is very similar to the original exam, the new WE does reflect certain distinct differences.

Like the original WE, the new WE assumes a high degree of literacy in the source and target languages. Unlike the original WE, however, at least 60% of the material on the new exam reflects the language of the courtroom. Based on the fact that the language of the courtroom is diverse, the new WE measures familiarity with a range of language varieties and registers, including legal jargon, carefully prepared opening and closing statements to the jury, and witness testimony of all kinds. The new exam also includes expert testimony on a wide variety of scientific and professional topics, and features some professional terms from relevant fields in which experts are likely to testify (e.g., medicine). Idioms and features of language varieties or dialects and lower registers are also included, since highly colloquial expressions may be used in the court in either language. While the original version of the WE included some idioms, the language of the original test was consistently formal.

An interesting aspect concerning the development of the new WE was the reliance on federal court transcripts to validate the language used on the test. Digital versions of...
The Federal Court Interpreter Certification Examination Continued

over 40 complete transcripts were provided to the test’s developers. This rich resource permitted the cross checking of all vocabulary used on the test in order to ensure its relevancy to the interpreter’s job. The transcripts also served as a source of ideas for sentence stimuli and for items and options. These transcripts were also utilized by the writers who prepared the scripts for the OE.

The new version of the WE requires breadth of vocabulary, but also includes translation and error detection tasks. The sentence completion part of the original WE has been replaced by a section where candidates must decide upon the best translation for selected words and phrases, and the antonyms part has been replaced by error detection. Table 1 summarizes the differences between the original and current versions of the WE.

Table 1: Comparison of Original and New Written Examinations

<table>
<thead>
<tr>
<th>Original WE</th>
<th>Current WE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part I: Reading Comprehension</td>
<td>Part I: Reading Comprehension</td>
</tr>
<tr>
<td>Part II: Usage (grammar &amp; idioms)</td>
<td>Part II: Usage (grammar &amp; idioms)</td>
</tr>
<tr>
<td>Part III: Antonyms</td>
<td>Part III: Error Detection</td>
</tr>
<tr>
<td>Part IV: Sentence Completion</td>
<td>Part IV: Synonyms</td>
</tr>
<tr>
<td>Part V: Synonyms</td>
<td>Part V: Best Translation of Words/Phrases</td>
</tr>
</tbody>
</table>

Part 1: Reading Comprehension. These items measure a candidate’s ability to read and understand text containing the same language a federal court interpreter is required to know. The topics and language emphasize law and court proceedings. Reading passages range in length from 400-600 words. There are four texts per language: a general interest text, a non-specialist legal text (such as a description of a lawsuit that might appear in a news magazine), a specialist legal text (such as a section of a law), and a language-specific legal text (such as a waiver of rights in English or a sentencing decree in Spanish). Four multiple-choice items assessing comprehension of main ideas, supporting information, and inference follow each text.

Part 2: Usage. Usage items measure the knowledge of grammar and idioms that are representative of the high level of general language proficiency required of an interpreter. Approximately two-thirds of the items assess grammar and one-third assess idioms. Some of the item context is general, but the majority of the material reflects language that a court interpreter would encounter on the job. The 11 grammar usage items are presented first, followed by five idiom usage items.

On the original WE, each option in a grammar usage item was a complete sentence. On the new WE, a sentence with an underlined portion is presented. The first three options represent alternative versions of the underlined portion. A candidate can also select a fourth option, “no change,” if the underlined portion is already accurate.

Example:
An effective defense counsel, besides attentive jurors, were key in the acquittal.
A. counsel and an attentive jury was B. counsel as well as attentive jurors was C. counsel and an attentive jury were D. no change

Part 3: Error Detection. Error detection items measure the understanding of grammar that a federally certified court interpreter must possess to carry out job-related responsibilities. In a previous study of translation skills, error detection items were found to correlate highly with actual translation ability, probably because they reflected the editing skills required of a translator (Stansfield, et al., 1990). The topics of some of the items on the exam are general in nature, but the majority of items represent issues a court interpreter would encounter on the job. Ten error detection items are based on discrete sentences like the example below:

This appraisement (A) is sought for (B) the purpose of advising the heirs on (C) the market value of said property. No error (D)

The remaining six error detection items are based on sentences that form a paragraph. Thus, they require the examinee to follow meaning in a connected text.

Part 4: Synonyms. The synonyms on the exam measure a candidate’s breadth of general and technical vocabulary, and include content and context relevant to judicial matters. For example:

Negative test results might prove nothing regarding parentage.
A. adulthood B. lineage C. longevity D. infirmity
Part 5: Best Translation of a Word or Phrase. Best translation items measure the ability to correctly translate an underlined word or phrase, measuring a candidate’s knowledge of grammar and idioms. The topics of some of the items are general, but the majority of the material reflects language that a court interpreter would encounter on the job. Eight of the 16 best translation items are based on discrete sentences, as shown below:

El testigo ni siquiera se inmutó cuando el juez le dirigió la palabra.

A. showed no weariness at all  
B. did not appear remorseful  
C. did not even bat an eye  
D. was not willing to testify

The remaining eight items are based on underlined words in a paragraph. There are two paragraphs, each with four underlined words. The examinee must choose the best English translation for each underlined word.

Research on the Written Examination

During 2001 and 2002, appropriate psychometric analyses were carried out each time the WE was administered. A basic issue in testing is the reliability of the test score. (Reliability is a mathematical index of the degree of consistency, stability, or precision in the score, and can vary between 0 and .99.) The higher the reliability, the greater the score’s accuracy. The English and Spanish sections of the test showed reliabilities of .89 for the English and .90 for the Spanish. Such reliability is typical of professionally developed standardized tests.

Another critical trait for a high-stakes test is validity. Validity may be thought of as the degree to which the test measures what it claims to measure. As previously mentioned, the WE serves as a job-relevant screening test for the more costly OE. Thus, its validity in part rests on its ability to predict performance on the OE.

Since the creation of the original version in 1979, no study of the predictive validity of the WE had been performed. However, in 2002, the authors of this article used data from recent WE and OE results to examine the relationship between the two measures. The authors also set out to answer the following question: How likely is it that people who pass the WE also pass the OE? The authors also asked the reverse question: Could examinees that failed the WE pass the OE? While details of those studies are beyond the scope of this article, the outcome was highly satisfactory.

In the study, 109 examinees took both the WE and the OE. The correlation of WE scores with OE scores was .65 for the English section and .68 for the Spanish section of the WE (Hewitt & Stansfield, 2002—See Table 2). This is a very good correlation for two measures that are so different in nature. The WE measures written language skills using a multiple-choice context. The OE measures the ability to handle simulations of actual interpreting tasks that require listening, rapid processing, and speaking skills.

With the correlations determined, the study then examined the pass/fail frequencies and ratios. A frequency analysis showed that the WE functions as an effective tool for screening out examinees who are highly unlikely to pass the more expensive OE. However, it is also important to know if the WE also predicts who is likely to pass the OE. The frequency analysis showed that even after the rigorous screening the WE provides, 75% of the examinees in this sample who passed the WE failed the OE. False negatives (individuals who fail the WE, but are able to pass the OE) are of particular interest, since the Administrative Office of the United States Courts has an interest in identifying as many individuals as possible who can pass the OE. The AO wants to avoid screening out individuals who are likely capable of passing that test. Research currently underway will provide more information on whether false negatives can be reduced or eliminated, thereby allowing a greater number of competent individuals to become eligible to take the OE.

The Oral Examination

The OE, unlike the WE, is a performance test that simulates actual job tasks (i.e., various kinds of interpreting). Its purpose is to determine if a person seeking certification is minimally competent for immediate work in the federal courts. The OE lasts approximately 45 minutes.

The job tasks that are simulated in the OE have remained unchanged since the program was developed for the first administration of the examination in 1980. The test has five parts, as described in Table 3 on page 32.

The OE requires the examinee to accurately conserve the meaning of the source language when rendering it into the target language, without embellishments, omissions, or altering the style or register of speech.

<table>
<thead>
<tr>
<th>Table 2: Correlation Between the WE and OE Score by Section (N=109)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Exam Score</td>
</tr>
<tr>
<td>Oral Exam Score</td>
</tr>
</tbody>
</table>
The interpreter must be able to do this while keeping up with the routine pace of court proceedings. The criterion for minimal competency, as determined by the original architects of the examination, is 80% accuracy. This level of accuracy is measured by the number of scoring units interpreted correctly during the examination. Scoring units are pre-selected words or phrases in the examination material that are underlined in the written portion. There are 220 scoring units embedded in each OE.

When examinees take the OE, they appear in person before a panel of three expert raters who administer the examination. The entire procedure is tape recorded so that a record is made of both the examinee’s performance and everything that is said by the team of raters. For each examinee, the rater has a copy of the transcript showing the 220 scoring units on which the score is based. As the raters listen to the examinee’s performance, they discreetly write directly on these transcripts, marking the incorrect interpretation of any scoring unit. The raters also make annotations to assist them in remembering specific details about the performance (i.e., omissions of words or phrases, misinterpretations of words, etc.).

Recent Revisions to the Oral Examination

An advisory committee consisting of professional interpreters and academic consultants agreed with project staff that no substantive changes in the traditional OE structure would be necessary, but that clarification of some areas of the original version was necessary. The areas discussed and subsequently clarified during the test specifications writing and review process included those listed below.1

<table>
<thead>
<tr>
<th>Test Part</th>
<th>Source/Target</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sight Translation</td>
<td>English into Spanish</td>
<td>Typically a police report or other factual document</td>
</tr>
<tr>
<td>Sight Translation</td>
<td>Spanish into English</td>
<td>Typically a high-register formal document such as an affidavit prepared by a notary public</td>
</tr>
<tr>
<td>Consecutive Interpretation</td>
<td>Spanish into English/ English into Spanish</td>
<td>Simulates an English-speaking attorney and a Spanish-speaking witness—question and answer</td>
</tr>
<tr>
<td>Simultaneous Monologue</td>
<td>English into Spanish</td>
<td>Typically an attorney’s opening or closing statements</td>
</tr>
<tr>
<td>Simultaneous Witness Testimony</td>
<td>English into Spanish</td>
<td>Simulates an English-speaking attorney and witness—question and answer</td>
</tr>
</tbody>
</table>

Table 3: Format of the Oral Examination

The Federal Court Interpreter Certification Examination Continued

were no published guidelines for distribution of the different types of scoring units on each part of the OE or for the overall exam. The consultants suggested a scoring unit distribution scheme for this aspect of the test’s construction.

Structure of the consecutive interpretation: The original OE did not have published specifications for the length of utterances in the consecutive portion, nor for how scoring units should be distributed among utterances of different lengths. This is a critical issue for examination difficulty, because the longer the utterance, the greater the chance for error. For test versions to be parallel, the length of utterances and the distribution of scoring units within utterances must be specified and kept consistent across all test versions. The consultants suggested an approach to utterance length that was accepted by the advisory committee.

Test weighting with emphasis on English-to-Spanish: Most of the interpreting on the test is from English into Spanish, since this reflects the direction required to interpret for non-English-speaking Hispanic defendants. The English-to-Spanish sight translation (22 units) and both simultaneous segments (65 and 35 units) total 122 units, constituting about 55% of the total number of scoring units. If one-half of the 66 scoring units in the consecutive portion of the earlier OE were from English-to-Spanish, then 71% of the examination score (155 units) would be based on English-to-Spanish interpreting. That leaves scant opportunity to measure English skills and the ability of an examinee to interpret...
from Spanish as a source language to English as a target language. The staff recommended that the consecutive portion of the exam include more Spanish-to-English text scoring units than English-to-Spanish. This concept was approved by the advisory committee, and the specifications now call for 61% of the units in the consecutive interpretation part to be Spanish-to-English. This slightly increases the ratio of Spanish-to-English scoring units overall from 27% to 31%.

Draft texts of two new oral exams were first reviewed and evaluated by six federal judges and three lawyers who practice in federal court. These versions were then reviewed by 11 highly experienced federal court interpreters representing many different U.S. District Courts around the country.

In December 2001, OE field tests were administered and the psychometric characteristics of the Federal Court Interpreter Oral Examinations were statistically examined for the first time. No significant difference in difficulty was found between the two new OE forms, thus, these OE forms are equivalent in difficulty. Furthermore, their reliability indices were an excellent .973 and .975. These analyses were possible because a record was preserved of how individual raters scored all of the individual scoring units for each examinee. This provided data for the objective empirical analysis of both test instruments and the reliability of the raters and rating teams. These analyses are unique in the history of the FCICE.

Research on the Oral Examination

Beginning with the first operational administration of the OE in April 2002, an effort was made to record item-level data. Once the examinee left the room, each rater was required to complete a scannable “bubble sheet,” filling in a bubble for each correct and incorrect scoring unit the rater noted. These forms, which revealed an individual rater’s initial reaction to an examinee’s performance, were set aside. The team then discussed the scoring units and each individual rater’s scores, identifying any discrepancies in opinion. Discrepancies were then discussed, resolved, and recorded on a final scannable form that recorded the consensus decision of the team of raters for each item. Once item-level data were captured, a host of research opportunities were made possible.

Because the purpose of the OE is to determine if a person seeking certification is minimally competent for immediate work in the federal courts, the stakes for the test are high. Questions related to rater performance (reliability and agreement between and among raters) are important to the reliability and validity of the test instruments.

Although the OE has been used as a certification tool since its first administration in 1980, rater reliability analyses were not conducted by the pioneers of this highly regarded examination, other than during a small number of tests used during rater training. Instead, examination performance was discussed simply in terms of the pass rate and a comparison of pass rates from one year to the next. Because a record of multiple, discrete scoring units is now used (beginning with the April 2002 administration), and because data are captured from every rater individually and from every team jointly, classical test theory statistics can now be computed for the OE. The scoring units are treated in the same way as objective test items on a written multiple-choice examination. Thus, scoring units can be evaluated in terms of their difficulty and discrimination power.

While the purpose of scoring-unit rating combined with a consensus process is to approximate objectivity, there remains a degree of rater disagreement. Have these disagreements proven to be large, or do they reflect any systematic bias? These questions are important because biased, unreliable, or inaccurate test rating could lead to the certification of unqualified individuals or to excluding qualified people from certification, both of which are undesirable results.

The results of recent and continuing research on these questions show...
that both reliability and agreement in scoring are high for individual raters of the OE. The observed agreement among all three raters across all scoring units was 84%. (Note: When statistical corrections are made for agreement by chance [Cohen’s Kappa], the agreement index is 79%). It is unlikely that all three experts could be wrong when they agree on the accuracy of an examinee’s response for a particular scoring unit.

Agreement at the team level also proved to be high. In order to check on this, teams of raters were asked to rescore 41 examinations. For these panel-scored examinations, differences between the scores of the first team and the scores of the second team averaged less than one percent (.7), and all of the differences were within the standard error of measurement for the test. These results would not be possible if the scoring units were frequently ambiguous or if raters were not consistently applying the same rating criteria. The results of the rater reliability analyses of the OE indicate that the rating of a candidate’s oral performance is highly objective and accurate.

Conclusion

The respected tradition of the FCICE flagship program continues, not as a static or frozen project susceptible to becoming outdated or less useful, but as one that consistently meets challenges and improves with time. The introduction of detailed data collection and research on the rating process open new opportunities for the AO to learn more about test construction and test rating methodologies. Such research may result in continued refinements in the testing program. Current research confirms the overall reliability and validity of the FCICE examinations and of the rating processes related to them. Ongoing research will provide additional valuable information to the AO to assist in making the important policy-related decisions required by a program of this kind.

Note

1. The detailed test specifications produced in accordance with the AO’s contract requirements are similar in format, but not content, to the test construction specifications of the Consortium for State Court Interpreter Certification.

References


ATA is here to help you … Twenty-Four7

Website: www.atanet.org
Phone: 703.683.6100
E-mail: ata@atanet.org
Fax: 703.683.6122

Mail: American Translators Association
225 Reinekers Lane
Suite 590
Alexandria, VA 22314
Success Strategies for Interpreter Educators

By Carol J. Patrie

Portions of the following article have been excerpted from The Effective Interpreting Series: English Skills Development and Cognitive Processing Skills in English.

In order to achieve effective change, it is important to begin by having a goal in mind. The goal of this article is to summarize strategies that can lead to success for interpreter educators. Teachers must understand the nature of the task they are trying to teach before attempting to incorporate educational experiences into a course or curriculum. This article delineates a set of basic assumptions about interpreter education, curriculum design, motivating students, choosing course materials, grading, feedback, and professional development.

“With practical laboratory, holistic, motivationally based training, most interpreters can improve their individual skills and, as a result, their overall quality of interpretation” (Gonzalez, et al. 1991, p. 350). It is important for instructors in interpreter education programs to make efficient use of the time they spend with students in class. Unfortunately, contact time with students is often not as effective as it could be due to the absence of appropriately designed curricula, adequately trained teachers, and meaningful, consistent materials that teachers can use in the classroom and that students can use for home study. Happily, all of these situations can be improved in light of recent research, publications, and practices.

Basic Assumptions about Interpreter Education

Effective interpreter education relies on a carefully integrated sequence of instructional units that allow students to gain control over the interpreting process. In 1984, the Conference of Interpreter Trainers (CIT) began documenting a task-based approach to teaching and learning interpretation. Based on this and other research, the importance of sequencing instructional materials and experiences that are supportive of cognitive development in adults is clear.

There are several assumptions about the order and difficulty of learning tasks that form the basis of this article. These assumptions are derived from the work of many educators who have published their research via CIT, ATA, the John Benjamins Translation Library, or in other sources.

The first assumption is that tasks that are relatively less cognitively demanding should appear in the curriculum and be mastered prior to tasks that are more demanding. For example, cognitive tasks such as immediate and delayed repetition (shadowing) and pattern inference (cloze) are thought to be easier or more manageable for new interpreting students than more demanding tasks such as consecutive or simultaneous interpreting. The second assumption is that the mastery of tasks at a certain level indicates readiness to move on to a more difficult level.

The third assumption is that training should begin with intralingual exercises. Drills and skills in a student’s native language (L1) are often overlooked and neglected in interpreter education programs. Interpreter educators must take a strong stand on developing L1 skills in potential interpreters before attempting to develop interlingual skills.

Intralingual skills may be taught concurrently with cognitive skills. Cognitive manipulation skills underlie the more complex skill of simultaneous interpreting. Interpreters must be able to do several cognitive tasks simultaneously. Sometimes this is called dual tasking, but that term is misleading. Training in cognitive skills within each language allows for the intentional development of linguistic flexibility and adeptness, both of which are essential to the interpreting process.

Translation skill development can be included in interpreter education. Certainly, in this context, we would not expect to train interpreting students to achieve professional level translation standards, but rather to begin their training in interlingual message transfer in a format that does not include the time pressures associated with consecutive or simultaneous interpreting. Some training in translation can be followed by training in consecutive interpreting, which, in turn, should be followed by the simultaneous interpreting of monologues and then dialogues. Monologues will generally be easier for new interpreters to interpret because monologic talk does not require them to shift between two or more lines of reasoning. Interpreting for dialogic talk does require constant shifting between various points of view, and may include overlapping comments. In this set of
assumptions, translation and consecutive interpreting are used as developmental tools to reach the goal of effective simultaneous interpreting.

There are several additional assumptions that relate to teaching interpreting. The first is that interpreting instructors must know what skills underlie the interpreting process and be able to demonstrate and perform those skills. Second, instructors want to know how to isolate and sequence these learning activities in order to select appropriate teaching materials. Third, instructors of consecutive interpreting want to know how to evaluate student progress in acquiring these skills.

A logical instructional sequence begins with designing a curriculum, the courses in it, the lessons within the courses, and then teaching the individual lessons. As a teacher, you need to evaluate the success of the lessons by looking at both student and teacher outcomes. The next step is to provide feedback to students, thus allowing you and your students to improve performance outcomes. After gathering data on the effectiveness of the lesson, you can plan the next lesson. Effective interpreter education based on this structure and on the assumptions discussed here can lead to enhanced job satisfaction for interpreter educators and new interpreters alike. Greater job satisfaction for individuals can lead to improved levels of professionalism. Improved levels of professionalism among interpreters can ultimately lead to greater consumer satisfaction.

Motivating Your Students

The first step for you as a teacher is to motivate your students to see the relevance of studying specific components of the interpreting process as a means to developing faithful interpretation skills. For example, Gile (1995) says that mastering difficult tasks in small pieces and in a specific order allows students to make the most progress in the shortest time. Some aspects of the interpretation process are so demanding that you must have more capacity than is needed for the task at hand. Once you have motivated your students, you can select teaching materials and adopt teaching and grading strategies.

Teaching Materials

Careful planning of meaningful exercises can make instructional time more valuable for teachers and students. Teaching materials should be previewed in advance so you can see if they contain the points you wish to emphasize. If you wish to work on the simultaneous interpretation of monologues, the source material should be monologic, not dialogic, and be of the appropriate length. For example, practice material for simultaneous interpreting could move from five-minute segments, increasing gradually to 30-minute segments.

Practice materials are source materials students can use to practice on outside of class. These materials should be provided or made available to students so that they can continue to practice with materials that are similar in scope to those used during instructional periods. Practice materials should:

- Be arranged from easiest to most difficult;
- Be designed to reinforce the target skill;
- Be within the current skill range of students; and
- Be accompanied with directions that are clear and easy to follow.

Teaching Strategies

After selecting appropriate materials, it is important to organize instructional time so that you can adequately address the theoretical components. You need to explain the exercises and their relevance to the target skill, how performance of the skill will be evaluated, and how the evaluation relates to the overall grade for the course. If time permits, it is helpful to do a dry run with the exercise material to determine how many exercises can be completed during class time and how many can be assigned for homework.

Grading Students’ Work

It is important to decide in advance how various aspects of the exercises and course will be graded and weighted. It is somewhat arbitrary to assign “points” to specific parts of the interpretation process. However, since most courses occur in an academic setting requiring letter grades, it is helpful to have a systematic method to derive these grades. It is common practice in many academic courses to assign number values to assignments and tests and to later convert these to letter grades at the end of the course. Whatever your system, it is important to establish clear grading criteria. For example, when you assign points to a specific skill, you must be able to articulate what constitutes successful or unsuccessful skill performance.

Kussmaul (1995) explains that students become confused when teachers do not reveal grading criteria. If teachers use a subjective approach to evaluation, students will not gain a solid base from which to make decisions during future assignments, nor will they develop an objective way to discuss their work.

Teachers must also decide if grades will be based on proficiency, improvement, or some combination of both. Is it appropriate to reward
students for doing something well if they already have some expertise in that skill? Teachers are faced with this kind of question when experienced interpreters are enrolled in classes with less experienced students.

**Grading Strategies**

Teachers need to answer the basic questions below regarding grading. Answering these questions before beginning instruction will help teachers know what to look for in grading, and will help students know where to focus their efforts. Remember, grading policies must be consistent and uniform for all students enrolled in a course.

- Is the exam graded as Pass/Fail or on a numeric or alphabetic score?
- Is the exam graded by Internal or External Examiners?
- If using External Examiners—how are they qualified to rate your students?
- Is testing tied to curriculum design?
- Does the test measure what you say it will?

**Feedback to Students**

Assigning grades is only a part of how teachers can interact with their students regarding their performance. In addition to grades, verbal or written feedback is a valuable part of any teacher/student interaction. Any time people are learning a new skill they benefit from guidance from a person who has more experience, such as a teacher or mentor. That guidance is generally difficult to provide in a meaningful way in translator and interpreter education classes if the class size is greater than 10 students. CIT published a position paper stating that the ideal class size for interpreter education is 6-10 students (1998). Unfortunately, class size exceeds these numbers in many programs. With that current reality in mind, it is important to encourage students to take responsibility for their work at specific levels of review and analysis. However, even if the process is streamlined, the importance of direct input from teacher to student with meaningful guidance for improvement cannot be minimized. A few suggestions are provided here to assist you with the important process of providing relevant guidance for students.

Remember to direct your comments toward the work produced by the student, rather than at the student. If you comment on the work rather than the person, that person will be encouraged to do the same for others. This objectivity will be useful as interpreters eventually become peer supports for each other as classmates and later as professional colleagues. As a result of being strongly grounded in the theoretical background that underlies the lectures and exercises, as well as having carefully planned exercises, materials, grading policies, and practices at hand, you will be able to focus more closely on what student performance should entail. Knowing what you expect from students will allow you to provide more immediate and meaningful feedback.

You can help students develop insight into the processes used in the exercises. Even if students say “I don’t know how or why that is my answer,” you can help students realize how they arrived at that decision by providing language that models ways of describing thought processes. Since it is crucial to develop insight into the process of interpreting, you can give a thorough description of the steps you follow when interpreting in order to help students see the many components and decisions that make up the interpreting process.

Dollerup (1994) proposes a feedback system for translation studies that has three components. Aspects of this approach can be applied to interpreting. The first part is making corrections to a student’s translation. The teacher should make corrections to the translation while retaining the student’s phrasing and approaches to solutions, and refrain from substituting these with his or her own approaches to translation. This allows the student’s translation “personality” to develop, rather than insisting that the student adopt the teacher’s style of translation. Dollerup stresses that: “The primary yardstick is the general linguistic competence of individual students as evidenced in that particular translation; in other words, the stick is held higher with good students than with poor ones (p.125, emphasis added).” At this stage, it is not necessary to explain why certain solutions do not work, since the reasons are covered in the second part of Dollerup’s system.

The second part of Dollerup’s system involves having students discuss the teacher’s feedback. By this time, each student knows if his or her translation was brilliant, fair, or missed the mark entirely. Dollerup suggests creating visual displays such as charts to highlight the processes, both correct and incorrect, that students undertook to arrive at a translation. These charts will promote class discussion without causing embarrassment to any individual, since all examples featured remain anonymous. In this way, students will be exposed to many individual translation styles, and oral analysis of each other’s work will allow them to begin to discern why a particular solution was successful or unsuccessful.
Students can freely discuss solutions to translation problems, describing why some are not adequate. Allowing the class to discuss the reasons why a solution is or is not acceptable broadens the number of linguistic solutions for each student, and limits the use of unacceptable solutions. Following this exercise, students will be able to more accurately pinpoint inadequacies in their own work as well as their classmates’. Dollerup cautions instructors of the importance of not revealing the identity of the student who created the faulty translation. This approach implies that the teacher has gained the student’s trust and confidence in his or her ability to evaluate message equivalence.

The third part of Dollerup’s system involves a feedback form covering 42 specific problem areas in interlingual transfer between Danish and English. The form accounts for such areas as spelling, syntax, collocations, and other common errors in translation. If a specific error type occurs more than once in a translation, it may be a potentially weak area and the teacher can mark it accordingly. This system could be adapted for common errors in interpretation.

Perhaps what is most refreshing and valuable about Dollerup’s approach is the openness to student response to the evaluation system. Sometimes students have different views on linguistic solutions that can lead to a class discussion. The teacher’s willingness to be flexible and open to other linguistic solutions can help students see that there can be more than one acceptable solution when it comes to interlingual transfer. It is important for the teacher to be able to say why solutions are or are not acceptable. To do this, teachers need to be knowledgeable regarding the most current terminology, theory, and techniques related to interpreter training.

Other variables can affect feedback mechanisms. Dollerup points out that each group of students is different and that teacher-student dynamics can vary from year to year, along with class size, student competence in interlingual transfer, and language competence. All of these features will affect the structure of the educational experience.

It is essential to provide accurate and meaningful feedback early on in the education program. All too often educators have seen students who are minimally qualified as interpreters somehow pass each course in the program and graduate. This can occur when the program and the courses in it have no way to prevent unqualified students from continuing in the program.

Professional Development for Interpreter Educators

Interpreter educators who want to develop more successful strategies have a number of options. One of the most important of these is to keep abreast of what is happening in the field of interpreting and interpreter training worldwide by checking the World Wide Web. Here is a partial list of websites:

http://perso.wanadoo.fr/daniel.gile
(International information network on research into conference interpreting)

www.ata-divisions.org/ID
Interpreters Division of ATA

www.language-matters.com
Language Matters, Inc.  
(Graduate and undergraduate courses in teaching interpreting)

www.dawnsign.com
DawnSignPress  
(Textbooks for teaching interpreting)

www.cit-asl.org
Conference of Interpreter Trainers  
(Membership form and general information. Provides opportunities for the professional development of interpreter educators; promotes high standards in institutions, faculties, programs, and curricula for the education of interpreters; advocates for research relevant to the practice and instruction of interpreting; and encourages collegial relationships with professionals in other related disciplines and organizations. CIT welcomes interpreter educators from spoken language interpreting, and extends an invitation to its next convention in September 2004, to be held in Washington, DC.)

The Future of Interpreter Education

It is not enough to simply refine and upgrade existing teaching strategies, we must look to the future and encourage the development of additional interpreter educators. According to Ball (2003):

“...The demographics of the membership of The Conference of Interpreter Trainers (CIT) alerts us to an impending crisis in signed language interpreter education. The impending crisis is a dire shortage of qualified interpreter educators within the next five to ten years.”

“Organizational demographics within CIT show that there are approximately 224 members of CIT, from 149 signed language Interpreter Education Programs across the United States and Canada.
Of those 224 members, 34% are between the ages of 24-40, 60% are between the ages of 41-55, and 6% are between the ages of 56-70. The demographics suggest that 66% of CIT members are near or nearing retirement age, and are expected to leave their faculty positions when they reach retirement age.

“The remaining members in the 24-to-40 age group are newer teachers. When positions are vacated by retiring faculty, these positions are often not filled with full-time faculty, given that institutions are generally favoring hiring adjunct instructors due to budgetary constraints.”

It is possible that the impending shortage of interpreter educators generalizes to the larger field of spoken language interpretation. We do not have accurate demographics that will allow us to know if a shortage is likely. The solution to knowing whether or not we face shortages and how to deal with those shortages of interpreter educators lies in organizing interpreter educators, and through mentoring and developing new teachers by showing them effective teaching techniques. The future of interpreter education relies upon:

- Organizing interpreter education and educators;
- Mentor relationships and study groups for interpreter educators;
- Continuing education for existing interpreter educators; and
- Pre-professional education for those wishing to become interpreter educators.

In summary, a logical instructional sequence begins by designing a curriculum, the courses in it, the lessons within the courses, and then teaching the individual lessons. As a teacher, you need to evaluate the success of the lessons by looking at both student and teacher outcomes. The next step is to provide feedback to students that will allow you to help them improve performance outcomes. After gathering data on the effectiveness of the lesson, you can plan the next lesson. Effective interpreter education based on this structure and on the assumptions discussed here can lead to enhanced job satisfaction. Greater job satisfaction for individuals can lead to improved levels of professionalism. Improved levels of professionalism among interpreters can ultimately lead to greater consumer satisfaction.

In order to keep interpretation growing and increasing in professionalism, we need interpreter educators to be well informed and skilled at teaching.

References


www.cybertecusa.com

The best TECHNICAL Euro, African & Brazilian PORTUGUESE TRANSLATIONS
by native, degree and/or accredited professionals. Both directions. High quality and high volume. Offices in the US and Portugal.

CYBERTEC USA, Inc.
Specialized in technical and business translations. Serving corporations and large translation bureaus, since ’90. One of the few truly technical translation bureaus having engineers and other specialists working with the linguists. ATA member. Large network of professional translators covering many languages, many industries, and many subjects. Editing and Desktop Publishing available. Please call for free estimate: 800.769.7891 (908.245.3305) or Fax: 908.245.5434 e-mail: mail@cybertecusa.com
Resources: Teaching and Learning


Check out the photo gallery from ATA’s 44th Annual Conference at www.partypics.us.

The pictures are available for purchase in a variety of sizes.
ext year will mark the 20th anniversary of New York University’s Translation Studies Program. Thanks to the foresight and commitment of its founders, the program’s curriculum remains as viable today as when it was unveiled back in 1984. Our program is currently one of the most comprehensive, stable, and longest running in the country. We enjoy an excellent reputation because of our ties to the industry, our faculty (composed of some of the top translators), and a student body that is well educated and highly motivated.

Even though the essence of the program has remained unchanged, almost everything else has evolved dramatically to keep pace with the dynamics of the profession over the last 20 years. For instance, originally there was a theory and practice course that had to be taken at the beginning of one’s studies, followed by workshops in legal and commercial translation and physical and life sciences. According to the course description from that time, at the end of the course students were expected to, “be able to translate 200-300 words into English with the use of dictionaries in one and a half hours” (NYU School of Continuing Education Bulletin, Fall 1984, p. 57). This course exit requirement now serves as part of the admissions exam, in which candidates must translate 300 words in one hour with the help of dictionaries. In addition, prospective students must also write an essay in the target language.

Unlike the current program, the original curriculum was not structured around language pairs. In fact, the course description of the same theory and practice course referred to above reveals that students speaking French, German, and Spanish were grouped together. Today, there are six language pairs: Arabic into English, English into Portuguese, English into Spanish, French into English, German into English, and Spanish into English. Since legal and commercial translation seem to be the areas where translation work is most plentiful (and where the strength of New York City’s business center lies), courses in these two fields form the backbone of today’s program. Life and physical science courses have been replaced by medical and technical translation, respectively. Elective courses have also been added that cover a wide range of areas, including diplomacy and international relations, news reports, e-business, literary translation, and translation into the source language. Of course, a constant in the program from the outset has been our excellent faculty, comprised of practicing translators at the top of their profession.

...In order to be successful, online education needs to be well structured...

Our Philosophy

The NYU program bases its education and training on three concepts: academic responsibility, high-level pragmatism, and real world situations. It is challenging to keep these three aspects in balance because the program is rather short (six courses of one semester each). The curriculum design is such that it combines education and training.

We are aware that the goal of our students is to complete the program and be ready to perform as professional translators. That is our mission as well. At the same time, we strive to develop students’ knowledge and skills on a broad foundation by ensuring that they have an understanding of the translation process and the workings of the source and target languages.

We are fortunate to have a faculty of extraordinary professionals who generously share their knowledge and experience with students. They bring to the classroom documents and projects they are working on and discuss all aspects of completing a translation, from accepting a job to submitting it to the client, with their students. Our faculty understands that students are naturally anxious about their ability to perform at the exacting levels required of the profession. In order to help students overcome their anxiety and expose them to real world situations with a “safety net,” the program offers internship studies. Students can choose to intern with a translation company, a hospital, a law firm, the Metropolitan Museum of Art, or with many other New York City organizations participating in the program. Many students go on to find full-time employment within an organization after completing their internships.

A good curriculum is like a living organism: it interacts with its environment, changes, and adapts. That’s what we try to do with our curriculum. The last decade has seen growing demands on translators in all areas, from straightforward translation and localization to project management. We have been responding to these industry developments by offering new courses, including localization, computer tools for translators, and project management. We have also developed non-certificate workshops in financial and legal terminology. We organize events and meetings with successful translators and company owners who come...
Academic Responsibility, High-Level Pragmatism, and Real World Situations Continued

to talk to students, sharing strategies about how to break into the profession. Some courses are also open to non-certificate students.

Translator Education and the Internet

During the last decade, the Internet has transformed the way we work, live, and communicate. It has also transformed the translation profession, creating a global marketplace for our services. Now, despite the fact that translators and clients might be thousands of miles away, as well as several time zones apart, communication is instantaneous. Of course, because of the spontaneity of this medium, performance expectations are also higher and deadlines are tighter.

Several years ago, NYU’s School of Continuing and Professional Studies launched a large-scale “Virtual College” project to offer distance learning education via the Internet. Since so much translation work is done electronically, it was thought that translation courses would be well suited for Internet delivery. In the past, attempts had been made to teach via e-mail, which amounted to nothing more than sending homework back and forth. Unlike e-mail, online courses offer an environment where instructors can create a virtual classroom with all its accoutrements, such as lectures, discussions, and student collaboration.

Courses that are developed and taught entirely online are primarily intended to provide access to people who would otherwise not be able to travel to a major educational center. Since most online courses are asynchronous, they are also convenient for people who work, travel, have families, or have unusual schedules. Students can log in from anywhere, at any time of the day or night. Another unique feature of online education is that the whole world becomes the campus. Students as well as instructors log in from various parts of the country and overseas. Having students and faculty with such a diverse range of backgrounds creates a true global environment. Of course, in addition to the numerous opportunities online education presents, this environment also creates its own set of challenges.

Opportunities

Access in Space and Time

The greatest advantage of online education is the access it provides to people who live away from university centers. For instance, one student lives in the mountains of Northern California, where the nearest library is four hours away. Another student is from Mozambique, living in Kenya. Other students participate from their homes in South America, Europe, and even India. Having access to online courses is important to those pursuing translation studies, especially given the fact that the number of university translation programs in the U.S. is quite limited.

The asynchronous delivery of online courses is another advantage. Students do not have to log on at a specific time. One session encompasses a week’s worth of lessons. Students log in (day or night) at the beginning of the week, open the syllabus, and access the first session at their leisure. They are able to access and read the material that has been included, complete the exercises, and work on their homework. During the week, students communicate with the instructor and their classmates via e-mail and participate in forums (threaded discussions). The only synchronous event students need to take part in is a weekly or bi-weekly one-hour chat session, which is scheduled at a time convenient to everyone. This session is conducted in real time through e-mail or audio format. The software platform we use has an in-built audio component (students receive headphones as soon as they register in the program).

Diversity of Student Body and Faculty

As has already been pointed out, the Internet opens the campus to the world. The faculty is just as diverse as the student body. Our translation program prides itself on having top-notch practicing translators on our faculty who can be counted among the best in the world. Currently, we have faculty in New York, New Jersey, Connecticut, Vermont, Washington State, California, South Carolina, Rhode Island, Pennsylvania, Colorado, Brazil, Argentina, South Africa, Germany, and Spain, just to name a few locations. This presents all participants with the opportunity for unique cultural interactions.

International Curriculum

The translation curriculum is international by its very nature. Having an international faculty and student body naturally makes the curriculum more global than usual. Instructors participating from other countries often introduce documents that are common in their countries, but uncommon in others. Since many students are completing their studies without leaving their home countries, they remain immersed in their cultures: they go to the local libraries and bookstores, read the local press, watch local television, and listen to the local radio. This cultural separation is reflected in the many different translation styles to be found in the students’ writing, since their words retain the cultural slant found in their countries. Such variety
would not be possible in a traditional classroom, where all students live in the same culture and are exposed to the same national media.

No Dominant Culture
In this kind of classroom, we can speak of cultural negotiation rather than dominant culture. Everyone in this environment becomes more culturally sensitive and aware of the needs of others. The instructor’s role is that of a facilitator in both educational and cultural terms. If there are problems with different cultural expectations, it is usually the instructor (and the program administrators) who step in.

Easing into the Translation Profession
Today, all translation work is performed electronically. By training online, students get a head start on gaining experience navigating in an online community. They also learn to master the various software tools the job requires. While learning the fundamentals of translation, students also learn to conduct efficient online research and to incorporate other elements that go into readying a finished product for a client, such as formatting text and working with graphics. As students complete the various stages of the translation process, they also gain a better idea of how to manage their time effectively to complete a quality project on deadline. Hence, the online classroom becomes a translation laboratory where students can hone their skills by using the tools they will need in the real world.

Blending Internet Resources into Education
The content of every course in the program is developed in advance of the semester when it will be offered. This includes generating the texts of online lectures, creating exercises, finding parallel documents and sample translations, and compiling required and recommended readings as well as web links for further study (so that students can access the sites directly).

Increase in Student Participation
Faculty members teaching online courses consistently report that students who participate online contribute more to class discussion than students attending classes on-site. Two reasons why students traditionally do not participate are that some students are overwhelmed by those who participate too actively in class, while others are shy and do not like to speak in public. It seems that those two reasons are invalid when it comes to online educational sessions, and might explain why more students join in a discussion via online chat. Besides, since there is no physical contact, the only way in which one’s presence can be made known is through participation.

Team Effort
In a traditional on-site class, the “magic” takes place between the instructor and the students in the space and time allotted to the class. The “magic” of an online class is the result of a much more elaborate process involving a team of people. First, all the lessons contained in the course are usually developed several months in advance of the date that the course will actually be offered online to students. At the development stage, the instructor (the subject-matter expert) works closely with the program administrators to develop the curriculum and the syllabus. Instructors also work closely with NYU’s Office of Information Technology (OIT), which is responsible for preparing the course for online delivery. Prior to the beginning of the course and during the delivery stage, student advisors and program administrators play a more prominent role than would be required for traditional on-site classes. The reason for this is that online students need more support and encouragement, especially during their first course. At this stage, students panic easily (technology can fail, they may be unable to open a file, or the instructor may not be answering their questions as quickly as they expect). Students must not be left feeling that they are alone. The OIT has a 24-hour technology hotline for students and faculty. It is critical for the success of online education that faculty, administrators, and information technology staff work as a team in order to create a conducive learning environment for all students.

Challenges
Creation of an Online Community
Creating a sense of community is one of the greatest challenges online educators face. Many online programs are designed in such a way that courses are mostly offered as independent study, where students do most of the work on their own and submit papers for grading to the instructor.

The path that NYU has chosen to pursue is very different in scope. The faculty has created a true online learning environment where students get to know their instructors and their classmates, and where they learn from each other and even make friends. The instructor is the key to the creation and effectiveness of this online community. Creating an interactive online environment takes skill and is time-consuming, but careful attention to this process will result in an enhanced learning experience.
that instructors and students will find rewarding. Not all pedagogical strategies that are employed in an on-site classroom can be employed in a virtual one. We must not try to replicate all the strategies from on-site instruction in the online environment. Rather, we must explore this medium and develop new strategies that make the best use of its strengths and compensate for features lacking in an online environment (i.e., lack of a visual presence).

By creating a community for our translation students, we are also building a future network of translators. Creating a network of peers is another way to ease students into the profession and to encourage collaboration.

Learning a New Style of Communication

There are four aspects of communication that instructors need to pay close attention to in online class communication: e-mail style, lack of visual image, lack of audio perception (complete or partial), and time lag.

In recent years, e-mail communication has replaced a great deal of telephone communication. In telephone communication, we are keenly aware of different registers and voice modulations, which are key in determining a speaker’s tone and intent. For instance, we use colloquialisms when we talk with our close friends and family and a more formal register when making a business call. E-mail has developed its own specific way to convey informality: for example, through syntactic changes (mostly omissions) and unorthodox punctuation and orthography. However, probably due to the relative infancy of e-mail communication, its users are still insensitive to register variations in different social situations. Thus, people involved in online education need to learn to use appropriate register and style in their e-mail communications with classmates, students, and instructors.

The lack of visual and audio perception makes matters even more complicated. To compensate, students sometimes post their photos online at the beginning of a class to give their classmates a visual representation, but this is not a common practice. The software platform we use for course delivery does include an audio component that is used for chat sessions, thus giving students an idea of what their fellow classmates sound like. However, everyday communication, including comments, questions, answers, explanations, critiques of translations, homework corrections, etc., is conducted in written form via e-mail. Therefore, the choice of vocabulary used in this form of communication acquires a much greater prominence than in an on-site classroom. As stated before, the lack of visual and auditory cues, such as body language and voice modulations, makes it extremely difficult to determine the tone of someone’s speech. A carelessly written e-mail, even if the content of the message is benign in nature, can be perceived as insulting by others. Therefore, it is important for students to adopt a neutral tone when discussing each other’s work.

The last challenge in this group is time lag. Students often expect immediate replies to their e-mails. Again, this comes from the U.S. culture, where e-mail is used as a substitute for the telephone. In an on-site class, no one would expect to be able to talk with the instructor at any time between class sessions. Students would wait to visit the instructor during his or her office hours. We make sure both faculty and students understand what is a reasonable amount of time to wait for an e-mail response.

Self-Motivation, Self-Discipline, and Rigor

These three concepts have one thing in common: structure. In order to be successful, online education needs to be well structured. Each of these three concepts reflects a different aspect of online education.

Self-motivation and self-discipline apply to students. Online education is for well-organized, well-motivated, and independent individuals. Procrastinators do not fare well in this environment. The fact that the class has no formal meeting pattern can easily lead some students to believe that they can “catch up later,” which is definitely not the case. All coursework has to be done regularly and on schedule, without supervision.

Self-discipline also applies to the faculty. At the teaching stage, the instructor is relieved of the responsibility of having to prepare for class on a weekly basis, since, unlike a traditional class, all lessons must be developed in advance. However, online forums have to be maintained regularly, chat sessions need to be conducted on schedule, homework must be returned on time in order for students to receive feedback before they can advance, and e-mails have to be answered within a reasonable timeframe. Most importantly, students need to know that the instructor is there for them.

Rigor is the broadest of the three concepts and incorporates aspects of self-discipline and self-motivation. We employ exacting standards to the way NYU’s translation program is conceived, designed, and managed. We set strict requirements on the format of each course, on the content.
of each session, and the volume and quality of information that it contains. We pay special attention to the visual organization and graphic design of the on-screen material to ensure clear communication (for instance, each component or activity on the screen—syllabus, lectures, assignments, discussion forums, and so on—is designated by a special icon). It takes motivation and discipline to maintain the quality of our course delivery through constant communication between members of the course design team in order to ensure immediate problem resolution.

Time Management
It should be obvious by now that students in NYU’s translation program receive a great deal of personal attention. This is time-consuming for the instructors, particularly during the first semester. Through our experience, we have already developed some strategies on how to effectively communicate the expectations for course delivery to new instructors as soon as they are hired. However, no preliminary orientation or advice can replace personal experience. It is only through the latter that each instructor will find the best way in which they can deliver their course and manage their time.

Time management is particularly important for students of translation. It will help them become aware early on of the demands of the profession and the deadlines which are becoming tighter as technology evolves.

The Road Ahead
I often hear the phrase “Online education is the future.” I wouldn’t say that online learning will be the only option in the future, but it is definitely here to stay. NYU plans to keep offering on-site and online programs, depending on the size of the program and the demand for specific language pairs. Starting in the spring of 2004, we will be offering more non-certificate online courses that will be open to the translation community at large. These courses will provide professional development opportunities to colleagues who live far from educational centers, and will make our translation program an even more active member of the national and international translation community.

For more information on the NYU translation program, please go to www.scps.nyu.edu/trans.
Fundamentals in Course Development for the Novice Interpreter Trainer

By Cynthia Miguélez

Translating and interpreting are two increasingly fashionable “applications” of university language acquisition programs. The growing demand for skilled translators and interpreters, coupled with the need to provide university language majors with professional options other than teaching, has led many universities and junior colleges to create certificate programs or to simply offer a few courses in translation and interpreting. In addition to the efforts being made at institutions of higher education, professional organizations and government and service institutions are also beginning to recognize the need for skilled language mediators. Many organizations are attempting to design programs to improve the skills of individuals they think might have the potential to act as language service providers when the need arises for bilingual and cross-cultural communication. To meet this demand, many institutions are making the effort to design interpreter/translator training programs, identify instructors, and develop teaching materials.

The search for qualified instructors usually focuses on two groups: language teachers and practicing translators and interpreters. Professors of foreign languages, even at major universities, frequently have very little experience translating or interpreting. These individuals have been trained as philologists, often specializing in literature. This trend is reflected to a certain extent in the emphasis on literary over other types of translation, such as technical, medical, legal, or scientific, in many university programs in the U.S. When it comes to training interpreters, most language professors are reluctant to take on the responsibility of teaching what is thought to be a highly specialized subject. Because of this, professional interpreters are often called in to teach students the rudiments of interpretation. The difficulty interpreters often face is how to “teach” others to do what seems second nature to them. Regardless of professional background, however, one problem common to all language instructors is the formidable challenge of developing a syllabus and identifying teaching materials for class use.

…”By providing sufficient practice and opportunities for reinforcement and routinization, trainers can help novice interpreters become competent professionals more quickly and with less frustration…”

In most fields, instructors are either assigned or asked to choose a set of published instructional materials. These materials frequently include a detailed textbook for the student, a supplementary exercise book, audio-visual materials, an instructor’s handbook, and even a set of complementary handouts or expansion exercises. If the instructor does indeed have mastery over the subject being taught, but little or no practical experience teaching, such materials help immensely with the task of breaking down and ordering lesson components in a way that will best facilitate learning.

Interpreting instructors, however, have no such ready-made materials available to them. Instructors new to the field are often woefully disappointed when they go to the bookstore or consult academic text catalogues and find virtually nothing there to help them. More experienced instructors in this area know that a great deal of time must be spent in preparing each class session, since all teaching materials must be developed “from scratch” or modified from materials not originally designed for use in interpreter training settings. Furthermore, “preparing materials” for interpreting exercises often entails more than would be required for some other subjects, since voice recordings of dialogue often need to be made according to objectives that must also be determined by the instructor.

This rather daunting introduction to interpreter training might very well discourage anyone from undertaking the task of helping aspiring interpreters improve their skills. However, there are some basic techniques that might help novice interpreter instructors navigate the waters of course development and make them feel confident that they are on the right track.

When faced with designing an interpreter training course, it is often difficult to know where to begin. One way to make this process easier is to ask the following questions in order to determine some basic information about the characteristics of the course:

What type of interpreting am I supposed to teach and for what venue? Answers to this question might be “simultaneous for conference interpreting,” “consecutive for physicians—patient interviews,” or “simultaneous, consecutive, and sight translation for courtroom procedures.”

Who are my students? The answer to this question can only be based on the requirements set up for admission to the program and from the
information candidates supply on the application form. Many times, specific requirements for admission are not established or are so broadly drawn that it is hard to know what to expect from incoming students. Of course, identifying the actual level of language and interpreting competence students bring to the course cannot be done until they are in the classroom and the first few sessions are complete. If the instructors can participate in developing the program’s application form or an information sheet, care should be given to include as many detailed questions as possible about candidates’ prior language training, experience, and skills.

There is some controversy over whether instructors should spend time working to develop language capabilities in a course where students are already expected to have near-native mastery of their language pair. Experience has shown that issues pertaining to language usage will come up in virtually every class session; however, these need not become the main focus of the lesson. Language development is an ongoing, lifelong process, and one that interpreters must embrace enthusiastically and recognize as a personal responsibility. Interpreter trainers should work with organizations to ensure a proper venue for the course in order to make the process down into its individual components and then make each component the subject of a lesson. Domain referencing has to do with identifying a well-defined set of tasks, each working in tandem to ensure the success of the process as a whole. How does an instructor design a curriculum around this complex subject? One method is to break the process down into its individual components and then make each component the subject of a lesson. Domain referencing allows you to do just that. It is an approach to curriculum design that can be applied to virtually any field of study, but it is especially useful in skill-based fields such as language learning or interpreting.

Domain referencing has to do with identifying a well-defined set of tasks, called domains, that will form the core content of the course. Each domain requires students to master specific skill sets in order to develop proficiency in that particular area. Identifying specific skill sets allows instructors to develop concrete goals for the course in order to make the content manageable and the expected outcome clear. Once the goals become

How much time do I have and how is that time structured? Course goals are highly dependent on the length of the course and, to some extent, on the frequency or structure of that timeframe. Sixty contact hours is better than 30, but 60 hours in two weeks (six hours per day) requires different planning than 60 hours over a regular semester period (approximately four hours per week). This fact seems quite obvious, but it is often not taken seriously enough.

Where is the course going to be offered and what equipment will be available?

Interpreting is an oral skill that requires speaking aloud for any type of practice. Ideally, an interpreting course should be taught in a facility that includes both a language laboratory and space in which lectures or demonstrations can be given. The space should be adequate enough to allow students to break down into groups of two or three to practice interpreting aloud without the noise level interfering with their performance. However, ideals are difficult to achieve. Many short courses sponsored by professional organizations or associations rather than academic institutions are held in hotel meeting rooms, public halls, or other venues that make anything but trainer-led lecturing difficult.

Trainers should work with organizers to ensure a proper venue for the course. If a formal language lab is not available, a large lecture hall should be found that allows students enough space to work in without disturbing each other. In terms of equipment, instructors should also require students to bring tape recorders. If the course is to focus on simultaneous interpreting, students will need to bring a tape player with earphones, such as a Walkman, in addition to the tape recorder. In this setting, individual tapes would have to be prepared ahead of time and provided to each student during the training session. The student would listen to the prerecorded segments of dialogue on the Walkman while interpreting into the recorder.

It is also important to realize that even when access to a language lab is available, most traditional language labs in schools and universities do not have dual recording capabilities, making them unsuitable for simultaneous interpreting. So, students may still have to bring portable tape recorders. The instructor should never make assumptions about space or equipment. It is a good idea for the instructor to be involved in this facet of the planning process to ensure that course design and materials are appropriate for the realities of the program.

The Importance of Domain Identification in Course Design

Interpretation is an intricate skill-based endeavor made up of several steps, each working in tandem to ensure the success of the process as a whole. How does an instructor design a curriculum around this complex subject? One method is to break the process down into its individual components and then make each component the subject of a lesson. Domain referencing allows you to do just that. It is an approach to curriculum design that can be applied to virtually any field of study, but it is especially useful in skill-based fields such as language learning or interpreting.

Domain referencing has to do with identifying a well-defined set of tasks, called domains, that will form the core content of the course. Each domain requires students to master specific skill sets in order to develop proficiency in that particular area. Identifying specific skill sets allows instructors to develop concrete goals for the course in order to make the content manageable and the expected outcome clear. Once the goals become
clear, lessons and practice exercises can then be developed to ensure that the skills associated with each domain are being covered appropriately. Lessons should give students a sense of progression through repetition, reinforcement, and routinization. Identifying the various domains in the interpreting process reveals to students the intricacies of what is involved and how mastery of the skills associated with each domain is necessary for success. This is why domain referencing is a good approach for novice interpreter instructors to use.

Domains for interpreting exercises might be categorized according to those related to identifying the characteristics of a specific text, those related specifically to interpreting skills, those having to do with preparation for interpretation, and those related to general cognitive skills. For example, a text-based domain for sight translation would include being able to rapidly identify a type of document and its characteristics. The skills associated with this domain include scanning the document for specific characteristics in order to quickly identify the nature of the text (i.e., birth certificate, contract, minutes of a meeting, a sworn statement, a personal letter), its register (formal, casual, colloquial, specialized), lexical specialization (technical language, antiquated usage, regional usage), and structural or syntactic characteristics (sentence length, any sentence structure that needs to be reordered, mechanical peculiarities that affect meaning, and mistakes or ambiguities in the text). Thus, the mastery of the skills associated with successful document identification would become the objective of one lesson.

Another example of a domain, one related to consecutive interpreting, is note-taking. The skills students need in order to master this domain include developing a writing method based on symbols, abbreviations, and short annotations, learning to organize notes on paper, and correctly using notes for the reformulation of meaning. Domains related to cognition might include concentration, abstraction, reformulation, dual processing, and sensory gating. Objectives might be learning how to focus and how to deal with distractions (concentration and sensory gating), recognizing and retaining the content of spoken discourse without focusing on the form (abstraction), or reordering elements and providing lexical variety when restating an utterance (reformulation).

The instructor should do some active brainstorming in order to identify as many of the domains related to the skills to be developed as possible. Once a list of domains has been identified, the instructor must determine how to best develop the skills needed to master the domain. Thinking through each individual part of the process, what its characteristics are, and how efficiency can be developed must be done carefully before grouping skill sets together in a progressive chain (easiest to hardest). Identifying the “how-to” aspect of each individual step will make it possible to create an effective lesson plan.

The next step is to write or identify materials that can be used in a lesson and to analyze those materials in relation to the goals set for the course. A gradual introduction of concepts through a series of lessons allows students to focus on one or two concepts at a time, which can then be reinforced in subsequent lessons.

Putting it to Use

The concepts for curriculum development mentioned in this article seem quite basic, but the general approach taken in interpreter training, especially by novice instructors, is often simply to find a speech or a text of some type and “give it a try” in class. Many hours are wasted by asking students to work at a level they are not yet prepared for, and by not having a systematic approach to explain concepts and provide techniques and strategies to deal with the challenges of even those texts that appear to be quite “easy.” To see how a seemingly mundane text can prove challenging to students, let’s read the following:

The United States is a large country. From the Atlantic Ocean on the East Coast, to the Pacific Ocean on the West Coast, it is approximately three thousand miles wide. Canada is the country to the north of the United States, and Mexico is the country to the south. The Rio Grande is the boundary between Mexico and the United States. The country is a composite of different geographic formations—high mountains and deep canyons, great river systems and land-locked lakes, rolling plains, forests and rocky coasts, sandy beaches, and even deserts. The major mountain ranges are the Appalachian Mountains in the East and the Rocky Mountains in the West. The most important rivers are the Mississippi and the Missouri Rivers in the central part of the country and the Colorado and the Columbia Rivers in the West. There are fifty states in the Union today. The two newest states, Hawaii and Alaska, are geographically separated from the other forty-eight states. The United States has a heterogeneous population. The American people are of almost every creed and every
This text is 217 words long. Read at a very moderate rate of 100 words per minute, it is only a two-minute text. At first, it seems quite easy. It is general in nature, written in the present tense with a fairly standard and simple sentence structure. It contains very little challenging terminology (perhaps “creed” and “land-locked lakes,” or the concept of “Native Americans”). However, there are hidden challenges in the text, especially for a novice. Areas of difficulty vary depending on the target language involved. It is the instructor’s responsibility to identify these areas of difficulty and prepare explanations, strategies, and possible solutions for some of the trickier items. But beyond this, the instructor must look at the text to see if it lends itself to the presentation of some concept or domain that can be introduced and used as the focus of the exercise.

For instance, using the short text presented above, the instructor can introduce a technique known as “economizing” into the lesson and give students a chance to practice this skill. Economizing has to do with being able to pare down a phrase to its basic elements and eliminate any superfluous information or formal elements in order to save time. In simultaneous interpretation, the goal is to be able to restate the message while retaining register and style. “Parroting” the speaker is not desirable, and often needlessly tires the interpreter. Effectively and efficiently restating the source-language message is a skill that is developed over time, but the basic strategies and techniques associated with this task can be introduced little by little and reinforced through practice using increasingly challenging exercises.

In our sample text, there are several easily identifiable areas that lend themselves perfectly to the concept of “economizing.” For example, the phrase “from the Atlantic Ocean on the East Coast to the Pacific Ocean on the West Coast” can be cut in half in many target languages with no loss of meaning or change to the register or style. It can be rendered as “from the Atlantic to the Pacific.” It is a reasonable assumption on the interpreter’s part that most audience members will recognize these proper names and be familiar with their geographical location. Another way to render the phrase would be “from the East Coast to the West Coast,” which still saves a substantial amount of words and time.

There are other places in the text where economizing can take place, such as in the phrase “Canada is the country to the north of the United States and Mexico is the country to the south.” The repetition of “is the country” is unnecessary. A restatement along the lines of “Canada is north of the United States and Mexico south” works in many languages (Canadá está al norte de los Estados Unidos y México al sur). The repetition of the words “river,” “mountains,” and “every” (“every creed and every background”) could be omitted, and the phrase “in the central part of the country” simplified. “Immigration from abroad” is redundant, and even the words “forty-eight” can be omitted because the fact that there are 50 states, two of which are geographically separated, is clearly stated. Some adjective/noun combinations can be simplified, such as “American history” (history would suffice given the context). These are just a few examples of how to economize during simultaneous interpretation. But there is yet another interesting point the instructor can make here about omitting superfluous information, which can be exemplified by using the long string of “geographic formations” included in the middle of the text.

Dealing with items in a series when interpreting is often challenging. When a speaker reels off a list of examples, speed of delivery usually increases and prosodic features change, often making comprehension of specific items more difficult. Moreover, the items included in a series or list used to exemplify a point are often arbitrarily chosen and not easily predictable. A series of items can sometimes trip up even experienced interpreters. At this point, novice interpreters often get stuck and stop interpreting altogether. Their confidence is shaken and they have a hard time getting back on track. Instructors must teach student interpreters to use their prediction skills, their knowledge of the world, and their listening and short-term memory skills to capture and retain as many items in a list as possible. However, when repeating every item in a series is not possible, an interpreter can render a few and add a tag such as “among others” or “are a few examples.”

In the sample text, nine geographical formations are listed. Although they are somewhat predictable, it might be difficult for novice interpreters to reproduce nine in a row. If the interpreter renders six or seven of the nine items listed, the idea would certainly be adequately relayed. But many of the items in the list include an adjective

Continued on p.61
J
a
n
u
a
r
y
1
, 2004 is almost upon us and so are several program changes. You have heard about these program changes many times, but let me remind you of what will actually be different starting with the first of the year:

Certification. Yes, the name of the credential is officially changed as a result of the vote in November 2003. We are scrambling right now to change the term on all of our promotional materials and the association’s website.

If you are currently “accredited by ATA,” you will now be “certified by ATA.” You will want to change your business cards, letterhead, and other related materials to reflect this name change. Remember, as with accreditation, you can refer to your ATA certification only if you specify the language pair(s) and direction(s). An example would be “I am an ATA-certified Spanish-to-English translator.”

A new certificate reflecting the name change will replace the certificate you received when you earned ATA accreditation. You will receive your new certificate shortly after you renew ATA membership for 2004. Your certification will remain in effect as long as membership is maintained and the required number of continuing education credits are accrued and reported every three years.

Continuing Education Credits. You can start earning these credits after January 1, 2004. You are responsible for keeping track of credits as you earn them. You will have to report them to ATA Headquarters starting in 2007. We will send you reminders six months before your report is due. We will also publish reminders about the new requirement from time to time in this column.

Some additions and changes to the current continuing education grid will be made and posted on the website between now and the first of the year. More changes may be made in the future. We will notify you whenever changes are made.

We will provide very simple forms for you to use if you seek continuing education credits for specific activities that are not pre-approved. You will be able to obtain a copy of these forms by clicking on “certification” on the website or by contacting ATA Headquarters.

Eligibility Requirements. All candidates for ATA certification examinations will have to provide proof that they meet the new eligibility requirements before they can register for an exam sitting. The new requirements and the application form are located on our website: www.atanet.org/acc/Eligibility_Requirements.pdf.

British English. We no longer accept British spelling on our examinations. In the past, graders were instructed to accept British spelling, style, and usage as long as they were consistent. All of the into-English graders are proficient in U.S. English, but many voiced concerns about the difficulty of recognizing and verifying acceptable alternatives. Starting January 1, 2004, candidates translating into English are expected to use standard American spelling, style, and usage. The new policy supports fair and consistent grading of certification exams.

One thing has not changed. As in the past, the staff at ATA Headquarters is committed to serving the needs of ATA members. We hope you will find answers to all of your questions about these changes on ATA’s website. However, if you need additional information or assistance, please do not hesitate to contact us.
The Onionskin  By Chris Durban

The Onionskin is a client education column launched by the ITI Bulletin (a publication of the U.K.’s Institute of Translation and Interpreting) in 1996. Comments and leads for future columns are very welcome; please include full contact details. Contact: chrisdurban@compuserve.com or fax +33 1 43 87 70 45.

Save Thumper

E ach country has its own idea of tasty food, but a deli receipt for a helping of “bunny rillette” sold at the Metro-Plouffe supermarket in Magog, Canada, left English-speaking adults in our entourage twitching and children hopping mad.

Rillettes are a traditional French specialty—a sandwich spread usually made with goose, duck, or pig meat. But Metro-Plouffe offers a rabbit version, or rillette lapin, as displayed in the bilingual slip sent in by a reader. The label helpfully notes that it is made of “porc and bunny meat” plus traditional duck fat and condiments.

Metro-Plouffe is part of Metro-Richelieu, Quebec’s largest supermarket chain with 245 stores and annual sales of $2.7 billion. Located in French-speaking Magog, the store is described by patron Ruth Glenen as a “particularly nice, sophisticated, and successful representative of the Metro chain.”

So who substituted a soft, cuddly bunny for a tasty rabbit?

Store manager Roger Garneau told us that bilingual labels are generally supplied by Metro’s head office, but as this Onionskin went to press we were still waiting for confirmation from the higher-ups in Montreal.

Perhaps the culprit was a Looney Tunes fan or someone relying on the Easter Bunny entry in a bilingual dictionary. But certainly not a native speaker of English. Once more from the top: with rare exceptions, professional translators work into their mother tongue.

Zeitgeist Loses German Speakers

German billboards and publications have long been chockfull of English slogans, which advertisers pitch to their clients as snappy and “international.”

The message is readily taken on board by small- and medium-sized companies keen to appear more global. Big players in the German market have also embraced English slogans, often as part of a global branding campaign (e.g., Siemens’ “Be inspired,” McDonald’s “Every Time a Good Time,” and Mitsubishi’s “Drive Alive!”).

It may sound energetic to these companies’ English-speaking bosses, not to mention fast-talking (and often foreign-educated) advertising specialists, but a recent survey by name-finding specialists Endmark of Cologne gives a different picture of the message received by the man in the street.

Most of the English-language slogans covered in the survey were either not understood at all or grossly misinterpreted by a representative sample of 1,104 native German speakers aged 14 to 49—the core target for advertisers, as reported in Der Spiegel [www.spiegel.de/spiegel/0,1518,265536,00.html].

Only 59% got the McDonald’s classic “Every Time a Good Time” right, and a meager 18% managed for Mitsubishi’s “Drive Alive!”, which many took to mean “survive the drive.”

A common interpretation of the Sat-1 slogan “Powered by emotion” was the Nazi catch phrase Kraft durch Freude. This will no doubt have an emotional impact for the broadcaster’s new Israeli owner Haim Saban, notes Der Spiegel. “Be inspired” (Siemens Mobile) was curiously rendered as “Bee Inspection” (Bienen-Inspektion) and “Come in and find out” (Douglas perfume stores) as something like “Come in and find your way out again.”

Advertising professional Bernd Samland, who heads Endmark, admits that he and his team were as surprised as anyone else at the results. Shocked, even. They originally commissioned the study in response to repeated client calls for English slogans and claims, even when this did not seem appropriate. “We wanted to collect some empirical evidence,” says Samland.

What differentiated Endmark’s survey from advertisers’ standard acceptance tests, in which focus groups express a like or dislike for proposed slogans, was that respondents were asked to explain what they thought each phrase meant. Fewer than one in five of the people surveyed understood Audi’s “Driven by instinct,” for example, but a majority thought it sounded “good.”

“Many people are reluctant to admit that they don’t really understand English, especially the jargon used in slogans,” says Bernd Samland.

Does this impact sales?

It depends, says Samland. For some products, it is not really important. German teens will buy and even sing hit songs without understanding the lyrics, a phenomenon he dubs the “pop-music effect.” No big deal, since stores are still moving CDs.

But the situation is different for, say, a family car or appliance, where manufacturers and advertisers work hard to create a particular brand image. In the survey, “Stimulate your Senses”—the plug for Loewe television sets—was variously understood as “Stimulating the scythe” (Sense = scythe in German) or as a plea for masturbation.

For translators, who deal with nuances of meaning and cross-border communication every day, the mismatch is obvious.

Continued on p.54
The Portuguese Tape Set with The Interpreter’s Edge (Generic Edition)

Authors:
The ACEBO series was developed by Holly Mikkelson and Jim Willis. The Portuguese Tape Set was developed in consultation with Claudia Dutra.

Publisher:
ACEBO
ISBN:
1-880594-27-7
Price:
Portuguese Tape Set: $40
Portuguese Tape Set accompanying The Interpreter’s Edge (Generic Edition): $110

Available from:
ACEBO
P.O. Box 7485
Spreckels, CA 93962
www.acebo.com
Tel: (831) 455-1507
Fax: (831) 455-1541

Reviewed by:
Arlene M. Kelly

The Portuguese Tape Set is made up of three cassette tapes that accompany a bound text (The Interpreter’s Edge, Generic Edition). The Interpreter’s Edge is a softcover volume containing 76 spiral-bound pages. (One slight irritation that occurred while I used these materials was the tendency of the spiral to move upward or downward. I found myself frequently adjusting the corkscrew-like binding.) This set of tapes is intended for interpreters planning to work in judicial proceedings. They provide practice material for simultaneous and consecutive interpreters, and, when used with The Interpreter’s Edge (Generic Edition), sight translation exercises. (One slight drawback is that there are no instances of sight translation exercises from the Portuguese.) According to the editors, the simultaneous lessons are intended as warm-up practice.

The explanations offered for interpreting modes and the needs of a court interpreter cover the basics splendidly. This is nothing less than what I would expect from the ACEBO team.

In general, the series is well done. What follows is a detailed roundup of some possible areas for change in future editions.

Voices. There are four voices on the tapes: two male and two female. One male speaker uses European or Continental Portuguese and one female speaker uses Brazilian Portuguese. The two variations of Portuguese spoken on the tapes represent the two largest divisions of spoken and written Portuguese: Brazilian and European. Both Portuguese speakers have fairly standard accents that are quite easy to understand. In this sense, the tapes provide an excellent introduction to aspiring interpreters who have little or no broad experience with the variety of accents in the Portuguese language.

However, the tapes will not prepare students or new interpreters for the more regional differences in dialect present in some areas of the Azorean Islands and the Cape Verde Islands (although the natural language in Cape Verde is Capeverdean Creole, many residents also speak Portuguese). And within Brazil, there are regional variations for many words and accents. For an introduction to the several varieties of Portuguese, see 7 Vozes (Clenir Loureiro, Emília Ferreira, Elizabeth Ceita Vera Cruz, Lisboa, LIDEL—Edições Técnicas Limitada, 1997). The broadest differentiation lies between Portugal and Brazil (most of the former Portuguese colonies basically follow the European Portuguese style), including vocabulary, orthography, and grammar. Some of the discrete differences can be heard on the tapes when listening to the Continental Portuguese speaker. If one follows the text (which is written with a Brazilian flavor) while listening to the male speaker, it seems that he changes the text slightly through the use of pronouns and other small indicators. His delivery of the written text is not as fluid as that of the Brazilian female speaker, whose rendition offers almost no deviations from the text as it appears.

The Lessons. The recordings are divided into three main areas: simultaneous lessons, memory lessons, and consecutive lessons.

Simultaneous Lessons: Out of the 20 lessons, 11 are read in Brazilian Portuguese and 9 in Continental Portuguese. The first two lessons are the only ones where the volume level shifted suddenly, much to the consternation of the listener. Even though this volume variation may not have been intentional, it represents reality rather better than a perfect recording. In courts or in hospitals, the acoustics are not always perfect. All the rest of the material evinces no volume imbalance.

In terms of content, perhaps two of these lessons could use some revision. Lesson #4 renders a partial Portuguese version of the Massachusetts Code of Professional Conduct for Court Interpreters of the Trial Court. Professional interpreting practitioners in Brazil would reject
the term for “court interpreter,” rendered in the text as “intérprete legal.” In Brazil, “legal,” although it literally does denote having to do with the law, is a slang term in common parlance used to indicate a degree of being “cool, sweet, or really neat.” In this case, the proper term would be “intérprete jurídico.” One could also quibble with the use of the word “relatórios” (reports), and instead opt for the preferred rendering, “laudos” or “inquéritos.” Finally, to finish this summary critique of Lesson #4 on a controversial note, the ending to the oath “so help you God,” rendered in this version almost literally as “com a ajuda de Deus,” might be better understood as “perante Deus” or “before God.” The jury may not have reached a unanimous decision on this, however.

Lesson #13 puzzles me. I would have included something else here. Even though the simultaneous lessons are presented as warm-up exercises, I do not understand why a bibliography is included. During the more than 20 years I have been interpreting, I cannot recall ever having been called upon to interpret a bibliography. And with regard to bibliographical notations throughout the lessons, many of them are incomplete in terms of the year and place of publication. This is a detail linked to the style more than the content, and bothers me due to my training as an historian.

Memory Lessons: There are five memory lessons: three read by the Continental voice and two by the Brazilian voice. Lesson #4 easily introduces the principles of note-taking in an easy to follow manner. The typewritten version of Lesson #5 supported a Spanish invader (puesto) in the recorded version, however, the proper Portuguese, posto, can be heard.

Consecutive Lessons: There are 12 dialogues for practicing consecutive interpreting in legal environments. Seven are rendered in the Continental Portuguese voice and five are in Brazilian Portuguese. There are a few instances in which the voice did not ring true with the text, but then real life situations do not unfold in linear or neat patterns. For example, the English words pronounced by the witness in Lesson #1 are so clear that I found myself wishing that all my clients had the same talent. Of course, reality is different. Again, and this is a small, quirky detail, I found it disjointing to have a Continental Portuguese voice with a traditional Brazilian literary figure’s name: Macunaíma (Lesson #5). The occasional references to literary figures provide a nice touch. On another artistic path, in terms of role-playing, there is a slightly out-of-kilter pairing of the apparently mature voice of the European Portuguese speaker and his role as a juvenile gang member in Lesson #6. In Lesson #9, the alleged rape victim’s voice lacks the emotion generally found during actual testimony. However, the main goal of the ACEBO tapes is to provide practice material for aspiring or active interpreters, and that goal is achieved.

In future editions, however, I would enjoy seeing the following additions or alterations:

The number of words per minute: In this case, most of the recordings seem to be made at a relatively slow rate of speed. This is fine for beginning students. Still, it would be helpful to have an idea of the number of words per minute for each of the lessons.

Voices: A few more voices with a wider variety of accents would broaden the range for training students’ ears.

Glossary: Another helpful addition would be a glossary—either a general one at the end for uncommon terms and idioms, or individual ones accompanying each lesson.

As a test case, I used the Portuguese Tape Set successfully during classes for legal interpretation at Bentley College in Waltham, Massachusetts. Ten out of 12 students from the Portuguese section (this was in March of 2003; actually, it was the very last class given in the now defunct Bentley College Legal and Medical Interpreter Training Program) demonstrated a desire to purchase the ACEBO practice tapes for Portuguese. In general, this class of students contained high achievers, and their willingness to invest in these materials is a positive sign.
other words, the target audience for the tapes appears to be those who are interested in improving their interpreting skills. In addition, these are the only practice materials for Portuguese currently on the market. They are another step towards filling a need for professional training materials in interpreting for languages other than Spanish.

Arlene M. Kelly has been involved with translation since 1973 and professional interpreting since 1978. Most of her early translations consisted of academic articles about Latin America. While in Brazil, she also concentrated on legal, diplomatic, and government documents. After she returned to the U.S., she became a Portuguese interpreter with the Massachusetts Trial Court, where she is now a staff interpreter. She taught three of the five courses for the Bentley College Legal and Medical Interpreter Program for the duration of the Portuguese section (1998-2003). She develops glossaries and training materials for interpreters working in English and Portuguese. Contact: xingukelly@aol.com.

“Why should one spend more at a Shell/BP/Esso ‘Shop’ than at a Laden or Markt—the German equivalent? Why do cigarette ads tell Germans ‘It’s your taste’ and so on?” says Paul Boothroyd, a translator based in Stuttgart who specializes in automotive and PR texts. He adds, “Years ago, Audi’s campaign with the famous ‘Vorsprung durch Technik’ meant nothing to the average English buyer, but spoke volumes about Audi being a German-built car. Which was, after all, the idea. But the use of English to advertise a product in the cases cited in the survey has nothing at all to do with the country of origin.”

Will Endmark’s survey have a long-term impact? “Not necessarily,” Bernd Samland told The Onionskin in a telephone interview, although a number of big companies, including McDonald’s, are now moving from English to German.

Perhaps he speaks from experience. A few years ago, Samland changed the moniker of his own name-finding company from Unykat (“made people think of catfood”) to Endmark, which not only identifies its business focus more clearly, but is also pronounced the same in English and German.

But that’s only fitting: he’s in advertising.

Actually, the French Have a Word for It

Not that Germans are the only ones to trot out foreign words in the hope of appearing more sophisticated.

In a recent editorial on weapons of mass destruction, the weekly Economist (October 4, 2003) notes that “The response of some cynics is that governments are always economical with the actualité;” recycling a phrase by U.K. Member of Parliament and later Minister of Trade Alan Clark.

The sentence makes no sense to French speakers, for whom actualité means current events or topicality. Clark was attempting a fancy version of “economical with the truth.” (Pretentious, moi?) But as the BBC style guide notes, “even though it is wrong, the Clark version sounds good to English ears and is still frequently repeated.”

With thanks to Bob Blake, Ron and Carol Hart, Ruth Glenen, and Philip Boyden.

Park’s Guide to Translating and Interpreting Programs in North America

is now available. See www.atanet.org for details.
We want you to know.

By its very nature, what we do as a key member of the Intelligence Community requires a high degree of confidentiality. We gather intelligence from foreign electronic signals for U.S. Government decision-makers at the highest levels; at the same time, we try to prevent our adversaries from gaining access to our own vital U.S. communications. As a part of accomplishing these two objectives—and to meet our increasingly complex role in today’s changing world—we regularly invite select individuals to peer into our world...to capture a glimpse of the dedication, the environments, the challenges, and the special people that define the NSA as a unique career destination.

What you’ll see will raise your eyebrows.

Imagine working with over-the-horizon technologies, including those that won’t come into commercial mainstream use for many years. Couple this with the importance of the work we do at the NSA (work that enhances the nation’s security and the safety of every citizen) and you have a career that is both challenging and compelling...and ultimately, so much more rewarding.

Language Paths

Few careers put language skills to a more steady and compelling use than a position with us. As an NSA linguist, you will be involved in activities that focus on the expert translation, transcription, reporting, and analysis of materials of national concern. You may even be involved in projects that have global ramifications. We are particularly interested in those individuals who are proficient in Asian, Middle Eastern, and some African languages.

A linguistic career with the NSA also develops your ability to evaluate communications and to decide what is important and what is not, taking into account cultural and political factors of current and historical value. You may also be called upon to further your understanding of a culture in which a certain language is spoken, expanding your horizons more than a comparable career in business, commerce, or academia normally would. In short, your language skills will make a world of difference here.

Ready for the challenge? Contact: National Security Agency, Suite 6779, 9800 Savage Road, Ft. George G. Meade, MD 20755-6779. NSA is an equal opportunity employer and abides by applicable employment laws and regulations. Reasonable accommodations are provided to applicants with disabilities during the application and hiring process, where appropriate. Positions are open to U.S. citizens only and employment is contingent upon successful completion of a security background investigation and polygraph. Employees and applicants are subject to random drug testing in accordance with Executive Order 12564.

...AND YOUR IMAGINATION,
YOUR CREATIVITY,
YOUR AMBITIONS,
YOUR FUTURE.

VISIT: www.nsa.gov, click on apply on-line.
The Translation Inquirer  By John Decker

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

“W”ord Nook,” a column by the editors of Merriam-Webster along the same lines as The Translation Inquirer, just might be older than this column. I found the column in a mini-newspaper provided free by my local bookstore. Questions about words and phrases, evidently limited to English, are given learned responses on the last page. For example, answers to questions regarding “bar sinister” and “less vs. fewer” revealed a great deal of research and erudition. Apparently, “Word Nook” is not yet a feature of Merriam-Webster’s website (www.m-w.com), but a person can write to this service at the Language Research Center, Post Office Box 281, Springfield, Massachusetts 01102. Who knows? It could be the source of last resort after you have exhausted everything else. Again, there is no guarantee that they handle anything but English.

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

New Queries

(Cat-E 11-03/1) This query is about “toxanes” and “geros,” which are types of bricks used in Catalan buildings. The former have perforations running along the length of the brick, while the latter’s perforations run from front to back. What would be good English for these?

(E-F 11-03/2) All right, NASCAR has wormed its way into everything else, so how can it stay forever out of this column? A Lantra-L member wants to know if there is a French equivalent to NASCAR Busch Grand National races.

(E-G 11-03/3) “Codierung” may look like the easy way out of this English-to-German problem, but is it? The original English document spoke of the coding of general ledger accounts. The full sentence read: Accounting procedures will be implemented to ensure the accuracy of amounts, coding of general ledger accounts, and appropriate timing of payments. Are they being classified, encoded, or what?

(E-I 11-03/4) An attempt was made by a Lantra-L correspondent to understand what this spy-related acronym referred to, but without success despite online searching: Once X has served his purpose, the text reads, I want to thank him by taking out a DPE order on him. What is the phenomenon described by the abbreviation, and what is the Italian equivalent (presumably in plain language)?

(F-E 11-03/5) This is truly interesting. About 30 years ago, maybe more, in certain circles, at least in American English, I couldn’t care less began to be replaced in part by the apparently more emphatic and irrelevant, but less logical, I could care less! Now, the phrase “Pour le reste, je ne m’en soucie guère” was recently encountered in a text containing a little French. A slangy English version was proposed for this: I could care less about the rest. Is it justified to use what we might call a crypto-slang-negative to replace a genuine, clear negative in the source language?

(F-G 11-03/6) In a text describing how Hieronymus Bosch was a member of a brotherhood (“Onze-Lieve-Vrouw-broederschap”), the term “frère juré” appeared. How can this be rendered into English, or ultimately, as wanted, into German? Perhaps a bit of historical knowledge would help here.

(Sp-E 11-03/7) On a certificate from the Universidad de Cantabria, a Lantra-L denizen found the following “material optativa”: “DC > Literatura H. del Arte.” What does the “H.” stand for?

(Sp-E 11-03/8) A Lantra-L participant was working on a telecommunications document when he encountered “redes mallas con restauración.” All that occurred to him was self-healing meshed networks. Was that anywhere close to correct?

Replies to Old Queries

(D-E 9-03/1) (“ontspanstraten, shraapkolf”): Eric McMillan feels pretty certain that “schraapkolf” refers to a pig to remove or scrape out build-up on the inside of gas and oil pipelines. “Ontspanstraaten” are probably some form of pressure release equipment.

(D-G 8-03/1) (“over het geheel genomen van de aanbieders”): Eric Douma decided to tackle the entire sentence as presented on page 55 of the August ATA Chronicle, while putting the troublesome phrase in bold print: In the figure below, the average cost for meals per municipality is reflected and contrasted with the price of meals, calculated as an average of all the providers in the three municipalities. He leaves it to someone else to provide good German. Dr. R. Haeseryn does just that by giving “im großen Ganzen” or “im Großen und Ganzen” as the equivalent of “over het geheel genomem.”

(E-Sp 5-03/4) (“birthday cake”): Maria Fagrelius says “tarta de cumpleaños.”

(F-E 11-02/6) (“exploite les films”): Eileen O. says that in the French movie business, “exploiter” has a specific meaning: to show the film in a theater and charge admission.
This, of course, is what the various theaters do: show the film.

(F-E 9-03/5) (“in peto”): Helne Laurendeau says that this is “in petto,” and is an Italian intruder into the text on page 56 of the September ATA Chronicle. Le Petit Robert provides this definition: “Locution adv., Dans le secret du Coeur, à part soi. Intérieurement.” So, in English, it is inwardly, within one self.

Robert Shillenn says the reason this phrase appears in so many European languages is that when the Pope has to name a cardinal in secret, usually due to difficult political circumstances, it is said that he names the cardinal “in petto.” When used outside its original context in French, it is usually humorous.

(F-E 9-03/5) (“brève”): This, says Helne Laurendeau, is a very short article, according to the context given for the query. Eric McMillan believes it to be a Franglais term for brief. Robert Shillenn says the word is common in the field of journalism, and means a brief news item. Other valid English translations could be flash or special bulletin.

(G-E 8-03/4) (“Sichtführer”): Ursula Baker believes this may be a typographical error. The contractor mentioned on page 55 of the August ATA Chronicle would probably need a “Schichtführer” (shift manager or shift foreman).

(G-E 9-03/7) (“Bündner Oberland”): Walter Bauer, who emigrated from Switzerland in 1948, replies that this term refers to the upper regions of Switzerland’s easternmost and largest canton, Graubünden (“Grisons” in French, “Grigioni” in Italian). Eric McMillan agrees with this. Another German word, not shown in most dictionaries, says Walter, is synonymous with “Bündner Oberland,” namely “Bündnerland.” About fifty thousand of the Canton’s inhabitants speak Romansch (where Graubünden is called “Grischun”), an ancient language of limited diffusion that is nonetheless one of the four official Swiss languages.

(N-E 8-03/6) (“eldre historie”): Evidently “eldre historie,” as a subject at the University of Oslo, refers to the entire period before 1800. The Norwegians apparently consider the dividing year for their own history to be 1814, the year they got their constitution, says Paul Hopper.

(R-E 8-03/7) (БИНИРОВАНИЕ): Jim Shipp believes this to be binary treatment of... But an even higher priority choice was what he got when he did a Google search, which resulted in 13 hits for the phrase binarization of curvilinear profiles. And all those hits seemed to adequately correspond to the subject matter.

(Sp-E 9-03/9) (“Esta validando bachillerato”): Harcourt Stebbins would not translate “bachillerato,” but would leave it as is in the text and add a footnote explaining that it is a two-year course of secondary studies for academically oriented 16-to-18-year-olds. A “bachiller” has completed the “bachillerato” in a specific field and has been awarded a “bachillerato.” As for “validando,” it is from validar (“dar fuerza or firmenza a algo, hacerlo válido”) and means validating. Col. Stebbins would also like more context, because he is not sure whether the student was showing his transcript to an authority to certify that he had, in fact, completed his studies. Also, perhaps the text may have places where “está validando” might have been used in some other way.

Maria Somogyi says this phrase has nothing to do with medical science. Simply put, the neurologist was noting (see page 56, September ATA Chronicle) that perhaps due to his 23-year-old patient’s epilepsy, the young man had been unable to obtain his “bachillerato” in Colombia and was not taking the requisite courses he needed to graduate: something like the General Equivalency Diploma (GED) in the U.S. If validate is used as a word in the American educational system to describe someone taking specific courses or credits, then the translator could render it as taking certain courses to validate his secondary school diploma.

I conclude another calendar year of this column by thanking all the contributors very much. Here’s a bit of Haiku by Aurora Humaran of Argentina about our profession, the only compensation I can give to faithful readers of this column:

If crime does not pay And translation does not pay, Are we criminals?

2003 Issue of TWO LINES (Parties) Now Available!

TWO LINES: a journal of translation
35 Stillman Street, Suite 201
San Francisco, CA 94107
Tel/Fax: (415) 512-8812
early every episode of the BBC television series *Poirot* satirizes the ignorance and unconcern of Britons regarding languages other than English. While Agatha Christie’s fictional Belgian detective always pronounces his name correctly, native English speakers, including Poirot’s closest associates, always mis-accent it as *PWA-roh*. No character ever explicitly mentions this mispronunciation.

The sad truth of this characterization of the British was demonstrated when I watched, for the first time, the 1982 British-Hungarian nine-hour television bio-epic *Wagner*. There is much that is good in this film about the life, loves, and music of the womanizing, anti-Semitic, financially profligate German opera composer, whose call for a united Germany is perhaps best explained by the fact that his ego far exceeded the bounds of any single German state.

But, for all its virtues, the film is a linguistic mess—and not because all the dialogue is in English (except for an occasional “Herr”) and all the singing is in unsubtitle German. It is because the real-life filmmakers seem to suffer from the same ignorance and unconcern as do Poirot’s fictional associates.

For example, the composer’s name is pronounced inconsistently: “Richard” is pronounced as in English throughout the film, but “Wagner” is pronounced as in German, except when Richard Burton as the title character mispronounces the “a” as in “hat” rather than as in “what”. I once saw a parody of a television sing-along show which made more sense: the viewers were invited to “Sing Along With Dick Wagner,” the last name being pronounced with a “w” instead of a “v” and with an “a” (as in “hat”). The sing-along “song” was the valkyries’ “Hojotoho!” from Wagner’s *Der Ring des Nibelungen*, a title the film mangles by half-translating it as *The Ring of the Nibelungen*, implying that there is something called a “Nibelungen” (there isn’t) or that “Nibelungen” is the plural of “Nibelung” (it’s the genitive singular).

Another linguistic atrocity occurs when Burton recites some of the poetry in the prologue to *Götterdämmerung* in English, in accordance with the convention of the film. Unfortunately, some of the English lines he speaks are atrocious. The film’s claim that the poetry is great collapses, and good translators of poetry cringe.

German isn’t the only language that stumps the filmmakers. The 1861 Paris production of *Tannhäuser* was, as a matter of historical fact, performed in French. In the film, the character Wagner states that he is revising the opera for a French-language production. Nonetheless, the film’s “Parisian” singers still sing in German.

Could the filmmakers have been this careless? When the label “Beirut” appeared on a container with materials for Bayreuth, I was almost persuaded that the linguistic lapses are an intentional inside joke.

I close this final column of 2003 with something I’ve noticed about German: its multiplicity of names. “English” is “English” or a reasonably close cognate in many languages—i.e., “englisch,” “anglais,” “anglický” But “German” is “German” in English, “deutsch” in German, “allemand” and cognates in French and other Romance languages, and “němčina” and cognates in Czech and other Slavic languages. Does anybody know the historical reasons for this?
ATA Certification Exam Information

Upcoming Exams

All candidates applying for ATA certification must provide proof that they meet the certification program eligibility requirements. Please direct all inquiries regarding general certification information to ATA Headquarters at (703) 683-6100. Registration for all certification exams should be made through ATA Headquarters. All sittings have a maximum capacity and admission is based on the order in which registrations are received. Forms are available from the ATA website or from Headquarters.

<table>
<thead>
<tr>
<th>New York</th>
<th>Indiana</th>
<th>Washington</th>
<th>Puerto Rico</th>
<th>Brazil</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York</td>
<td>Indianapolis</td>
<td>Seattle</td>
<td>San Juan</td>
<td>Sao Paulo</td>
</tr>
<tr>
<td>Registration Deadline: March 5, 2004</td>
<td>Registration Deadline: February 13, 2004</td>
<td>Registration Deadline: April 9, 2004</td>
<td>Registration Deadline: January 9, 2004</td>
<td>Registration Deadline: February 20, 2004</td>
</tr>
</tbody>
</table>

New Certified Members

Congratulations! The following people have successfully passed ATA’s certification exam.

**Arabic into English**
- Jeffrey C. Hayes, Colorado Springs, CO
- Corinne L. McKay, Boulder, CO
- Anna M. Morton, Knoxville, TN
- Gwendolyn M. Wells, Santa Fe, NM

**French into English**
- Carol A. Johnston, New York, NY
- Henry M. Lieberman, Houston, TX
- Kristopher E. Riggs, Marburg, Germany
- Kerstin M. Roland, Virginia Beach, VA
- Maria Snyder, Chicago, IL
- Susan E. Starling, Berlin, Germany

**German into English**
- Mark A. Brustman, Oakland, CA
- Henry M. Lieberman, Houston, TX
- Kristopher E. Riggs, Marburg, Germany
- Kerstin M. Roland, Virginia Beach, VA
- Maria Snyder, Chicago, IL
- Susan E. Starling, Berlin, Germany

**Japanese into English**
- William V. Clemens, Berkeley, CA

**Portuguese into English**
- Naomi A. Baer, San Francisco, CA
- Eliza G. Gibbons, Denver, CO

**Russian into English**
- Henry J. Christoffers, Seattle, WA

**Spanish into English**
- Christiana H. Aguilar, Tendale, NJ
- Laura Bush, Flemington, NJ
- Steven M. Capsuto, Philadelphia, PA
- James A. Clark, Houston, TX

**English into Chinese**
- Blanche Xueru Cheng, Woodbridge, VA
- Paul K. Lee, Albany, CA
- Mei Wah Elly Yeong, Hong Kong, China

**English into Dutch**
- Niels M. Achterhuis, Ellesmere Port, United Kingdom
- Anja Lodge, St. Louis, MO
- Erik J. D. Van Vliet, Capelle Aan Den IJssel, The Netherlands

**English into French**
- Blandine S. Anwar, Tenafly, NJ
- Laura Bush, Flemington, NJ
- Steven M. Capsuto, Philadelphia, PA
- James A. Clark, Houston, TX

**English into Italian**
- Elisabetta Mazzantini-Clark, Santa Fe, NM

**English into Japanese**
- Mamoru Kondo, Lexington, KY

**English into Portuguese**
- David Coles, Sao Paulo, Brazil

**English into Russian**
- Oleksandra V. Johnson, San Diego, CA

**English into Spanish**
- Alexandra S. Giannazzo, Wesley Chapel, FL
- Olga R. López, Lynwood, CA
- Gabriela Marziali de Alfy, Marietta, GA
- Maria Prio, Miami, FL

Harvie Jordan Endowment Fund

Throughout his multifaceted career, Harvie Jordan fostered the development of a great number of translators and interpreters, many times in ways some of us did not fully recognize until he was no longer with us. Harvie’s sudden death on November 8, 2002, was an immeasurable loss for all of us who knew him and for all the groups in which he participated.

To honor Harvie for his lifelong contributions, carry forward his personal goals, and serve ATA’s Spanish Language Division, the Harvie Jordan Endowment Fund was created to provide financial assistance for continuing education for translators and interpreters. If you would like to help carry forward Harvie’s legacy, please consider making a donation to the fund by writing a check to: American Foundation for Translation and Interpretation, Columbia Plaza, Suite 101, 350 E Michigan Avenue, Kalamazoo, MI 49007. Include the annotation in the memo section, Harvie Jordan Endowment Fund.
account for only 6% of the association’s finances, over 60% of ATA members belong to at least one division. With association membership topping 9,000, divisions play an even more important role by serving as a home within the larger organization.

Committees. The Board approved the committee chairs for 2003-2005. In addition, the Board approved the establishment of the Continuing Education Requirements Committee and the Mentoring Committee.

The minutes of the meeting will be posted in the Members Only section of ATA’s website (www.atanet.org/membersonly). Past meeting minutes are also posted on the site. The next Board meeting is tentatively set for January 30-February 1, 2004 in New York City. As always, the meeting is open to the membership.

About Our Authors Continued from page 6

Milena Savova is director of the Center for Foreign Languages and Translation at New York University’s School of Continuing and Professional Studies. She has experience in interpreting and the translation of nonfiction and fiction from and into Bulgarian. She holds a Ph.D. in linguistics and translation studies from the University of Sofia in Bulgaria. Contact: milena.savova@nyu.edu.

Charles W. Stansfield, Ph.D., is president of Second Language Testing, Inc., a small business devoted exclusively to the development of second language proficiency instruments and to practical solutions to problems in the testing of non-native English speakers. He served as director of the ERIC Clearinghouse for Languages and Linguistics and the Division of Foreign Language Education and Testing at the Center for Applied Linguistics in Washington, DC. Prior to that, he was the director of research concerning the Test of English as a Foreign Language, the Test of Spoken English, and the Test of Written English at Educational Testing Service. Before that, he was a professor of Spanish and applied linguistics at the University of Colorado. He served as the founding president of the International Language Testing Association. Contact: cstansfield@2lti.com.

Marijke van der Heide is the court interpreter program specialist at the Administrative Office of the U.S. Courts Interpreter Program. Prior to this, she managed the FBI’s language testing and training program. She served as chair of the Federal Interagency Language Roundtable and chair of the American Council on the Teaching of Foreign Languages Special Interest Group for Research. She currently serves on the USDA Graduate School Foreign Language Advisory Committee, the Law Enforcement Interagency Linguist Access Executive Advisory Board, and as co-chair for the Translation and Interpretation Committee of the Interagency Language Roundtable. Contact: marijke_van_der_heide@ao.uscourts.gov.

National Association of Judiciary Interpreters and Translators

Regional Conference on Forensics and Tape Transcription

February 6–8, 2004
Radisson Deauville Resort
Miami Beach, Florida

For hotel reservations, call (305) 865-8511. See www.najit.org for more details.

ATA Members
Be sure to take advantage of your benefits of membership

Credit Card Acceptance Program/Professional Services Account

NOVA Information Systems
Reference Code: HCDA
888.545.2207 • 770.649-5700
that makes rendering the noun even more difficult. Furthermore, many of the adjectives describe features of the geographic formation that are considered obvious (for example, a beach is usually sandy, a mountain high, a canyon deep). The addition of the adjective is really for stylistic purposes, reflecting conventions of the source language. In some target languages, reproducing adjectives might even sound a bit silly. In some cases, searching for the appropriate adjective (land-locked lake) presents a formidable obstacle to a novice interpreter. Realizing that nothing is really lost by omitting some of the adjectives is an important lesson.

There is an intersection here between two concepts to be taught: dealing with arbitrary information (numbers, names, items in a series of examples, and so on) and economizing. If the focus of this lesson is on these two concepts, other challenges in the text should be resolved quickly and efficiently. The strategies and techniques learned in this exercise can be reinforced in subsequent lessons.

Conclusion

There is no doubt that interpreting is an extremely challenging and complex undertaking. In the past, when no training was available, we all stumbled over the same stones and had to grapple individually with the same problems. By identifying the various domains that make up the interpreting process as a whole, an instructor will have a better idea of the skills students need to master. Having this information in hand will enable the instructor to develop lessons that allow students to build upon their skill levels to achieve the desired level of mastery. Furthermore, by providing sufficient practice and opportunities for reinforcement and routinization, instructors can help novice interpreters become competent professionals more quickly and with less frustration.

Fundamentals in Course Development for the Novice Interpreter Trainer

Continued from page 49
MARKETPLACE

Albanian<>English
Magna Cum Laude, Univ. of Tirana, Albania. Twelve years exp. Translating & Interpreting. Voice: (805) 907-9127 service@i-translate.com www.i-translate.com

Chinese, Japanese, Korean etc.

Czech, Slovak <> English
Highly experienced, reliable, fast translator / conference interpreter. Any work volume. Quality control. (718) 810-3572; Fax: (718) 396-1165, ireznicek@aol.com.

English<>Vietnamese
Top quality and high volume translation services. PC and Mac. We support most Vietnamese fonts. Call us today at (954)755-9617; Fax: (954)755-9618; Email: interel@attglobal.net

Freelance DTP Source for Romans
Freelance DTP Source for Romans, non-Romans & C/J/K, PC or Mac. Contact Ana Migens at amigens@telefonica.net, @yahoo.com, tel. +34-954-21-77-86

Translation QA/QC - Editing
17 years’ experience in translation & DTP quality control, editing & writing for agencies and translators. Winning proposals, websites & more! Ph: 703/573-6831. Cell: 703/864-6631. msymelar@mindspring.com

HELP WANTED

Technical Translator sought by business software solutions company in Denver, CO to work in Denver and other unanticipated jobsites in the US. Translate technical documents, particularly software products, including on-dash screen computer documentation, user documentation, technical manuals, and hard-copy documentation from English into Italian. Manage translation files using Translation Manager software products. Create style formats and standards and coordinate implementation of translated products. Make sure that translations comply with customary linguistic and cultural norms. Use computerized translation tools. Requires a Bachelor’s degree or foreign equivalent in foreign language and translation or related field; fluency in English and Italian. Must be able to pass standard technical translator test administered by company. 8am-5pm, M-F $43,000/year.

Place your ad in ATA’s Marketplace!

Call Now! 215-321-9662 x30 or email dmacfadyen@mcneill-group.com

Magna Cum Laude, Univ. of Tirana, Albania. Twelve years exp. Translating & Interpreting. Voice: (805) 907-9127 service@i-translate.com www.i-translate.com

Chinese, Japanese, Korean etc.

Czech, Slovak <> English
Highly experienced, reliable, fast translator / conference interpreter. Any work volume. Quality control. (718) 810-3572; Fax: (718) 396-1165, ireznicek@aol.com.

English<>Vietnamese
Top quality and high volume translation services. PC and Mac. We support most Vietnamese fonts. Call us today at (954)755-9617; Fax: (954)755-9618; Email: interel@attglobal.net

Freelance DTP Source for Romans
Freelance DTP Source for Romans, non-Romans & C/J/K, PC or Mac. Contact Ana Migens at amigens@telefonica.net, @yahoo.com, tel. +34-954-21-77-86

Translation QA/QC - Editing
17 years’ experience in translation & DTP quality control, editing & writing for agencies and translators. Winning proposals, websites & more! Ph: 703/573-6831. Cell: 703/864-6631. msymelar@mindspring.com

HELP WANTED

Technical Translator sought by business software solutions company in Denver, CO to work in Denver and other unanticipated jobsites in the US. Translate technical documents, particularly software products, including on-dash screen computer documentation, user documentation, technical manuals, and hard-copy documentation from English into Italian. Manage translation files using Translation Manager software products. Create style formats and standards and coordinate implementation of translated products. Make sure that translations comply with customary linguistic and cultural norms. Use computerized translation tools. Requires a Bachelor’s degree or foreign equivalent in foreign language and translation or related field; fluency in English and Italian. Must be able to pass standard technical translator test administered by company. 8am-5pm, M-F $43,000/year.

Place your ad in ATA’s Marketplace!

Call Now! 215-321-9662 x30 or email dmacfadyen@mcneill-group.com
“THE PARODY HAS BECOME PARAGON.”
—Vladimir Nabokov

The 17th-century Spanish masterpiece, one of the funniest and most tragic books ever written—recently voted the world’s best work of fiction by a poll of the world’s leading authors—is now available in the definitive English translation by Edith Grossman.

“Though there have been many valuable translations of Don Quixote into English, I would commend Edith Grossman’s version for the extraordinarily high quality of her prose… Grossman might be called the Glenn Gould of translators, because she too articulates every note.” —Harold Bloom

PRAISE FOR DON QUIXOTE:

“Don Quixote is the first modern novel, perhaps the most eternal novel ever written and certainly the fountainhead of European and American fiction.” —Carlos Fuentes

SH3, Inc.  www.sh3.com
5338 E. 115th St., Kansas City MO 64137
816.767.1117 • fax 816.767.1727
Sales: jrsmith@sh3.com
Freelancers: freelanc@sh3.com

RINA NE’EMAN
Hebrew Language Services, Inc.
All Hebrew. All the time.
Translation • Interpreting • Typesetting
Tel: 732.432.0174
www.hebrewtrans.com

Technical Translation Specialists
Great service, great translation, reasonable prices. We translate technical documents, brochures, software, and videos. Give us a call!

SH3, Inc.  www.sh3.com
5338 E. 115th St., Kansas City MO 64137
816.767.1117 • fax 816.767.1727
Sales: jrsmith@sh3.com
Freelancers: freelanc@sh3.com

CYBERTEC USA, Inc.
The best professional technical translations, especially for Euro, African and Brazilian Portuguese. Go over your project with us.
www.cybertecusa.com
800.769.7891
Fax: 908.245.5434
mail@cybertecusa.com

MULTILINGUAL
Full-service agency
more than 150 languages

Superb logistics and project management
Professional in-house staff

Multilingual websites
Localization
Translation and interpreting
International conferences
Conference equipment
DTP & graphics

Customized language solutions that fit your needs*

7485 E. Prentice Ave. • Centennial, CO • 80122 • 303.775.1222
fax 303.775.1222 • www.syntes.com • info@syntes.com

SYNTES

cognito
marketing for translators and translation companies

Get noticed. Get business.

732.412.0174
info@cognitosolutions.com
www.cognitosolutions.com
You Can!

With the **New TRADOS 6.5 Freelance You Can:**

- Increase your productivity and complete jobs faster
- Analyze files to accurately quote your translation assignments
- Avoid ever having to translate the same sentence more than once
- Ensure consistency and language quality at the term, phrase and sentence level
- Now with **Auto-concordance**, automatically retrieve sentence fragments when no sentence match is found
- Translate any file format including **Word 2003**, HTML, XML, FrameMaker, QuarkXPress and InDesign - plus translating in **PowerPoint** and **Excel** is now new and improved with direct support in TagEditor!

Order today at www.translationzone.com or call +1-703-797-2640.

More Power, More Freedom, More Value

**Now Just $695**

*Plus Free Shipping!*

**Now Includes:**

- **MultiTerm 2003 Release**
- A Savings of $200
- Offer Expires December 15, 2003