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Looking Beyond Translation to Boost Your Bottom Line
Effective Continuing Education Design for Medical Linguists
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Quality Assessment in Translation
By Jiri Stejskal
Standards and certification play a crucial role in translation quality assessment, and it is important to view these as a complementary system rather than as stand-alone solutions. To achieve the best possible quality, three distinct areas need to be addressed: provider, process, and product.

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By Michelle Lambeau
A former senior interpreter with the North Atlantic Treaty Organization examines some of the skills and tricks that can help keep the interpreter’s voice going all day (nearly) every day.

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By Chris Lines
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New Orleans: Beyond the French Quarter
By Beth Nazar
It is hard to believe that it is almost time for ATA’s Annual Conference in New Orleans, November 1-4.
The ATA Chronicle enthusiastically encourages members to submit articles of interest to the fields of translation and interpretation. For Submission Guidelines, log onto www.atanet.org/chronicle. The ATA Chronicle is published 11 times per year, with a combined November/December issue. Submission deadlines are two months prior to publication date.

2007 Editorial Calendar

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We Want You!

The ATA Chronicle enthusiastically encourages members to submit articles of interest to the fields of translation and interpretation. For Submission Guidelines, log onto www.atanet.org/chronicle. The ATA Chronicle is published 11 times per year, with a combined November/December issue. Submission deadlines are two months prior to publication date.

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Following the successful introduction of across, we are now starting the international rollout. Please contact us if you would like to participate in our success – for instance as a service provider, technology partner or system integrator. act across the border!
Mary Esther Diaz has more than 20 years of experience as a translator and interpreter trainer. She holds a master’s degree in adult education and human resource development leadership from the University of Texas at Austin. She created and serves as lead trainer of the Translation and Interpretation Certificate Program at Austin Community College. She is currently president of the Austin Area Translators and Interpreters Association (an ATA affiliate group) and a member of the National Council on Interpreting in Health Care’s executive committee. She is an ATA-certified English→Spanish translator. Contact: mediaz@austin.rr.com.

Michelle Lambeau is a practicing conference interpreter with more than 20 years of experience. She served as a senior interpreter with the North Atlantic Treaty Organization (NATO) in Brussels, Belgium, until September 2006. She is currently the founder and chief executive officer of Lambeau Services of Sedona, Arizona. She has lectured on conference interpreting and language careers at NATO, and presented a session on the subject at ATA’s Annual Conference in Toronto in 2004. Contact: michellelambeau@gmail.com.

Chris Lines graduated from Britannia Royal Naval College, Dartmouth (U.K.), and served as a submarine officer. He qualified with the British Civil Service as a Russian interpreter. He also speaks French, German, and Spanish. His science and engineering background led to global marketing, technical, and business management experience in defense systems, semiconductors, and consumer electronics. He is currently the chief editor at Phoenix Translations in Austin, Texas, where he leads the in-house editing and translation team. Contact: clines@phoenixtranslations.com.

Corinne McKay is an ATA-certified French→English translator based in Boulder, Colorado who translates legal, financial, and marketing texts for clients throughout the U.S. and Europe. She also serves as the assistant administrator of ATA’s French Language Division. In addition to her translation work, she developed and teaches the online course “Getting Started as a Freelance Translator.” Her first book, How to Succeed as a Freelance Translator, was published by Lulu Press in June 2006. Contact: corinne@translatewrite.com.

Beth Nazar is a freelance translator specializing in tourism and hospitality industry translations between English and Spanish. She has been translating for 10 years. She lives in New Orleans, Louisiana, with her husband, daughter, and infant son. Contact: beth@spanishenglishsolutions.com.

Jiri Stejskal is currently serving as ATA president-elect and conference organizer. He also serves as the treasurer of the American Foundation for Translation and Interpretation and chairs the International Federation of Translators Status Committee. He has a Ph.D. in Slavic languages and literatures and an executive MBA in general business. An active translator, he joined ATA in 1991 and founded a translation company, CETRA, Inc. (formerly Central European Translations, Inc.) in 1997. In addition to his duties as a translator, company owner, and volunteer for translator and interpreter organizations, he teaches graduate language courses at the University of Pennsylvania. Contact: jiri@cetra.com.

Patricia Thickstun manages health education projects at a nonprofit organization in Austin, Texas. She has a doctorate in immunology from the Université de Paris. Among her duties at the Texas Department of Health, she served as coordinator of a continuing education program for healthcare professionals and as a hospital epidemiologist at the Texas Center for Infectious Disease. She has nearly 30 years of experience as a linguist and has translated several science books, including a graduate text on high-energy physics. She is an ATA-certified French→English translator. Contact: pthickstun@austin.rr.com.

Guide to ATA
Continuing Education Points

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It is always exciting to be able to drive change in my role as president. It is very rewarding working with the Board to make the Association better and stronger. Here are some recent examples of what’s new.

**Professional Designation:** We have heard for years that ATA’s Certification Program should have a set of initials—a professional designation—for certified members to place after their names, just like other professionals such as certified public accountants (CPA) and even our executive director (Certified Association Executive, CAE). Following suggestions from a number of members and legal review, the Board and Certification Committee have settled on CT for Certified Translator. The idea is that ATA-certified translators can use the designation after their names, but for all other uses must still specify the language combination. For example, I could use on my business card: “Marian S. Greenfield, CT” with a line farther down on the card reading: “ATA-Certified Spanish into English.” Another possibility would be “ATA-Certified Translator (Spanish into English).” Before we move forward, the Board would like to give you a chance to share your thoughts. Please let us know what you think by sending your comments to president@atanet.org.

**The ATA Chronicle:** As you read this column, you can see that *The ATA Chronicle* has been redesigned. We believe that the new look of our flagship publication and our redesigned website enhance the image of ATA. This redesign was a team effort by the Board, Designer Ellen Banker, Editor Jeff Sanfacon, Proofreader and ATA active member Sandra Thomson, Executive Director Walter Bacak, and the rest of the Headquarters staff. We also relied on member feedback.

I look forward to your comments on the new look.

**Certification:** At the August Board meeting, the Board voted to rename the Continuing Education Requirements Committee the Certification Maintenance Committee. After some research and Board discussion, we made the change for three reasons: the committee’s work deals with more than continuing education requirements; the new moniker parallels what other organizations are calling committees responsible for overseeing certification maintenance programs; and the new title reflects the connection with the Certification Program.

Since the meeting, Certification Maintenance Committee Chair Arlene Kelly resigned. On behalf of the Board, I would like to thank Arlene for her efforts.

I am happy to report that Corinne McKay has agreed to serve as the chair. She is the assistant administrator of the French Language Division. Corinne, who resides in Boulder, Colorado, is ATA-certified from French into English. Please continue to send your suggestions for the program to Terry Hanlen (terry@atanet.org), who will gather and forward them on to the committee.

**Membership:** ATA now has over 9,600 members. Last month, ATA surpassed its record membership of 9,525 members, set in 2005. Ever the ATA cheerleader, and mindful of the fact that power lies in numbers, I would love to see us hit the 10,000 mark during my presidency. Thanks to all of you for your support.

**Conference:** ATA’s 47th Annual Conference, November 1-4, in New Orleans, promises to be a remarkable experience. The conference is always rewarding for me both personally and professionally, but this year will be special. Of course, we will all enjoy the unique character and flavor of New Orleans, but I am also excited that we will be part of its rebirth. I am very pleased that we are able to offer New Orleans our support. Do what you can to be there. It will be lots of fun, educational, and yet another opportunity to do well by doing good. And, do not forget to order your ATA Habitat for Humanity t-shirt when you register for the conference.

Finally, I look forward to seeing folks at the Breakfast with the Board (Thursday-Saturday) and the Chat with the Board (Thursday) during the conference. These informal events give you a chance to learn more about ATA and to let your voice be heard.
Welcome to the new look of The ATA Chronicle!

The ATA Chronicle is THE connection that the vast majority of members have with the Association. To that point, it is important that we try to deliver the kind of information that meets the needs of all our members—professional development for those just starting out as well as for seasoned professionals, trends in the translation and interpreting industry, developments in technology, and, of course, news about the Association itself.

Earlier this summer, we conducted a readership survey to get your feedback on how well we are meeting these goals. Over 1,500 members responded! Thanks to those who took the time to share their comments.

Overall, the survey response was overwhelmingly positive. When I presented this information to the Board, a member asked why I seemed to be surprised by this result. I realized this is exactly why we did the survey. In my mind, the complaints received, although few, were outweighing the kudos and no comments. This scenario just underscores that no news can be good news.

The current redesign—the last one was in 1998—was guided by the survey results. Here are a few points from the survey I would like to note:

- **Design:** A majority of the survey-takers asked for a more interesting visual design, and over a third of the respondents suggested more color. I really think we have accomplished that with this issue, and I hope you will be as pleased as we are with the more dynamic, updated look.

- **Do not change the content:** A common thread among the comments was the desire for additional practical articles as well as more advanced articles. In fact, over the past two years we have worked to include more practical articles in The ATA Chronicle, and it is nice to know that this focus is consistent with what ATA members want. As for advanced content, we are up against the same challenge we have with the content for the conference sessions. It is much more difficult to recruit folks to give the advanced presentations or write the advanced articles.

- **Fewer jumps:** Run the entire article in one place rather than continuing the article with, say, the last two paragraphs farther back in the publication. We heard you on this loud and clear.

- **Keep all the columns:** While more than 80% of The ATA Chronicle readers taking the survey found all the columns useful, the new Business Smarts column and the well-established Dictionary Reviews received the highest rankings.

It is important to note that the columnists—Marian S. Greenfield (From the President), Jiri Stejskal (From the President-Elect), members of ATA’s Business Practices Education Committee (Business Smarts), Boris Silversteyn (Dictionary Reviews), John Decker (The Translation Inquirer), Chris Durban (The Onionskin), and Mark Herman (Humor and Translation)—are not paid. The same goes for the authors who contribute to each issue. Our thanks to all of them for their time and service to the American Translators Association.

Please send me your comments at walter@atanet.org.

...It is important that we try to deliver the kind of information that meets the needs of all of our members...

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Special Thanks

Special thanks to all those involved in the redesign: the ATA Board; Ellen Banker and Amy Peloff, our designers; Jeff Sanfacon, editor of The ATA Chronicle; Sandra Thomson, our proofreader who also happens to be an ATA active member; Matt Hicks, our advertising representative; the ATA staff; and, of course, all the members who took the time to send us your comments and suggestions. Enjoy the new look of The ATA Chronicle. Please send me your comments at walter@atanet.org.
The recently launched SDL TRADOS Certification program has taken the industry by storm. In only a couple of months, there have already been over 2,000 translators undergoing different stages of the program. Each day, an increasing number of Corporations and Language Service Providers are looking to SDL TRADOS Certification as a preferred credential when outsourcing translation projects. SDL TRADOS Technologies has been contacted by almost every major industry organization for briefing on the program, and translators worldwide have commented on the benefits of such a comprehensive educational development program. This response demonstrates enormous interest in the industry’s only technology-based certification program.

“The benefits to the translator are clear: Every SDL TRADOS Certified translator receives industry recognition that allows them to promote themselves when looking for new customers. They receive a personal-

Update on SDL TRADOS Certification
SDL reports significant uptake of the biggest technology education program within the TRANSLATION SUPPLY CHAIN

“By endorsing SDL TRADOS Certification as a preferred credential, we expect to increase localization production efficiency by ensuring translators are competent using the most up-to-date technology.”

Thomas H. Hecht, Head of Technology Group
Siemens AG

“As an LSP I need to have total confidence in my translators’ software skills. Using SDL TRADOS Certified translators, I am assured that their technology expertise allows them to make full use of the time-saving and QA features available in SDL Trados 2006, which results in expedited, high-quality translation projects.”

Steve Desmeules
ACCU Translations

“SDL TRADOS Certification is one of the best ways to show proficiency at using SDL TRADOS technology. Being highly skilled at using the most requested translation tool on ProZ.com contributes to the success of both the translator and the outsourcer of translation projects.”

Mike Kidd, Executive Vice President
ProZ.com

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With more than $60 million in translation jobs posted last year and 160,000 registered translators, interpreters and linguists, ProZ.com is the leading enabling and sourcing platform for language worldwide.
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For those looking for local language and regional education, SDL TRADOS Certification courses can be booked in one of more than 130 Approved Training Centres around the globe. SDL TRADOS has made a substantial investment to bring together all the components needed for a successful Certification program, including extensive courseware available online or in print, multiple training options for developing the required skills and online certification testing.

To find out about the SDL TRADOS Certification Exam and get started by registering for the Placement exam today, please visit: www.sdl.com/certified.

SDL TRADOS has something special planned for all translators attending the 47th Annual ATA Conference in New Orleans. A unique package has been set up including pre-conference Certification Training, Certification exams, and exclusive discounted hotel accommodation for the duration of the training. Translators attending the SDL TRADOS Certification Training will have the opportunity to become SDL TRADOS Certified in days and enjoy VIP treatment from SDL TRADOS Technologies during the conference and at the SDL TRADOS Social event. For further details and to make your booking please visit: http://www.translationzone.com/ata.

“The SDL TRADOS Certification process thoroughly tests your knowledge of SDL TRADOS software. By undergoing the SDL TRADOS Certification process I further increased my knowledge and efficiency with the tool. People have asked me if the SDL TRADOS Certification exam is hard. It is hard. But if you can pass it and become certified, then it shows that you know the product inside and out beyond an expert level. What I value in the SDL TRADOS Certification is the professional recognition it brings. Professional certification commands respect from your peers and business partners. It’s one thing to say you know a software product, but it’s quite another to say that you have been certified by SDL TRADOS.”

Mark Rogoyski
Tokyo Electron America
In Zen and the Art of Motorcycle Maintenance, R. M. Pirsig defines quality as a “cleavage term between hip and square.” Other definitions include “pride of workmanship” (W. Edwards Deming), “fitness for use” (Joseph Juran), and “conformance to specifications” (Phil Crosby). Dozens of other definitions are available, but there is no agreement on the universal concept of quality. Each definition is specific to a particular field: management, manufacturing, music, and so forth.

The concept of quality is plagued with the same problem as the concept of translation—it is a mixed bag with an enormous spread between the creative and the normative. Readers of Edith Grossman’s translation of Don Quixote, for example, are the judges of the quality of her translation, and no sensible person will demand that Grossman be a certified translator, that she follow a standard defining a quality translation process, and that the novel satisfy the Society of Automotive Engineers’ (SAE) J2450 Translation Quality Metric. Readers of a translated legal contract, an informed consent, or a user’s manual will, however, have quite different requirements, as these documents can directly affect their well-being or their ability to use a particular product. In this article, we will discuss the latter—quality assessment in the normative sense.

The end user reads a translation and not the original because he or she does not understand the language in which the original document is written. It stands to reason that such a person is unable to assess independently the quality of the translation because even if the translated text reads beautifully, it could say something completely different than the original. The only thing comforting the reader is an assurance that the translation was done by a qualified translator and that proper procedures were followed. Such assurances can be offered within a regulatory framework. Typically, regulation is achieved through a combination of standards and certification processes.

The following originally appeared in the June 2006 issue of MultiLingual (www.multilingual.com), and is reprinted here with permission.
Three Ps of Quality Assessment

Three distinct areas need to be addressed: provider, process and product.

The provider is a translator or a translation company, that is, a physical or legal person. The process is a sequence of steps used to produce a target text (translation) that corresponds to the source text (the original document). Finally, the product is the translation itself. The quality assessment method will be very different for each of these areas.

We can make quality judgments based on the qualifications of the translation service provider and on the provider’s adherence to standards. The competence of providers can be assessed through certification. Processes and products can be subject to both certifications and standards. As specific examples, ATA offers certification in 27 language combinations, which serves as a tool for the assessment of a translator; ASTM International (formerly American Society for Testing and Materials) has a standard that can serve as a guideline for the translation process; and the SAE J2450 standard can serve as a metric for assessing the quality of the product—the translation.

Let us look at these three different aspects of quality assessment in greater detail.

Provider

The most common scenario in the U.S. translation market is that the end user of the translation service hires a translation company, which, in turn, hires individual translators and editors. Arguably, both translation companies and individual translators can be considered to be providers of translation services. The competencies required, however, are very different. For translation companies, it is the project management, process management, and competence in vendor selection that are needed in order to succeed. For translators, it is linguistic competence.

Quality assessment methods exist for both translation companies and individual translators, and in both cases the assessment is achieved through certification. For companies, certification is based on a quality standard and the company’s compliance with such a standard. These standards, described in detail in the following section, invariably define the processes that should be employed in order to provide good quality translation. For individual translators, certification is based on their ability to translate. For the purpose of this article, individual translators are considered to be the translation providers.

The author of this article published a series of articles on this subject in *The ATA Chronicle* between June 2001 and August 2003. The collected articles later became a book, *International Certification Study*, published by ATA. The study examined the ways in which translators and interpreters earn their credentials in more than 30 countries on 6 continents. In 2005, the study was supplemented by a detailed survey under the auspices of the International Federation of Translators (FIT) and published under the title *Survey of the FIT Committee for Information on the Status of the Translation and Interpre-
tation Profession*. The results of the survey represent 63 professional associations of translators and interpreters in 40 countries.

...The concept of quality is plagued with the same problem as the concept of translation—it is a mixed bag with an enormous spread between the creative and the normative...

Certifications by professional and governmental organizations serve the needs of accomplished translators, but the purpose of a government-sponsored credential is quite different from that of a credential granted by a professional association. Whereas a government-sponsored credential focuses on the moral integrity of the candidate and his or her capability to serve as an “assistant to justice,” the professional association’s credential focuses on the candidate’s linguistic competence. Government certification may or may not include an assessment of the candidate’s ability to translate. In the U.S., government programs are limited to interpreters and include a rigorous examination. Outside the U.S., particularly in South America and Europe, governmental certification of both translators and interpreters is quite common. In some countries the certification is based on an examination, and in others it is based on meeting certain criteria unrelated to the candidate’s linguistic competence.

Certification by a professional association is almost always based on an examination—with a few exceptions of certification “on dossier” used in Canada and Australia. The aforementioned FIT survey showed that almost one half of professional associations participating in the survey offer a certification program for translators and/or interpreters, and of those only one association does not use an examination as an assessment tool. ATA’s Certification program is a good example of a credential sponsored by a professional association.

Process

The best-known standard defining the process is the widely accepted International Organization for Standardization’s ISO 9000 series of standards, which specify requirements for a quality management system. Originally drafted by the British Standards Institute, it was adopted as an international standard in 1987 and went through multiple revisions. Today, many translation companies around the world are ISO 9001-certified. ISO 9001 provides a number of requirements that an organization needs to fulfill if it is to achieve customer satisfaction through consistent products and services that meet customer expectations. This is the only implementation for which third-party auditors may grant certifications. It is not possible to be certified to ISO 9000. Although commonly referred to as ISO 9000:2000 certification, the actual standard to which an organization’s quality management can be certified is ISO 9001:2000. The trouble with this standard and certification is that it applies to any industry, including manufacturers. Of course, when all you have is a hammer, every problem looks like a nail, and application of the ISO standard forces companies to apply processes that might not be appropriate in areas requiring creativity, such as translation. Translation companies often acquire this certification either because they are forced to do so by their clients or in an effort to boost their image in the marketplace.

In the past 10 years, industry-specific standards defining the translation process have started to fill the existing void. These standards are either national or regional. This poses a problem in the translation and interpretation industry, which is, by definition, international. An international industry-specific standard is therefore desirable, and it can be expected that the ISO will draft such a standard in the foreseeable future. It will then be up to the individual national or regional standards bodies to bring their expertise to the table. The following standards have appeared on the scene since 1996. Standards developed specifically for interpreters are not included.

- UNI 10574, Definition of services and activities of translation and interpreting enterprises. Italian standard, 1996.
- EUATC, Quality Standard for translation companies. European Standard, 1999, the basis for development of the EN 15038 standard.
### A Comparison of Existing Standards and Their Applications

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1. A separate Chinese standard for interpreters, "Specification for Translation Services: Part II Interpretation," was not available in English at the time this article was written.
3. A Chinese standard that will serve as a basis for certification of translation companies is being developed.

- ÖNORM D1200, Requirements for the service and the provision of the service. Austrian standard, 2000.

The table above compares the individual industry-specific standards. It shows whether they apply to translation only or include interpretation as well. It also shows whether they are geared toward individuals or translation companies and whether they can serve as a basis for certification of the translation process. If certification is available, the table shows whether compliance with such certification is voluntary or mandatory, and whether an audit is required for such certification.

The process standards described above do not use metrics, but rather specify and define the processes needed to achieve quality translation. It is known that process standards such as the ISO 9000 series will assure that certain processes will be followed, but that the processes can be flawed. To assess the quality of the translation itself, product standards or metrics are used.

**Product**

Several product standards are available today. What they have in common is that they provide statistical assessment of a number of errors per specified amount of text. Unlike in the previous scenarios for provider certifications and process standards, in the case of product standards it is the end user who dictates what a “quality translation” is. A U.S. manufacturer who needs a translation merely to satisfy requirements for use in the European Union without actually planning to use any of the translated materials will have very different demands on the quality of the translation than a U.S. importer who needs to translate and localize documentation for an imported product.

The idea of developing such metrics for assessment of the quality of translation has an economic basis. In some industries, product and service documentation is so extensive that a traditional quality check would be prohibitively expensive and exceedingly time-consuming. Translation quality metrics make it possible to...
assess overall quality and identify recurring problems. The end user states his or her tolerance for errors in the translation, and a statistical sample of the translated text is then evaluated.

U.S. consumers and translation service providers in the automotive industry are familiar with the SAE J2450 Translation Quality Metric, which was first introduced in October 2001 as a recommended practice. The latest version is dated August 2005.

This standard is applicable to translations of automotive service information into any target language. The metric may be applied regardless of the source language or the method of translation—that is, human translation, computer-assisted translation, or machine translation. The current version of the metric does not measure errors in style, thus making it unsuitable for evaluations of material in which style is important, such as marketing literature (search on “J2450” at www.sae.org).

A similar metric is the LISA QA Model, currently in version 3.1. It was developed by Pierre Cadieux and is distributed by the Localization Industry Standards Association (LISA). Used in localization projects, this model is a customizable set of templates, forms, and reports built into an Access database. It contains a list of language codes and language names, a predefined list of severity levels and weights, a list of error categories, a list of tasks performed by reviewers, and predefined metrics to define a Pass/Fail grade (see www.lisa.org/products/qamodel). This model also supports the J2450 Translation Quality Metric, automating some of the tasks and providing a convenient user interface. Other metrics and standards are available, for example, the Chinese standard “Target Text Quality Requirements for Translation Services”—available only in Chinese, though an English version is being contemplated—but the J2450 Translation Quality Metric and the LISA QA Model appear to be the most widely used at present.

Other metrics are available as well. ATA developed its own metric, which is used for the grading of certification exams and which has been adopted by several academic programs in the U.S. The ASTM standard can also be applied to the product—the translation. It lists translation-specific parameters that, when given project-specific values, provide a set of specifications against which the quality of a translation can be evaluated. By adding weighted points and a threshold, an ASTM specification becomes a metric. The ASTM standard thus provides a framework for defining a multitude of project-specific metrics.

Pulling It All Together

Standards and certification play a crucial role in translation quality assessment, and it is important to view these as a complementary system rather than as stand-alone solutions. To achieve the best possible quality, all three Ps need to be covered: provider, process, and product. The regulatory landscape is becoming increasingly complex, and new standards and certification programs are being developed. Certification of individual providers—the translators—is gaining ground around the world, and with this leveling of the playing field, the creation of international credentials or reciprocal recognition of credentials is coming closer to becoming a reality. ATA is investigating the possibility of having its certification program accredited by the American National Standards Institute, an ISO standard-based process that could serve as a basis for reciprocal arrangements among those countries whose certification programs are accredited.

The translation process standardization is undergoing a particularly exciting period, with the new ASTM and CEN standards now in place and a new ISO translation-specific quality standard on the horizon. Translation quality metrics are also undergoing rapid development, with the SAE task force looking into possible collaboration with the ISO and extending the use of the existing standard, and with LISA constantly upgrading its own quality assurance model. Translation quality standards and certification programs are becoming popular conference topics, as was evidenced by the first-ever Language Standards for Global Business conference, held in Berlin in December 2005—with a second conference held in Barcelona in May 2006—as well as a growing number of presentations worldwide.

...Dozens of other definitions are available, but there is no agreement on the universal concept of quality...
As a translator, increasing your range of services to include writing articles, books, or manuals, teaching an online course, or producing an e-newsletter is an excellent way to expand your client base and to provide useful information to both colleagues and aspiring translators. In addition to offering a service to others and making your own workday more interesting, activities such as writing and teaching about the translation industry help to position you as an expert in the field, someone whose opinions are sought out and valued. In turn, this can help boost your freelance business’ bottom line.

Since launching my own freelance business in 2002, I have always combined translating and writing about translation—my first (and happily for my bank account, unrealized) career ambition was to be a freelance magazine writer. Over the years, I have branched out into publishing an e-newsletter on open source software for translators, teaching an online course for aspiring translators, writing a book about working as a freelance translator, and writing a series of free articles for my website. In this article, I will use some examples from these experiences to help other translators brainstorm about how to expand a freelance translation business into other areas.

Teaching Others

What You Have Learned

If you would like to take your business beyond translation, it is important to make the leap beyond thinking, “But I don’t know everything...what if no one wants to hear what I want to write or talk about?” Nobel prize-winning physicist Werner Heisenberg is credited with saying, “An expert is someone who knows the worst mistakes that can be made in his field, and who also knows how to avoid them.” This idea inspired me to look back on my own worst mistakes as a beginning freelancer, and I am both happy (because I have now turned this into a successful part of my business) and horrified (because now I have to admit publicly to at least some of these mistakes) to report that I came up with a long list. For starters, during my first few months in business for myself, I issued an “invoice” consisting of an e-mail stating: “Please pay me X dollars for the translation work that I did for you. My mailing address is below.” I translated a birth certificate for a client, but failed to format it to match the original in any way; I just e-mailed the client a Word document with a paragraph of text. I also applied for many projects that were way beyond my ability level, and even tried to “impress” a new client by offering to translate a 6,000-word document, which was not a rush job, for the next day.

Happily, I learned from these mistakes and have gone on to become...
ATA-certified and run a successful freelance business. By taking a good look at where I have been and what I have learned along the way, I also theorized that other aspiring translators would probably be willing to pay for an online course to help them avoid these and other basic business mistakes. As a result, “Getting Started as a Freelance Translator” (www.translatewrite.com) went live in the fall of 2005, and is now in its fourth successful session. My hunch about beginning translators proved correct, which motivated me to make the course materials into a book, How to Succeed as a Freelance Translator, which was published by Lulu Press in June 2006.

It is Time to Brainstorm!
All of these offshoots of my translation business have helped me in various ways, and, I hope, other people as well. If you would like to take your professional image to the next level, the suggestions below describe how you can get started with your own “beyond translation” business expansion.

Start with a small step: If writing a book or developing an online course seems daunting, start with something smaller, such as writing an article for your website or for a translation industry publication. Pick a topic that you enjoy and know a lot about, whether it is German stock market terminology, translation memory tips and tricks, how to add value to your services, or writing terms of service for use with direct clients. Submit this article to popular translation industry websites such as ProZ, Translators Café, and TranslationDirectory. Another excellent forum for short articles is your local ATA chapter newsletter, or even the newsletters of other chapters.

When you are ready to move on to more ambitious projects...

Develop an online course: Again, think of a topic that you enjoy and know well; mostly, think of something about your job that other people would like to learn. How about medical translation for non-scientists? Proofreading and quality control for freelancers? Pitfalls and best practices for legal translators? Finding and keeping direct clients? Getting started in financial translation? Blogging for translators? For almost any area in which you have expertise, other people are willing to pay to benefit from what you know. An online course can vary from low-tech to very high-tech. For my course, I have a relatively low-tech setup: an informational page and online enrollment form with PayPal credit card processing on my website. Every week, I e-mail each student a PDF of the week’s lesson, and the student e-mails his or her homework to me. The course also has its own Yahoo! discussion group that is restricted to students in the course. To market your course, you might start by writing a press release and sending it to websites and associations where your prospective students can be found, by running a Google AdWords advertisement (adwords.google.com) on similarly-themed websites, or by offering to teach your course through a college or university in your area.

...For almost any area in which you have expertise, other people are willing to pay to benefit from what you know...

Check out these sites

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Publish an e-newsletter: This involves somewhat less commitment than an online course, since your e-newsletter can be free and you can release it at your convenience. Or, you can commit to a strict publication schedule and offer paid subscriptions to your newsletter. The best known translation-oriented e-newsletter is probably ATA member Jost Zetzsche’s technology bulletin The Tool Kit (www.internationalwriters.com), but there are definitely other niches waiting to be filled. Almost any translation specialization or language pair could lend itself to an e-newsletter. E-newsletters are also great places for creative formats and do not take a lot of time to produce. For example, the e-newsletter Marketing Minute (www.yudkin.com/markmin.htm) offers a free weekly marketing tip that takes approximately one minute to read—a bonus for its readers and its author. Here again, it is possible to go low-tech by creating an e-mail address book list of your subscribers and manually sending them the newsletter using a blind carbon copy e-mail. You can also go higher-tech by using an e-mail broadcast service such as Constant Contact (www.constantcontact.com).

Offer a teleseminar: If you do not want to put together the materials for a full online course, a teleseminar can help you test the waters of teaching without committing to a week-long course. In a teleseminar, participants dial in to a number that you provide and listen to either a live call or a recording. Some teleseminars allow participants to ask questions, others involve discussions of a presentation that is e-mailed to participants in advance. In addition, audio conferencing services (ask colleagues for recommendations or search on the Web) can offer a variety of options, including toll-free numbers for your participants to call, international conference calling, and recording your teleseminar for you.

Write a book: Technological advances in publishing have made self-publishing faster, easier, and cheaper than it was in the past. For example, Lulu Press (www.lulu.com) offers print-on-demand publishing of any document that can be uploaded as a PDF. As an author, the print-on-demand model means that you incur no up-front cost. You only pay a commission to Lulu when someone purchases your book. You also set the book’s retail price and decide whether it will be available in print, as an electronic download, or both, and Lulu handles all of your payments and order fulfillment. In addition, your book remains in print for as long as you want. By paying an additional $150 for Lulu’s Global Distribution Service, your book is made available on Amazon.com and by special order in bookstores. This publishing model, which is also offered by other print-on-demand publishing houses such as Lightning Source (www.lightningsource.com), is an excellent option for niche market books, such as literature in translation, specialized dictionaries and glossaries, and translation software user manuals.

Marketing Your New Services

For many translators, the hardest part of expanding a freelance business beyond translation is marketing. Especially when it comes to higher-value items such as books, some authors comment that, “Once you’re done writing the book, the easy part is over; then you have to sell it.” To learn how to market your work, it is important to look outside the translation industry and learn from experts in the field of information marketing. A few of my favorite references are listed above.

Get Creative!

For every idea I have mentioned here, I am sure that a creative and motivated ATA member can brainstorm several more ways to expand a freelance translation business into other areas. However you choose to diversify your work and your income stream, going beyond translation is an excellent way to keep the workday interesting, return some of your expertise to fellow language professionals, and increase your own visibility and credibility at the same time.
Have you ever attended a continuing education program because its abstract sounded interesting? Once you arrived, did you realize that this event was not what you expected? Were you subjected to the presentation trifecta—handouts with three PowerPoint slides per page, PowerPoint slides projected on a screen, and the presenter’s verbatim recitation of the PowerPoint bullets? Did the presenter simply read a prepared speech? Or perhaps you signed up to attend a virtual continuing education program that consisted of streamed video of a talking head presenter accompanied by PowerPoint slides. If any of these situations sound familiar, it is likely that you attended an educational offering that had not been developed and implemented according to modern instructional design principles.

Instructional Design Process

Continuing education programs are developed using the process known as ADDIE: Assess, Design, Develop, Implement, and Evaluate. The first three steps are accomplished before a presentation is given. The last step is conducted upon completion of the presentation, and in some cases at one or more subsequent times.

The most effective continuing education programs are target audience-driven rather than speaker-driven. An effective continuing education activity is based on an identified need related to a specific desired outcome. To accomplish this, we:

1. Identify a training need.
2. Define the target audience.
3. Define measurable learning objectives for the program.
4. Determine the type of evaluation.
5. Ensure that the content and learning activities of the program will fulfill these criteria.
6. Make sure that the evaluation instrument measures achievement of the stated learning objectives.

An Effective Instructional Design

Instructional design principles have guided the development of effective continuing education offerings in the U.S. since World War II, when the need to train large numbers of military personnel rapidly and efficiently was identified...
We start with needs assessments in the target population and use this information during the planning phase of educational programs. We ask potential participants what they want and need to learn (assess). We then define a topic (design) and identify an instructional designer, usually the presenter, who will determine content, select educational activities, and design educational materials (develop) and evaluation instruments. If we have sufficient time and resources, we pilot the educational activity and refine it in response to feedback. Otherwise, we present the educational activity (implement), collect evaluations from the participants upon completion (evaluate), and potentially conduct follow-up evaluations.

The planning and design process involves assessing the needs of the adult learner and linking learning objectives to evaluation. So which critical elements were missing from the disappointing situations cited at the beginning of this article? In some instances, presenters had been invited to speak on a topic of their selection without having first solicited input from potential participants. The needs of the target audience were not considered when the program was designed. Learning objectives were not clearly stated or used to guide the design and development of the course. The marketing materials did not clearly communicate the intent of the learning activity to potential attendees. In all of these situations, participant feedback probably indicated a high degree of dissatisfaction.

**Link Objectives**

Linking objectives to evaluation provides benefits to participants, instructional designers, clients, and professional organizations. When learning objectives are used in formulating marketing materials for continuing education offerings, potential participants know prior to enrolling what they can expect to learn as well as what prerequisites they are expected to have. Upon completion of the learning activity, both participants and instructional designers can use the learning objectives to determine if the goal of the program has been achieved. Stating clear learning objectives leads to the development of meaningful evaluation. Instructional designers can identify which approaches worked and which ones need to be refined.

In the organizational setting, management wants to determine return on investment. Does a particular continuing education activity result in participants learning what they are expected to learn? Collection of this data can be used in several ways. It may be required to document compliance with legal requirements or guidelines, such as those of the Office of Minority Health National Cultural and Linguistically Appropriate Services (CLAS standards)\(^1\) or Joint Commission on Accreditation for Healthcare Organization (JCAHO) requirements.\(^2\) In addition, such information is critical for sustained funding in support of specific continuing education programs and professional development. And if a professional organization also plans to market its continuing education courses beyond its immediate membership, it must be able to ensure the highest quality of instruction to participants.

**Assess Learning Needs**

Needs assessment can be performed in a number of ways. These include interviews, surveys, and results from evaluations of previous educational offerings. Such evaluations can be used to guide the development of future programs. Surveys of potential participants can also be conducted via e-mail or on the Internet (e.g., www.surveymonkey.com). For example, members attending the Medical Division meeting at ATA’s Annual Conference in Seattle last year were invited to discuss their learning needs. Several needs were identified, including how to interpret laboratory results, how to conduct interpreter training, and how to develop continuing education programs. In response to the latter identified need, two Medical Division members were recruited to develop a presentation for this year’s ATA Annual Conference in New Orleans (“Effective Continuing Education Design for Medical Linguists: Linking Objectives to Evaluation”).

**Define a Learning Objective**

A learning objective describes what a student will be able to do as a result of learning the information you present. It is a “promise” you make to the students at the beginning of a course, and students expect you to keep this promise. Participants want to know if they can expect to gain new techniques that can be applied to the solution of particular problems faced in their jobs or personal lives. They also want to know if...
they will acquire increased understanding of a concept or theory that will enhance their professional practice. The people paying the attendance fees, whether employers or participants, want to know if the time and resources allocated to the continuing education activity are justified by the learning outcomes.

Select a Topic and Instructional Method

After you determine who your audience will be for a seminar, workshop, or other form of continuing education, you must decide on a topic, how much of that topic to cover, and the methods or procedures you will use to help participants absorb the information. Writing learning objectives will help you with this planning. According to R. F. Mager, “the main function of an objective is to help course planners decide on instructional content and procedure.” Additionally, learning objectives will help students focus on what they are expected to learn and gauge their progress toward that expectation.

Accomplish the Objective

Accomplishment of an objective can be clearly assessed only when the objective is clearly written. Objectives relate to the behavior and performance of the student, not the instructor. They are statements of specific, measurable, and observable student behaviors. How will you know that the student has learned what you intended to teach? What evidence will you have that learning occurred? Objectives should be tailored to the kind of information being taught.

Effective Learning Objectives

Effective objectives should include these four elements:

1. Audience: Who will do this?
2. Behavior: What will they do?
3. Condition: How will they do it?
4. Degree: How much or how well will they do?

Instructional Design

While designing the content, keep in mind that it is pointless for subject matter experts to share everything they know about a subject unless this information is tied to the learning objectives. It is equally pointless to present content that was originally designed for a completely unrelated audience. The presenter (or curriculum designer) must select pertinent information and determine the amount of detail that should be provided to meet the objectives within the time allotted. When developing content for continuing education activities, you also need to decide how to convey the information. What methods should you use? Would lecture, case study, role-play, small group discussions, or games work best?

Because some people learn best visually, others auditorily, and still others kinesthetically, you should select a variety of instructional methods that appeal to a diverse audience. Just as with content, learning objectives should guide the selection of instructional methods. Does the learning activity help achieve your goal or is it just a fun distraction, such as unrelated trivia questions? Can a game be adapted to accomplish your objective (e.g., trivia questions about the main topic, Jeopardy! or Monopoly using questions about the main topic)?

Domains of Learning

There are three major domains of learning: psychomotor, cognitive, and affective.

The psychomotor domain consists of physical skills, such as the manual dexterity to use a computer keyboard or the

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People generally retain more of what they say and do than what they read, hear, or see. In the early 1960s, the Adult Education Division of the National Education Association developed the Learning Pyramid. This pyramid depicts retention rate as a function of information delivery. In order of effectiveness, the methods are: Lecture, Reading, Audio-Visual, Demonstration, Discussion, Practice by Doing, and Teaching Others.
Designing an Appropriate Continuing Education Mission Statement

Adhering to instructional design principles does not necessarily ensure high quality continuing education programs. Appropriate mission statements and defined high quality improvement processes contribute to quality programs. A continuing education mission statement, such as the one developed by the American Bar Association, guides an organization’s continuing education efforts.

American Bar Association’s Continuing Education Mission Statement

To maintain the Association’s role as the leader in continuing legal education by partnering with the Association’s entities and diverse membership to create and deliver educational programs and services to our members and the legal profession that are innovative and of the highest quality.

A continuing education provider is held accountable through periodic review by an accrediting organization. The International Association for Continuing Education and Training (IACET) was created in 1968 as a result of a national task force on continuing education that included leaders in continuing education, such as the American Medical Association and the American Nursing Association. IACET authorizes continuing education providers who meet strict continuing education guidelines. For example, the Accreditation Council for Continuing Medical Education is an authorized educational provider of continuing education programs for physicians; for nurses, the American Nurses Credentialing Center fulfills this function. Their oversight is primarily concerned with the qualifications of those who plan and provide the programs, requiring documentation of the planning process, the credentials of the planners, instructional designers, and speakers, and most importantly, the needs assessments of the target audience that drive the selection of topics.

Level 1 (Reaction): Did they like the workshop?
Level 2 (Learning): Did they pass the test?
Level 3 (Transfer): Are they using the new knowledge in their everyday environment?
Level 4 (Results): Has there been increased productivity or quality, or a reduction in errors as a result of the educational activity?

Evaluation of Learning

So, after presenting the workshop, are you ready to go home and relax? Think again. Remember those promises you made to the students at the beginning of the educational activity? You need to find out if you kept those promises. In other words, you need to see if the objectives were met. The best way to do that is through an evaluation.

According to Kirkpatrick, there are four levels of evaluation:

Level 1 (Reaction): This may consist of a written or oral test of some kind at the end of the educational activity. It asks questions about the content of the presentation (“What are the modes of interpreting?” “What is an MRI?” “What is the Spanish word for gallbladder?”). The format may include multiple choice, matching, labeling, short answer, or essay responses. This type of evaluation can be helpful to the learners if feedback is provided. Results can be used by the presenter to identify topics requiring stronger emphasis next time.

Level 3 (Transfer): This may consist of a survey conducted some time after the workshop. It can be done one or more times. Students, their supervisors, or peers may be invited to participate in the survey to get different perspectives on students’ use or non-use of knowledge and skills learned in the workshop.

Level 4 (Results): This may also consist of a survey conducted some time after the workshop to determine what effect, if any, the training has had on productivity, quality, or reduced mistakes. Students and/or their supervisors

physical ability to speak a foreign language clearly. The cognitive domain consists of mental skills, such as comprehension of written or spoken messages in a source language and the ability to reformulate these messages into a different target language. The affective domain consists of attitudes and relationships, such as the ability to relate well to people of different cultures.

Are you teaching a psychomotor skill (consecutive interpreting), a cognitive skill (specialized vocabulary), or an affective skill (gauging client understanding)? For example, if you plan to teach interpreting skills, one objective would include some kind of demonstration of consecutive or simultaneous interpreting (psychomotor). A second objective might include giving the correct meaning or the translation of specialized terminology (cognitive), and a third objective might include a demonstration in which the student recognizes signs of a client’s confusion in an interpreted session and checks for understanding (affective).

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are invited to participate in the survey.

Guidelines for Developing Continuing Education Programs

In summary, following these guidelines will help instructional designers to develop effective continuing education programs.

Analyze the need: How did you determine that the target audience needs this type of program? What, specifically, do participants need to learn? How will this program contribute to addressing the continuing education needs of participants? How will it assist your organization to achieve its professional development goals? If this program has been previously provided, link past evaluations to current needs.

Design program objectives: Indicate what the participants should be able to do at the end of the program in terms of knowledge, skills, attitudes, and behaviors:

- Knowledge Objectives: At the end of the program participants will know the following.
- Skill Objectives: At the end of the program participants will be able to do the following.
- Attitude Objectives: At the end of the program participants will feel or think the following.
- Behavior Objectives: At the end of the program participants will demonstrate the following on the job.

Develop content around the learning objectives: Briefly indicate the content that will be covered to achieve the program objectives and indicate how content will be delivered (i.e., course outline or agenda).

Implement the program: Choose presenters who have the skill sets required to present this content and who will follow your carefully designed program.

Evaluate the program: How will the presenter and the participants know if the program objectives have been met? The evaluation should focus on program impact and include follow-up beyond the evaluation form presented at the end of the program. The evaluation should indicate long-term impact and benefit and/or improvement of products or services to participants and their clients.

Conclusion

Critical components to the success of future continuing education programs are:

1. Needs assessments.
2. Clearly articulated learning objectives.
3. Learning activities linked to objectives.

When all of these components are present, the instructional designers and the sponsoring organization are able to learn from past successes and failures. The availability of such information ensures the development of a strong continuing education program that both supports itself financially and responds to and successfully addresses the evolving continuing education needs of participants.

Notes

1. OMH CLAS Standard 6. “Health care organizations must assure the competence of language assistance provided to LEP patients by interpreters and bilingual staff.” Available at: http://qsource.org/quiosc/OMHCLAS_crosstalk_allstandardsFinalA.pdf (Accessed July 24, 2006).
6. American Bar Association Center for Continuing Legal Education (www.abanet.org/cle/soundbytes/st and/home.html).

Additional Reading


Understanding the world and its many languages is what helps NSA solve the Nation’s most difficult challenges.

As a Language Analyst with NSA, your language proficiency and the understanding of nuance, context, cultural overtones, and dialect will have a global impact in providing the fullest and most accurate intelligence to U.S. policymakers, military commanders, and Intelligence Community members.

If you’re ready for the responsibility, join NSA, and secure tomorrow today.

NSA has a critical need for individuals with the following language capabilities:

- Arabic
- Chinese
- Farsi
- Korean

For a complete list of languages or to apply online, visit our Web site.

www.NSA.gov/Careers

U.S. citizenship is required. NSA is an equal opportunity employer. All applicants for employment are considered without regard to race, color, religion, sex, national origin, age, marital status, handicap, sexual orientation, or status as a parent.
Some interpreters come to the profession by being called upon to give voice to their translations. Others spend months, even years, studying to earn certifications and degrees. Many training institutions around the world typically focus on linguistic and cerebral skills and the vast breadth of knowledge necessary to succeed in the profession, but pay little or no attention to vocal development. And yet the mastery of even a few basic vocal techniques can provide a tremendous payoff in terms of volume, euphony, and endurance. Improved vocal skills will also enhance an interpreter’s self-confidence, and it will be readily apparent to the audience that they are listening to quality work.

Those who depend on their voice for a living need to strive to enhance their vocal ability. This includes learning to maintain a pleasant voice quality in any setting. Most of us never know when the call will come in that takes us to a wholly new environment where we have never worked before. I am sure we can all remember situations where we have suffered the furrowed brows of people who could not make out what we were saying (Did I get it wrong? Should I speak even louder? Is there something wrong with my clothes? How well do they understand the language anyway?). There have also been times when we experienced insecurity, had laryngitis the next day, or lamented a missed opportunity. Overcoming these obstacles takes preparation and practice. Here are a few things to remember for your next interpreting assignment, including tips on how to keep your voice in top form.

**Understand Acoustics**

In order to succeed as an interpreter, a basic understanding of acoustics is essential. A heavily draped room full of people will absorb sound and calls for greater volume and projection on your part. This is true even if the room does not seem particularly large when you first enter it. An auditorium with uncovered structures and lots of empty space will cause sound to reverberate and requires sharper, almost staccato, delivery to keep your words distinct and easy to understand without wearing out your listeners. Were you counting on the sound equipment to do that for you? Don’t. There may not be any. Besides, you have no control over the quality of the equipment being used, and even if it is state-of-the-art, it can always break down.

**Protect Your Voice**

Skill, experience, and luck play a key part in any interpreter’s success, but your voice is crucial to professional survival. Understanding its physiology is useful and interesting. Protecting it at all times is essential and easy. Do not smoke. Refrain from shouting. Keep hydrated. Be prepared to deal with allergens and germs. Protect yourself from drafts and air conditioning by buttoning up or wearing a scarf. And always, always warm up before you begin interpreting.

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**Quick Tips to Protect Your Voice**

- Do not smoke.
- Refrain from shouting.
- Keep hydrated.
- Be prepared to deal with allergens and germs.
- Protect yourself from drafts and air conditioning by buttoning up or wearing a scarf.
- ALWAYS, ALWAYS warm up before you begin interpreting.
Work on Vocal Quality

Vocal quality is a distinct and crucial part of the interpreter’s toolkit, and where the fun really begins. The issue of quality can be approached in a number of ways, and numerous qualified specialists have compiled many fascinating manuals and treatises on the subject. Here is a simple rundown of some of the friends and enemies of good voice work.

Friends: Your best friends are practice, a voice recorder, and the sound technicians you may have the good fortune to work with.

- Devoting a few minutes each day to keeping your vocal apparatus supple and keen will stand you in good stead when called upon to use it professionally.
- Listening to recordings of your voice will tell you everything you want to know about potential areas in need of improvement. If sound technicians are present on the job, consult them. They are probably the best experts you could hope to meet and can provide the advice and make the adjustments that will allow you to sound your best. So arrive early, test the equipment with them, and value their input. They make all the difference in the world.
- If possible, consider taking acting or singing lessons and working with a voice coach. The first will provide confidence and practice in the disciplines of diction and projection, the second confidence and joy, and the third special attention to your specific needs.

Enemies: Stress and neglect are the enemies of the interpreter’s voice.

- There is no way around the fact that interpreting is a stressful occupation. Stress has a cumulative effect over time that successful interpreters have learned to manage, though few would ever claim to have eliminated it altogether. Beginning students of interpreting or linguists considering branching out into the profession must learn early on whether they are able to function optimally under pressure—the client has a right to expect it. Those who find the demands too overwhelming would be wise to consider a different field, as interpreting may well fail to bring the professional fulfillment we all want from a career.
- An inexperienced, unpracticed, mistreated voice becomes an unwelcome distraction from an otherwise strong linguistic achievement. It can hinder the audience’s ability to follow what the speaker is saying, and it will do nothing to mask any discomfort you might be feeling as a result of your performance. There is also a good chance that the client will look elsewhere for an interpreter next time. Practice and prevention can do a lot to avoid this situation.

Conclusion

Working with the voice is fun, infinitely rewarding physically and psychically, and a wonderful asset to offer your client. If you are planning to attend ATA’s 47th Annual Conference in New Orleans, consider attending this author’s session on the subject, entitled “Vocal Skills for Interpreters: Posture, Breathing, Strength, and Style for Speaking At Length.” It will be a lively workshop with plenty of movement and activity for beginners and experienced speakers alike to learn, experience, and share.

Suggested Reading


Machlin, Evangeline. Speech For the Stage (Routledge, 1980).

When I have the opportunity for direct contact with representatives of our client base, I am almost always struck by their limited understanding of the translation process. When my conversation is with a corporate vendor manager who routinely procures translation services, there is a triple focus on cost, turnaround, and accuracy. Cost and turnaround are precisely quantifiable: the client seeks a cost-effective solution and on-time delivery, and a negative profit margin on our part or late receipt of the job by the client can be clearly measured.

However, clients also require accuracy, which is harder to define within the spectrum between a literal, word-for-word rendition and a translation that has been freely paraphrased in the interest of maintaining the source text’s literary style. Of course, scientific, technical, legal, and patent translations of necessity need to adhere closely to the source meaning and read as fluently as possible in the target language. The balancing act that the translator and editor must achieve here has been widely discussed.

How does a non-linguist client assess the accuracy of the translator’s product? Sometimes they perform a back translation themselves, which leads to client comments such as: “One of our engineers in Germany re-translated your text and his version was only 80% in agreement with the original we supplied you.” Well, those of us in the language business know that an 80% match in a back translation that was done by someone other than the original translator represents a high degree of correlation. And the more dissimilar the language pair, the lower the correlation figure is likely to be.

The Growth of Back Translation

The previous example was an informal effort on the part of a client who wanted some assurance of accuracy, but did not understand linguistic realities well enough to interpret the result. For some time, we have been seeing a growth in client demand for formal back translation, despite the additional expense, as a means of verifying translation accuracy. This trend is particularly prevalent for documents in fields where high translation integrity is critical, such as the pharmaceutical industry (especially drug datasheets and clinical trial participant documents), industrial process operations, information technology instruction sequences, and key legal contracts.

When one of our clients requires a back translation, we engage a second translator specializing in the relevant knowledge domain to execute the task. After the result is edited (which is done without the editor having access to the first original in order to avoid “contamination” of the back translation), it is delivered to the client, who can then compare the back translation with the first original. At this stage, client education and management of expectations are especially important.

It is common for non-linguists to think that translation involves word-for-word equivalence or something close to it. The idea that one word in English may have multiple, context-dependent translations in the target language, or no direct translation at all, may be illogical and frustrating to the client. This fact needs to be explained to the client patiently and clearly, and, most importantly, without any hint of condescension.

This is what I mean by managing customer expectations. It is well worth the time and effort it takes to explain major linguistic differences to the client (for example, verb finality in Japanese, or the fact that the Japanese verb generally comes at the end of a sentence). It might also be helpful to explain that very visible differences in the lengths of corresponding passages can be accounted for by varying language structure and richness of vocabulary. (For example, compare the English and Welsh texts on a television license in Wales and you will see that the Welsh version is nearly twice as long.) It is important for the client to gain some appreciation for the semantic and morphological factors that contribute to the degree of correlation between the first original and the back translation.

To illustrate these morphological and semantic variances, two examples of translation divergence are presented here. The first example shows the same Russian → English translation performed by two different translators. The second example is an actual back translation of a clinical trial document.

Presenting Parallel Translations

I use the term “parallel translation” to describe jobs where the client requires the source to be translated into two or more target languages.
These jobs are often formatted in a spreadsheet with a column for each language. The source-language text appears on the left and the translated text for each language appears in the columns on the right for easy comparison. The side-by-side juxtaposition of the same text in multiple languages makes differences in text length and word order easier for the non-linguist client to recognize. This type of comparison will inevitably lead the client to ask more questions that the translation company must be ready to answer in order to manage client expectations.

**Translation Divergence: Azeri, Russian, and English**

The following example is taken from the book *Principles of Azerbaijan Folk Music*, written by the outstanding Azerbaijani composer Uzeir Hajibeyov (1885-1948). The Azeri version of the text is available online at http://musbook.musigi-dunya.az/musbook/content_az.html. Here is the first part of the Azeri text describing the sound system of Azerbaijan folk music:

“Мусицислəнəлəрнəн фикрисə, ʻƏsər муsиqисинə (Աբյզəй иəн мусиqисини дə бəyəдəн дaxил ədилər) бутов вə ярəм тондан бəзəча 1/3 вə 1/4 тон дə əвəрдəр. Бу идеа бəки киçик интервалə ярəм тон əлəн Абйзəй иəн əлəк мусиqисинə айд əдилə бilməз. Аврəпə муsиqисинə əлəн кими, Абйзəй иəн мусиqисинə дə əктава 7 диатоник вə 12 хроматик пəрдəдəн əбəрəдəр. Фəрəк əңаңаң бəндəрдə ki, Аврəпə муsиqисиндəкι əктавада пəрдəдəр мүнтəзəм, Абйзəй иəн мусиqисиндə яңа уəбрн-мүнтəзəм темпəрəсиялы олунмушдар. Оны гəрə дə темпəрəсиялы мусицə əлəнин (хəйсусла фəртепиəнə) Абйзəй иəн хаваларын ифə əлундуга, хəйсусла тəрсиya вə сектə тонларын əчалынмда бəзί уəғына-}

zluqlar hiss olunur; Azərbaycan musiqisində böyük tersiyə temnərasiya tersiyasına nisbətən qısa, kiçik tersiyə isə temperasiya tersiyasına nisbətən genişdir. Yanımtan temperasiyalıdan genişdir. Fərq təxmimən bir komma qadar vardır.”

The website provides a Russian version that serves as the original for this exercise:

“По мнению музыковедов, в "ост- 
очной музыке" (к какой относит и 
азербайджанскую музыку) кроме 
некоторого тона и полутона существует 
еще 1/3 и 1/4 тона. Это мнение не 
должно касаться азербайджанской 
народной музыки, в которой наимен- 
шем интервалом является полутона. 
Окта в азербайджанской музыке так же, как и в европейской, 
содержит в себе 7 диатонических и 
12 хроматических ступеней. Разница 
заключается в том, что ступени 
октав в европейской музыке 
равномерно темперированы; ступени 
же октав в азербайджанской музыке 
также считаются темперированными, 
но неравномерно. Поэтому при 
использовании азербайджанских 
мелодий на темперированных инструмен- 
тах (особенно на фортепиано) 
чувствуется некоторое несоответс- 
твие в высоте тонов, особенно 
терновых и сектовых; в 
азербайджанской музыке 
большая терция уже 
темперированной, малая 
терция - шире темперированной. 
Полутона шире темперированного, 
Разница - приблизительно одна 
комма.”

Now, for comparison, here is the English translation provided by the website:

“In the opinion of musicologists, ‘oriental music’ (to which they also relate Azerbaijan music) there exist, apart from the full tone and the semitone, 1/3 and 1/4 of a tone as well. This opinion must not apply to Azerbaijan folk music, in which the smallest interval is a semitone. An octave in Azerbaijan music, just as in European, comprises 7 diatonic and 12 chromatic levels. The difference is that the levels of an octave in European music are uniformly tempered, and the levels of an octave in Azerbaijan music are also considered tempered, but non-uniformly. Therefore when playing Azerbaijan melodies on tempered instruments (especially on the piano), a certain disparity is felt in the level of the tones, especially of thirds and sixths; in Azerbaijan music the major third is tempered, and the minor third is more widely tempered. A semitone is wider than a tempered one. The difference is approximately one comma.” (154 words)

“According to musicologists, ‘oriental music’ (to which Azerbaijan music is related) has 1/3 and 1/4 tones, in addition to complete tones and semitones. This tendency should not be applied to Azerbaijan folk music where semitone is the smallest interval. Octave in European music, as well as in European music contains 7 diatonic and 12 chromatic grades. The only difference is that the octave’s grades in European music are equally tempered, but in Azerbaijan music, however, the octave grades are tempered unequally. Therefore, while playing Azerbaijan melodies on tempered musical instruments (especially on the piano) one feels some discordance in the pitch of tones, particularly in the thirds and...”
sixths. In Azerbaijan music the major third is narrower than tempered one. The minor third is wider than tempered one. Semitones are wider as well. The difference is about one comma.” (139 words)

To assess the two texts for the degree of correlation, we adopt a method of averaging the total number of words \((154+139)/2 = 146.5\), and expressing the number of divergent words as a percentage of this average word count \((53 \text{ words}/146.5 \times 100 = 36.2\%)\). We then can take the degree of correlation as the complement percentage \((100-36.2 = 63.8\%)\). There is, of course, some subjectivity in the process of determining the number of divergent words. We are also assuming that the English translation on the website derives from the Russian and not from the Azeri, since the book was originally written in Russian in order to reach a wider readership (first edition, 1945; second edition, 1957). The book was not translated into Azeri until 1962, with a second translation completed in 1965.

This exercise provides a clear indication of the different renditions that two translators can produce from the same source. Upon careful examination, it is apparent that the two versions say the same thing, but a non-linguist will most likely focus more on the differences between the two versions. This type of divergence is also what fuels client reaction and leads to comments like the one at the beginning of this article about the back translation not being a 100% match.

**A Real Back Translation: Spanish Clinical Trial Instructions**

Our second example involves a clinical trial translation, which is a typical document associated with patient participation in clinical trials of new medications. Trial sponsors display heightened concern regarding translation accuracy due to the need for clear, unambiguous, and accurate instructions to trial subjects, together with the legal exposure inherent in clinical trial activities.

I will give the source English text and the translation into Spanish. The Spanish translation will be followed by the back translation, which was completed by a different translator (me) without looking at the original English text.

**English Source:**

“This folder contains various work sheets designed to gather information on the medication your child is receiving, as well as on any illness and/or significant medical events the child may experience after receiving a trial vaccine. It is extremely important for the success of the trial that these work sheets be completed. Please record accurate and complete information on these work sheets and update the sheets if necessary. The information on these work sheets should be filled in as required once your child receives the vaccine up to 42 days following the second vaccine. You must complete work sheets A and B of the participant folder within approximately 28 days after the first vaccination. Work sheets C and D must be completed before the visit after the second dose, which will take place approximately 28 days after the second dose. Work sheets E and F must be completed up to 42 days after the second dose. The trial personnel will try to schedule in advance the exact date and time for each follow-up meeting. The trial personnel will answer all your questions or concerns about the trial during these contacts. In these meetings, please notify the trial personnel of any unusual or alarming event you have observed. Please do not sign these work sheets until the trial personnel have reviewed the information with you.” (224 words)

**Spanish Translation:**

“Este cuaderno contiene varias hojas de trabajo diseñadas para recolectar información sobre la medicación que recibe su niño, así como sobre cualquier enfermedad y/o eventos médicos significantes que el niño pueda experimentar tras recibir una vacuna del estudio. Es extremadamente importante para el éxito de este estudio completar estas hojas de trabajo. Por favor, registre información precisa y completa en estas hojas de trabajo y actualice las hojas de ser necesario. La información de estas hojas de trabajo debe completarse según lo requerido una vez que su niño reciba la vacuna hasta 42 días después de la segunda vacuna. Usted debe completar las hojas de trabajo A y B del cuaderno del participante aproximadamente durante 28 días tras la primera vacu-
nación. Las hojas de trabajo C y D deben completarse antes de la visita tras la segunda dosis, que tendrá lugar aproximadamente 28 días tras la segunda dosis. Las hojas de trabajo E y F deben completarse hasta los 42 días tras la segunda dosis. El personal del estudio intentará programar con antelación la fecha y horarios exactos para cada reunión de seguimiento. El personal del estudio contestará a todas sus preguntas o inquietudes sobre el estudio durante estos contactos. En estas reuniones, por favor, informe al personal del estudio cualquier evento inusual o alarmante que haya observado. Por favor, no firme estas hojas de trabajo hasta que el personal del estudio haya revisado la información con usted.” (238 words)

**English Back Translation:**

“This notebook contains various worksheets designed to collect information about the medication that your child receives, as well as about any illness and/or significant medical events that your child could experience after receiving a study vaccine. It is extremely important for the success of this study to complete these worksheets. Please record precise and complete information in these worksheets and update the sheets as necessary. The information in these worksheets must be completed as required once your child receives the vaccine until 42 days after the second vaccine. You must complete the worksheets A and B of the participant notebook approximately over 28 days after the first vaccination. The worksheets C and D must be completed before the visit after the second dose, which will take place approximately 28 days after the second dose. The worksheets E and F must be completed until 42 days after the second dose. The study personnel will try to program beforehand the exact date and times for each follow-up meeting. The study personnel will answer all your questions or concerns about the study during these contacts. At these meetings, please inform the study personnel about any unusual or alarming event that you have observed. Please do not sign these worksheets until the study personnel have reviewed the information with you.” (216 words)

**Assessment**

By assessing the two texts for the degree of correlation using the same method as before, we find that the average number of words is (224+216)/2 = 220, and that the number of divergent words as a percentage of this average word count is 36/220x100 = 16.4%. The degree of correlation is the complement percentage 100-16.4 = 83.6%. As opposed to the English and Russian from the first example, there is a higher degree of correlation between the English original that was translated into Spanish and the English back translation. This is to be expected since the linguistic disparity between Russian and English is much greater than between Spanish and English.

This example of back translation again illustrates how two translators will find different word equivalents or forms of expression to convey the same meaning in what is a relatively straightforward text. The differences may seem, and indeed be, semantically insignificant, but the tendency of non-linguist clients to query them should not be underestimated. These queries should be met with a clear explanation of the translation process. With particular reference to the items queried, it is often necessary to arrange for someone fluent in the relevant language pair to answer the client’s questions. That person also needs to be able to empathize with the client’s concerns, as any hint of academic arrogance will be very counterproductive.

Better Understanding Leads to Greater Client Satisfaction

In terms of client satisfaction and better understanding (with fewer queries) in the future, time and effort expended in educating the non-linguist client is a worthwhile investment in the management of client expectations, the consolidation of the client relationship, and securing the prospects of obtaining further business in a very competitive marketplace.

The payoff for such an investment is perhaps best summarized by an e-mail I recently received from a client. I had spent almost an hour on the phone with her explaining the translation process and answering several specific questions about aspects of a Flemish medical translation we had just delivered. She wrote: “Thanks so much Chris! It was really interesting and instructive talking with you yesterday about the translation process. Thanks for taking the time.”
It is hard to believe that it is almost time for ATA’s Annual Conference in New Orleans, November 1-4. I hope my articles in the past few issues have helped you narrow down the places you would like to visit during any downtime between conference sessions. This last article focuses on venues that are worth visiting outside the French Quarter. Even though the French Quarter is the oldest and best-known part of the city, New Orleans still has so much more to offer.

**Gray Line’s Katrina Tour**

I wholeheartedly encourage you to take Gray Line’s Katrina Tour. This three-hour bus tour leaves the French Quarter daily at 9:00 a.m. and 1:00 p.m., seven days a week. Calling ahead for reservations one day in advance is highly recommended: (800) 535-7786. During the tour, you will learn the history of New Orleans, including the reasons the city was built at this particular location along the Mississippi River. You will get a “local’s” perspective of the events leading up to, during, and after Katrina. You will drive through neighborhoods that are still devastated and see one of the breached levees. You will also see some of the infamous 200-square foot trailers provided by the Federal Emergency Management Agency that have become a symbol of hope for the future (each trailer represents a family who wants to return to their home). The Katrina Tour is an opportunity not to be missed.

**The Garden District Walking Tour**

As you will soon discover during your visit, New Orleans is a city of architectural gems. The Garden District is the second largest historical district in the country, where wealthy 18th- and 19th-century American merchants settled once New Orleans had become part of the U.S. in 1803. Its picturesque tree-lined gardens and streets reveal architectural and historic treasures that include Queen Anne, Greek revival, Italianate, and classic revival style mansions, quaint bed and breakfasts, and ornate churches and synagogues that are more than 150 years old. With the exception of the French Quarter, the Garden District is the oldest part of town. Fortunately, the neighborhood’s location on high ground adjacent to the Mississippi River spared it from the floods following Katrina.

Gray Line’s two and a half hour “Garden District Walking Tour” currently leaves the French Quarter on Mondays, Wednesdays, Fridays, and Saturdays at 10 a.m., but they may offer an expanded schedule in November. The tour includes a 20-block section from St. Charles Avenue to Magazine Street, including historic Lafayette Cemetery. If you would like to go on your own, just take the St. Charles Avenue bus and exit wherever you like.

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New Orleans, Louisiana • November 1-4, 2006

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If traveling by car from the French Quarter, just drive from Decatur across Canal, and you are there! Street parking is available. You can also take the Magazine Street bus, which stops at Canal Street across from the Marriott Hotel.

The Audubon Park Golf Course
www.audubongolf.com

The Audubon Park Golf Course is a beautiful, convenient, and reasonably priced public golf course located in the historic Garden District. This par 62 course, spread across 81 tree-lined acres from St. Charles Avenue to Magazine Street, was recently awarded 4.5 out of 5 stars in Golf Digest’s “Best Places to Play” rankings. The Denis Griffiths design features contoured fairways, manicured greens, four lagoons, and exquisite landscaping on a 4,220-yard layout set among 100-year-old oak trees draped with Spanish moss. The 13th hole is framed by Holy Name of Jesus Church and Tulane and Loyola universities.

Audubon Zoo’s Louisiana Swamp Fest
November 4-5, 2006
10 a.m. until 5 p.m
www.auduboninstitute.org

While visiting the Garden District, check out Audubon Zoo’s Louisiana Swamp Fest, which will take place November 4-5. There will be two music stages featuring the finest in Cajun and Zydeco sounds from Louisiana artists, including Doug Kershaw, Rockin’ Dopsie and the Zydeco Twisters (which is playing at ATA’s Conference Carnival, Saturday night, November 4), and La Touche. Fest-goers can taste local Cajun favorites in the zoo’s main festival area, including crawfish pasta, crawfish bread, fried alligator, jambalaya, crab cakes with crawfish sauce, fried green tomatoes, crawfish beignets, smoked turkey legs, pork crackling, Jamaican jerked chicken, shrimp po-boys, pralines, and bread pudding. Louisiana arts and crafts will also be sold throughout the zoo with a showcase of watercolor lifestyle renderings, fish print rubbings, woven cypress baskets, and more. Cajun heritage demonstrations will include generations-old techniques for wood-carving and participation in Cajun dance lessons. Louisiana natives will demonstrate boat making, cast net knitting, weaving, doll making, Cajun storytelling, and more. Animal feedings throughout the day will include alligators, nutria, water snakes, possums, raccoons, and just about any other swamp inhabitant there is.

Tipitina’s Uptown
501 Napolian Avenue
www.tipitinas.com

For nightlife outside of the Quarter, the place to go is Tipitina’s at the corner of Napoleon and Tchoupitoulas Streets. The Tipitina’s Foundation supports local musicians, so if you like music, it is a must!

Maple Leaf Bar
8316 Oak Street
(504) 866-9359

Another worthwhile venue is the Maple Leaf Bar on Oak and Dante Streets. This is what a New Orleans club is all about, and its reputation was only enhanced when it became the very first live music venue to reopen just weeks after Katrina, with an emotional, generator-powered performance by New Orleans music icon Walter “Wolfman” Washington.

Note: Please be aware that many New Orleans restaurants and tourist venues are closed on Mondays.

We’re Ready and Waiting!

I very much look forward to the conference. As you explore my city, I also invite you to see firsthand how our recovery is progressing in the rebirth of New Orleans.
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For 23 years, the STAR Group has been a global provider of solutions, services and software tools in the fields of information management and multilingual communication. With our comprehensive suite of technologies and services, STAR supports the entire information life cycle beginning with information creation through on-going management, translation and publication.

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Provide interactive and controlled information for pre-defined audiences. The information modules and feedback processes in i-KNOW can be configured and optimized according to unique customer definitions and case scenarios (i.e. feedback of marketing and after-sales information / e-learning / e-training). The i-KNOW platform can be integrated with nearly all CMS/DMS/IMS systems, including GRIPS.
Could a similar situation arise today? Not according to the MCA (“Safer lives, safer ships, cleaner seas”), an executive agency of the country’s Department for Transport.

“English is the international language of the sea, and both the master and first officer of any commercial vessel should have a working knowledge of it,” said a spokesman when we phoned (sound familiar?). “But if we do encounter a language problem, we have a contract with a language services provider and can conduct three-way conversations with a qualified interpreter,” this contact added. “In addition, with European borders coming down, some of our teams now have non-U.K. staff, including native speakers of foreign languages, for example, Danish and German in the Shetland Islands.”

Forward planning with professional linguists on tap—sounds like these people are right on course.

A look at the MCA’s website confirms that the agency is also active in European Commission-funded twinning programs involving secondments to and from Bulgaria, Estonia, Poland, and other accession countries, which would presumably heighten language awareness.

Things have moved along on the language professionals’ side, too. ITI no longer publishes a print directory; instead members update their contact details in an online database (and on a prize-winning website at that: www.iti.org.uk).
Omissions and Product Liability—Who Carries the Can?

Tales of litigation arising from translation errors are a staple on translator e-lists—the linguist’s equivalent of ghost stories around a scout campfire say some, insisting that documented cases are not all that common.

Yet the issue is far more complex. For a start, companies that lose money through poor choices are not eager to draw attention to their mistakes. And translators who have picked up the pieces (winning a new client on the way) are understandably reluctant to turn the spotlight on the clueless party; professional ethics aside, this would be bad business.

Against that background, an interesting example of error by omission arrived recently from a reader in the form of multilingual instructions for a fax modem PC card sold by online merchants www.sitecom.com.

Purchased in July, the product came with a “Quick Start Guide for a Sitecom Fax Modem PC Card” stating, in English: “The manufacturer is not responsible for any radio or TV interference caused by unauthorized modifications to this equipment” (page 12). Fair enough.

But the Spanish instructions on page 56 say exactly the opposite: “NOTA: El fabricante es responsable de interferencias producidas por modificaciones de este equipo que no hayan sido autorizadas”—the manufacturer is responsible for said interference.

The absent “not” aside, glitches including no definite articles indicate that the Spanish text was probably not translated by a native speaker, say linguists. Professional translators make a point of working into their native language.

Contacted by The Onionskin, Sitecom Europe BV marketing manager Jeroen Biemond had an explanation. The fax modem card was one of the first Sitecom products placed on the market, he said. “At that time, [our] customization of products was still in an early stage, and we used manuals produced by our hardware partner in the Far East most of the time.”

But things are radically different today, he insists. Sitecom “is aware of the quality of translations in general and puts a lot of effort into producing good translations.” The company has linked up with a translation provider in the Netherlands and created a database to store and recycle existing accurate translations. New texts are also checked in several countries, and feedback integrated, said Mr. Biemond.

It seems unlikely that these particular flawed fax-modem card instructions could give rise to a lawsuit. But as one observer notes, “Regardless of the likelihood of anyone taking anyone to court, no corporate legal department or outside counsel anywhere wants a user manual to say that the manufacturer is liable for anything. And this particular omission is so gross that it makes you wonder about the rest of the text.”

Lesson for translation buyers: know your supplier and build in a feedback loop to keep those scary stories at bay. Frissons are fine, but infinitely more satisfactory when they concern a competitor (“there but for fortune and our corporate translation policy...”).

With thanks to Nick Fone.

Call for Submissions

Beacons, Volume 10

ATA’s Literary Division is proud to announce that Michele Aynesworth will be the guest editor of the next edition of Beacons, the division’s annual publication of literature in translation.

Submission deadline: March 1, 2007

For additional information or questions, please contact Michele Aynesworth at mmaynesworth@htu.edu.

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: chrisduurban@noos.fr or fax +33 1 43 87 70 45.
This month’s column discusses some of the issues associated with large-scale translation projects. Although very large assignments can help newcomers establish a reputation and sometimes open up entirely new areas of specialization, they also require freelancers to make some adjustments when dealing with established clients.

Dear Business Smarts: A translation agency has just offered me a huge project (several hundred thousand words) that will keep me busy for several months. I would like to accept, but I worry that while I work on this large project I will constantly have to refuse work from my regular clients. How should I deal with this conflict?

Buenos Aires

Dear Buenos Aires:

For established freelancers serving a regular group of clients who send a predictable volume of work, large projects are not always the bonanza they might seem. While it is certainly acceptable to inform your regular clients that you will be unavailable until a later date, an even better strategy is to build into your time estimate for the large-scale project a certain amount of time every day for smaller jobs. In other words, rather than calculating your turnaround time on the basis of your maximum daily output, offer your big-project client a schedule that dedicates roughly two-thirds of your work time to the big project and one-third to other work. This has several advantages: you do not have to turn down work from all the clients you worked so hard to acquire, and you can still count on a steady cash flow from a variety of sources while you plug away at the big job.

The temptation to accept large-scale jobs is often greatest at times when you have little else to do. But before jumping into a work situation that may hurt your freelance business—or even accepting a lower rate as a “volume discount” or to account for repetitive text—think carefully about whether you could in fact complete the job if all your regular clients were to continue sending their customary volumes of work. Also do not forget that if the bulk of the payment for a large job will be made only on completion, that delay could have a painful impact on your pocketbook. To minimize that pain, it is not unreasonable to request interim installment payments for jobs that will not be completed for several months. Any such agreement should be put in writing, of course, on a detailed purchase order or other document that also defines specific milestones and payment dates. For large projects in particular, be sure to double-check the reputation of the agency offering the job to make sure you can count on timely payments.

On the upside, a large project creates a similarly large intellectual “workspace” for in-depth research and development of subject expertise. The knowledge you gain from your own investigations and from client feedback during a large-scale translation assignment can turn you into an expert in an entirely new field and give your career a valuable boost.

The information in this column was compiled by members of ATA’s Business Practices Education Committee for the benefit of ATA members. This column is not intended to constitute legal, financial, or other business advice. Each individual or company should make its own independent business decisions and consult its own legal, financial, or other advisors as appropriate. The views expressed here are not necessarily those of ATA or its Board of Directors. Send your questions about the business of translation and interpretation to The ATA Chronicle—BPEC Q&A; 225 Reinekers Lane, Suite 590, Alexandria, VA 22314; Fax: (703) 683-6122; E-mail: businesspractices@atanet.org. Questions must be accompanied by a complete name and address, but will be published anonymously or pseudonymously upon request.
The Houston Interpreters and Translators Association (HITA) was established in 1993. In 2005, HITA incorporated as a nonprofit corporation and became an affiliated group of ATA.

Goals
- To promote the continuing education and professional development of translators and interpreters.
- To promote the interests of translators and interpreters in Houston and the surrounding areas.
- To promote and publicize the profession’s ethics standards, business practices, and necessary competence.
- To promote networking among translators and interpreters.
- To promote awareness of the profession among the public in general.
- To provide assistance to potential interpreters and translators about how to get started in a translating/interpreting career and how to navigate the licensing and certification processes.
- To cooperate with other regional and national organizations devoted to enhancing the professional image of translators and interpreters.
- To create a forum for individuals, businesses, and institutions in the translating and interpreting field interested in sharing their experiences.

Benefits
- Activities: HITA holds quarterly meetings or seminars where attendees can listen to one or two invited speakers. The most recent meeting, held at Rice University in August, featured a presentation on accounting tips for freelancers by Gordon Gallagher, a certified public accountant. In the Cultural Series, an ongoing quarterly meeting special, the featured country was Greece. In addition, HITA holds a monthly social meeting the second Monday of each month from 7:00 p.m. to 9:00 p.m. Other educational seminars are held once or twice a year. HITA also sponsors ATA certification examination sittings every year. A party was held for International Translation Day on September 30, and HITA always sponsors a year-end party for its members. HITA is also a member of the Greater Houston Partnership (a chamber of commerce), and all HITA members can participate in its many and international functions at member prices. HITA also has a Member Forum, by invitation only, where questions and answers and information can be exchanged.

- Online member information database: The database allows you to search for a translator/interpreter alphabetically, by language pair, and by service type or specialization. It also lists institutional and corporate members. Go to: www.hitagroup.org/search.asp.

- Website: The home page includes: a listing of upcoming events; a listing of the HITA board of directors for easy reference; an Information Board, favorite links, and translator resources; and a members only section (password protected). Potential members can fill out an application online, pay through PayPal or send a check, and their membership becomes effective within a few days of the receipt of funds. HITA has been updating its website for the past few months, and the new, improved version should be ready soon.

Membership
Anyone actively involved in translating or interpreting, or interested in either field, may join HITA. To apply for membership, go to www.hitagroup.org/profile.asp. The membership is valid for one year as of the date of sign-up.

Quick Facts
- Acronym: HITA
- Established: 1993
- Mission: To promote the advancement of translation and interpretation as professions, and the professional standing of those who work in those fields.
- Area Served: Houston and many surrounding counties
- Website: www.hitagroup.org
- Phone: (713) 202-6169
- Mailing Address: Houston Interpreters and Translators Association P.O. Box 421343 Houston, TX 77242-1343

ATA chapters, affiliates, and local groups serve translators and interpreters in specific geographic areas. They provide industry information, networking opportunities, and support services to members at the local level and act as liaisons with the national association. This column is designed to serve as a quick resource highlighting the valuable contributions these organizations are making to the association and the profession as a whole.
The ATA Chronicle

October 2006

### Houston Interpreters and Translators Association Continued

- **Individual** ($35 per year): open to working translators and interpreters or to those interested in the field or desiring to become translators and interpreters.

- **Institutional** ($75 per year): open to nonprofit institutions, public sector agencies, or medical and educational institutions interested in the profession.

- **Corporate** ($100 per year): open to language services companies and business firms that work or are interested in the translation and interpretation fields.

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**Getting the Word Out: ATA’s 2006 Pro Bono Project**

**Hurricane Preparedness for the City of New Orleans**

The beneficiary of ATA’s 2006 pro bono project is the City of New Orleans. Working with their Office of Homeland Security, we translated, edited, laid out, and provided camera-ready electronic art for five brochures related to hurricane preparedness in Spanish and six in Vietnamese, plus the translation of the scripts for three televised public service announcements in Vietnamese and two in Spanish. The content of the brochures was developed by the City of New Orleans, the federal government, and the Louisiana Society for the Prevention of Cruelty to Animals.

On behalf of ATA, I would like to extend my heartfelt thanks to the following volunteers for ATA’s 2006 pro bono project:

**Vietnamese Translation Team**
- Hai Leminh
- Phi-Nga Leminh
- Rosemary Nguyen

**Spanish Translation Team**
- Rudy Heller
- Sarah Heller
- Andrea Friedmann
- Paul Coltrin
- Rosa Codina
- Mercedes De la Rosa-Sherman

**Desktop Publishing and Production Services**
- Pinay Gaffney
- Techno-Graphics & Translations, Inc.

**ATA President**
- Marian S. Greenfield

**Other Volunteers**
- Beth Nazar
- Cindy Hazelton
- Lillian Clementi

Sincerely,
Kirk Anderson
2006 ATA Pro Bono Project Coordinator
Looking for the right word?
We offer electronic dictionaries and language tools in 11 different languages.

From amateurs to language professionals
The WordFinder Dictionary System gives you access to more than 100 different dictionaries in 11 different languages. Just one mouse click gives you ideas for translations, phrases and synonyms that can be easily pasted into your document. We can also provide you with grammar and style check software for English content.

Meet us in booth no. 21
at the ATA Conference in New Orleans, November 1-4, where we will be happy to demonstrate our software for you.

WordFinder
www.wordfinder.com

Attention
Korean Language
Translators and Interpreters!

A special interest group has been formed to explore the possibility of establishing a Korean Language Division within the American Translators Association. If you are interested, please subscribe to the discussion listserve by sending an e-mail to:
ata-Korean-subscribe@yahoogroups.com.

Note: You must be an ATA member to belong to any of its divisions.

ATA’s Membership Directory
Keeps You Connected All Year Long
You’ll find the most up-to-date contact information for your ATA colleagues online, day or night! Search by name, location, even by e-mail address—just click www.atanet.org/membersonly.

Bilingual Legal Interpreting Position
Assistant or Associate Professor of Bilingual Legal Interpreting and Spanish.
Tenure-track position to begin August 2007. Ph.D. or equivalent terminal degree required; state and/or federal certification(s) in legal interpreting preferred. We seek a professional interpreter (Spanish/English) and scholar to play a leading role in our M.A. in Bilingual Legal Interpreting program and contribute to our undergraduate Spanish program. See our complete ad at http://www.cofc.edu/languages/spanish

The College of Charleston is an Affirmative Action / Equal Opportunity Employer.
This is a comprehensive work, in Spanish, on the geographical, historical, thematic, and cultural environments that have shaped English law and English→Spanish legal translation in various contexts. The result of 12 years of work that started in the early 1990s, Miguel Duro Moreno’s book is based on the principle that in order to translate, it is important to comprehend the language. Moreno also argues that to accomplish their tasks properly, translators of English→Spanish legal texts need to be competent not only in the languages involved, but also, and foremost, in understanding and reconstructing the environment that surrounds them and conditions their work. He refers here to extralinguistic and extratextual environments that greatly affect the production of a text. As Moreno points out, his book is about English law and its possible educational application to English→Spanish translation. It is not a work on legal language nor is it a manual on research techniques or translation procedures. Rather, it aims to help achieve the understanding that is required to accomplish the task of translation properly.

Target Audience and Sources
Moreno’s work is targeted mainly to students, researchers, teachers, and professionals, but also to those—be they scholars or lay people—interested in comparative law. The book will also be of interest to jurists seeking an in-depth knowledge of the birth and development of English law and equity.

Moreno uses highly refined language, full of Latin expressions and quotes from literary classics such as Shakespeare, Dickens, and Borges. This highly detailed and extensive book also features a multitude of footnotes containing even more information. It draws from an extensive list of references (over 350 titles), including: ancient works like the Magna Carta; the works of more recent researchers in comparative law, including René David and Merryman; translation scholars such as Hickey, Šarčević, Alcaraz Varó, and Borja Albi; jurilinguists such as Gémarr (one of the greatest specialists in legal translation of our time); and, of course, several of the author’s own works.

Content and Structure
The book is organized in four parts for a total of six chapters. The first part explains the genesis of the book, the target audience, and the objectives. The second part, which includes only chapter one, explains briefly, by comparison to other chapters, the origins of law in continental Europe. The third part, including chapters two, three, and four, focuses on the extratextual elements of English law, namely its geography and history, sources, and structure. These three chapters deal with social, cultural, and thematic traits of English law that account for the greatest difficulties in legal translation. In the fourth part of the book, chapter five is the only one where translation is discussed, but only in reference to the contribution of comparative law to legal translation. Closing out the fourth part, chapter six constitutes a summary of Moreno’s works.

While Moreno does not state it directly, the reader can easily understand that he believes that it is not necessary to be an attorney to translate in the legal field, as many argue. Moreno indicates that the content of chapters two, three, and four contain the minimum knowledge of the systematic research on English law that a legal translator must have prior to the translation process. In these three chapters, he...
analyzes various English law institutions, processes, and procedures. For example, he describes in great detail various legal concepts, including trusts, contracts, and equity. He devotes almost 50 pages to the epistemological categories of the English law contract. He also analyzes concepts that are so culturally bound to English law that they are hardly translatable into Spanish, because to do so would risk creating ambiguity or confusion. He proposes several solutions to translation, including: using a functional equivalent in Spanish accompanied by the English term in parentheses—for example, "repertorios de jurisprudencia" (law reports); borrowing the English term and putting the Spanish equivalent in parentheses or in quotes—for example, “los records o ‘registros’”; “los year books o ‘anuarios’”; “los abridgements o ‘compendios’”; “los nominate (named) reports o ‘repertorios firmados.’” Whatever solution is adopted, it is important to be consistent in its use (which Moreno sometimes forgets!).

Another topic Moreno analyzes at great length, to our benefit, are the semantic differences among the terms act, statute, and law, which are very often considered as interchangeable synonyms. Moreno argues that a careful analysis would establish their individual derivation and put an end to the false idea of their interchangeable use. This analysis alone shows the importance of taking into account translation and its environment. Moreno describes the environments in which each of the three terms are likely to be used in English law countries such as England, Canada, Australia, New Zealand, and the U.S., and explains when each term can mean either derecho or ley. He also makes suggestions on how to translate the names of English laws into Spanish.

Overall Evaluation

Although attempting to read this voluminous book straight through would require a significant investment of time, it is a great resource to have at one’s fingertips. With this book, professionals working with the English→Spanish language pair have an extremely well documented and comprehensive reference book. Moreno’s highly refined use of language would make the book a great resource for anyone seeking to develop further or refine their general vocabulary.

Gladys González Matthews is a native of Costa Rica with over 20 years of experience as a translator and linguist. She is a member of a research team from McGill University (Montreal, Canada) developing a trilingual dictionary (English, French, Spanish) of contract and franchise law. Her formal training in court interpretation includes studies at the University of Arizona Agnes Haury Institute for Court Interpretation. She is a certified court interpreter in Indiana. Contact: gladys@linguamerica.com.

The workshop is open to English→Spanish translators from any country. Qualified participants will be accepted on a first-come-first-served basis. Excellent command of both Spanish and English is a requirement. In the course of the workshop, four texts will be translated by the participants, reviewed by Leandro Wolfson, a professional translator from Argentina, and returned to each translator with revisions, annotated comments, and a model translation selected each month from the group. As in previous TIP-Lab workshops, applications for continuing education credit will be submitted to the Judicial Council of California, the Washington State Courts, and ATA. Registration is now open. Space is very limited. Interested translators are encouraged to register as soon as possible. For information, contact: TIP-Lab, c/o Alicia Marshall (847) 869-4889 (phone/fax); e-mail: aliciamarshall@comcast.net; or visit www.tip-lab.org.
This dictionary is one of several multilingual business dictionaries produced by Morry Sofer, who is also well known for authoring the Translator’s Handbook, now in its fifth edition.

The main goal of this dictionary is to update Russian terms used in the business world, including the fields of banking, insurance, real estate, export-import, and the stock market. It also provides many modern business-related computer and Internet terms. In the dictionary’s introduction, Sofer indicates that there are obviously many American business terms that may not have Russian equivalents, and thus, many terms have rather extensive descriptions. He acknowledges that this dictionary is not meant to be exhaustive, but should hopefully serve as a starting point for more complete dictionaries in this subject area in the future. The front cover indicates that the dictionary includes business usage in international organizations, including the United Nations, World Bank, and the International Monetary Fund.

After quickly flipping through the dictionary, my first impression is that it has an extensive list of terms, many of which are quite specialized, but it lacks depth in the shades of meaning of each term. Thus, it seems more like a glossary than a dictionary.

Terms are laid out in alphabetical order in a single column, all in capital letters, with English terms in bold and followed on the next line by the Russian term(s). In a few instances, the English term is not in bold (e.g., “column,” “chart graph”), making it difficult to find in the alphabetical listing. There are also departures from the alphabetical listing (e.g., “site” and “site audit” coming before “sit-down strike”). Individual terms have few contextual remarks (e.g., the entry for “note” is simply примечание. Iзвинение, уведомление, банкота, краткосрочная ценная ценная бумага with no usage notes). There is no grammatical or pronunciation information. In general, the text is quite readable and terms are not difficult to find.

Highly specialized terms such as “front foot” (измерение для оценки затрат на благоустройство), “one-minute manager” (название популярной книги к. блишарда и с. дюкона, упрощение сложных управленческих ситуаций), “baby bond” (облигацiя номинальной стоимостi мене 1 тыс. долл.), and “dispossess proceedings” (разбирательство по лишению владения) appear, but relatively common business terms such as “equity investment,” “receivables,” and “force majeure” are not listed. There is also a conspicuous absence of many common loan agreement terms such as “underwriting fee,” “agent bank,” “arrangement fee,” “cross default,” and “pari passu.”

As a translator of financial statements, I tend to test dictionaries on their accounting content. For instance, “intangible asset” (нематериальный актив) was included, but another common term I see (нематериальное средство) was not. As noted above, there was no specific term for “receivables” (only “receivables turnover” - оборот счетов к получению), and the usual terms I see for “receivables” (дебиторская задолженность or расчеты с дебиторами) were not used. One of the terms offered for “payables” (дебет) is not correct (the more common Russian equivalents are кредиторская задолженность or расчеты с кредиторами). The term given for “prepaid expenses” is предоплаченные расходы rather than the more common accounting term, расходы будущих периодов. A spot
check of several other terms such as “finished goods” (готовые изделия), “work-in-progress” (незавершенная продукция), “short-term debt” (краткосрочный долг), and “working capital” (оборотный капитал) showed good results. However, there was no entry for “equity investment,” and the term given for its equivalent, “stake” (доля), did not fit this context.

“Interest,” as used in this context, was also not included.

There were also instances of terms that were shown with a definition instead of a translation, even though a perfectly acceptable translation is commonly used. For instance, the translation for “confidence level” is more a description (вероятность того, что рассматриваемая величина находится в вышепомянутом интервале) than the actual equivalent (доверительная область, интервал доверия). The same is true of “listed security” (ценные бумаги, появившиеся в листинг, т.е. допущенные к обращению на фондовой бирже), the equivalent of which is a commonly used term (котируемая на бирже ценная бумага or simply котируемая ценная бумага).

There is a somewhat unexpected “sub-specialty” in this dictionary: Internet and computer terms. While it is handy to have these available, such terms usually are not included in a dictionary covering business terms. Terms such as “ROM” (постоянно запоминающее устройство [ПЗУ]), “num lock key” (клавиша “цифры”), “notebook computer” (ноутбук), “baud” (бод—единица скорости передачи), “operating system” (операционная система), “icon” (пиктограмма), and many others appear, but not “router,” “wireless router,” or “website.”

This dictionary is rich with slang terms used in the financial field: “check kiting” (вывзывание необезвреженных чеков для получения кредита); “bull” (рынок быков—длительный период повышения цен на бирже) and “bear” (рынок медведей—длительный период падения цен на бирже); “price war” (ценовая конкуренция); “mom and pop store” (мелкое торговое предприятие в семейном владении); and “hard cash” (денежные наличные).

Overall Evaluation
To summarize, this dictionary’s strong point is that it covers a lot of ground in the field of business and finance, including highly specialized terms and the bonus of computer-related terms. Its weaknesses are that it lacks contextual commentary, it is missing a number of terms used in financial agreements, and it often uses descriptions instead of translations for terms.

Thus, I can only see this “dictionary” in a supporting role. One excellent candidate for a “main” business and financial English-Russian dictionary is the Англо-Русский Словарь по Экономике и Финансам под редакцией л-ра экон. наук А.В. Анкина. Санкт-Петербург, Экономическая Школа, 1993. I reviewed this dictionary for The ATA Chronicle in 1994 and was impressed at that time by its breadth of coverage, presentation, ease of use, and coverage of British and American usage. Ankin’s dictionary obviously went to press not long after the Soviet Union fell, and yet it still had many of the modern financial terms used in today’s markets (“currency swap,” “zero-coupon bond,” “gold futures,” etc.) and most of the accounting terms indicated above. However, as is often the case with Russian dictionaries, this dictionary is now hard, if not impossible, to find. A Google search on the Internet yielded few hits with the only success being an older used edition being available. (By the way, this dictionary should not be confused with the Ankin dictionary in the Polyglossum dictionary program.)
The recent movie *Lost in Translation* is now available on video, and when the Translation Inquirer saw it recently in a store, its price was so ridiculously low—especially in comparison to a movie theater ticket—that he could not resist; he thought the risk of buying a dud was nil. But it was a dud. No wonder the purchase price was so low. How the brilliant main character of *Ground Hog Day* and *What About Bob?* could have fallen for such a barren movie script as *Lost in Translation* is hard to imagine. The movie is about two people who are frustrated, confused, and bored in a foreign country where they know not a word of the language or writing system. I find it impossible to tolerate the premise that people could be bored, and have virtually no sympathy for those who are. In addition, the plot wandered (to put it mildly), and I have to suspect that at times the writers asked aloud, “Well, what shall we write next to get this story off dead center?” My advice: skip the movie. Read a good book for the 110 minutes or so that you would have spent watching this video.

New Queries

(A-E 10-06/1) In Arabic, “Ghallayet” means a kind of kettle or boiler, but something must be wrong, says a ProZ user, about this transliteration, for the great World Wide Web yields no hits with this spelling. What is the standard spelling?

(D-E 10-06/2) The word “invalidering” was a stumper for a ProZ user in this phrase: “Na een bepaalde leeftijd (verschillend voor verschillende geslachten en eindleeftijden) daalt de premie weer, omdat de duur van de uitkering (tot 60-65 j aar) sneller daalt dan de invalideringskans stijgt.” Is anyone familiar with it?

(E-Sp 10-06/3) From the exotic field of tea manufacturing comes this query about a piece of equipment, namely the one you will find below in bold print: *Process consists of leading exhaust gas discharged from a firing dryer through a heat exchanger to collect an aqueous solution.* A) What is it? B) How is it expressed in Spanish?

(E-Sp 10-06/4) What, asks a ProZer, does *post out* mean in the following regarding the closing of a manufacturing site: *Will we be able to post out or apply to other divisions or sites?*

(F-E 10-06/5) This ProZ query, originally meant to go from French into Dutch, had to do with the legal term “Procédure d’enquête de flagrance,” which we will be glad to see explained in English.

(G-E 10-06/6) When a Landsgericht speaks of a “Vernehmungsunter- schrift,” asks a ProZ denizen, is this to be viewed more as *minutes* or a *record* in English?

(G-E 10-06/7) The problem word here is “Vergabewert,” and if discussions in this column fail to resolve, for the ProZ member, what it is, then fault me not, for context in abundance has been provided: “Die Vorgehensweise der Kundenwertanalyse erfolgt in drei Schritten. Am Beginn steht die Aufbereitung der entsprechenden Daten aus dem CRM (Customer Relationship Management)-System. Diese beinhaltet den Import von selektiven Kundendaten in eine Excel-Datei, die Zuordnung und Überprüfung der jeweiligen Kundengruppe (A-C), die Überprüfung des Kundenvergabepotenzials sowie die Zuordnung von Auftragsvolumen, Vertriebsaufwand und EBIT. Der zweite Schritt umfasst die eigentliche Ermittlung des Kundenwertes. Die drei Bewertungskriterien Vergabewert, Ergebniswert und Ausschöpfungswert lassen sich dabei anhand der Daten in der Excel-Tabelle errechnen. Dazu kommt eine Einschätzung des Bindungs- und Empfehlungswertes des jeweiligen Kunden.”

(Gr-E 10-06/8) From a language that has been sadly neglected on my now 13-year watch, namely Greek, comes this ProZ query about a phrase found in a patent for an invention using an olive extract: *Αντι-γηραντική δράση εκχυλισµάτων Ελληνικής Ελιάς (ποικιλίας Κορωνέικης) και ολεοευροπείνης μέσω διατήρησης της λεπτοργίας του προτεστόµου σε συγκράτηµα της γλυκόλησης Ιοβαλάτες.* The last four words are a problem in this query.
Replies to Old Queries

(E-R 6-06/2) (fabricated bases): Ilya Tirdatov says that this apparently relates to a foundation for heavy equipment (e.g., a turbine generator) located in a plant shop. While more context would help, it would be safe to suggest either собранные основания (prefabricated bases) or сварные основания (welded bases) as a Russian translation for fabricated bases, as the term fabricated may refer to both. The context may provide further clues as to which of the options is more appropriate.

(E-R 6-06/3) (online ticket): Online, replies Ilya Tirdatov, is one of those words that dramatically increase the target document size when translating into Russian. A single-word equivalent simply does not exist (other than one based on transliterating the word online into Russian, which is often being done, but also happens to be a stylistic nightmare). For online air tickets, the translation for online ticket should be билет, приобретаемый через сеть Интернет (literally: a ticket purchased through Internet).

Olga McCarthy says that it has been used in Russia as электронный билет, but she also likes the idea of the term интернет-билет. The latter, she believes, is not in use yet, but very well might be because it has a nice “shortness” to it.

(E-T 6-06/05) (midparent): This term, believes Olga McCarthy, might mean something like average weight and height between both parents. Midparent = between both parents. However, she does not know enough (if any) Turkish to translate this term.

(Sp-E 6-06/10) (aberturas) Rut Simovich says that this is generically windows and doors; in this case it refers to a business that supplies complete assemblies, usually not including the glazing.

(Sp-E 6-06/11) (quintados): Mercy Dominguez is familiar with “quintales,” of which there are two kinds: the “quintal métrico,” which is equivalent to 100 kilograms; and a regular “quintal,” which is equivalent to approximately 46 kilograms. The “quintal” is a traditional measure of weight in Spain, she says, and was used in her native Cuba as well. She remembers her father, who was in the tobacco business, talking about “quintales de tabaco.”

Not to disparage other responses concerning the above query, but Hector Saavedra gave perhaps the most comprehensive reply on this matter when he reported a number of different forms.

The quintal is descended from the Roman centarius (equivalent to 100 Roman as) through the Arabic kintar or qintar. The common element in all the units below is that they are, or were originally, 100 of some smaller unit of mass, sometimes spelled kintal or kintall.

1. Here are some 20th-century values for the quintal in the following countries, primarily in South America:
   - Belize: 100 pounds, or approximately 45.36 kilograms.
   - Angola: 100 kilograms. This measure is a descendant of the quintal métrique.
   - Chile, Costa Rica, Cuba, Ecuador, El Salvador: 100 libra (Castilian), or about 46 kilograms (approximately 101.4 pounds).
   - Guatemala, Honduras, Nicaragua, Peru, Spain, Venezuela, Mexico: 46.04 kilograms (approximately 101.5 pounds).
   - Paraguay: 45.9 kilograms (approximately 101.2 pounds).
   - Argentina: 100 libras (about 101.27 pounds).
   - Portugal: 58.752 kilograms (about 129.51 pounds).

In many of the above countries the quintal = 4 arroba (one-twentieth of a tonelada).

2. In 20th-century Colombia and Czechoslovakia, a quintal = 50 kilograms (approximately 110.231 pounds). This arises from earlier units of mass, the libra and pfund (560 grams), respectively, which were approximately half a kilogram; thus a hundred of these units became metrified as 50 kilograms.

3. In pre-revolutionary Paris, France, a quintal = 100 livre (approximately 107.7 pounds).

4. In the old metric system, a quintal = 100 kilograms.

5. Prior to June 1931, quintal was spelled kintal in Brazil.

6. In British colonies in North America, at least as early as the 18th and 19th centuries, the
quintal used to weigh fish was a unit of mass equal to 112 pounds (the British hundredweight).

The heavy mention above of South America brings to mind the recent announcement that there is now a version of Microsoft Word in Quechua, one of Peru’s original languages before Spanish arrived and still a tongue to be reckoned with in that land. The program evidently is a nice blend of real Quechua words and borrowings from—guess what source language?

Thanks to Hector for the above and to all the other contributors, voluntary and involuntary.

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This column is solely intended as a means of facilitating a general discussion regarding terminology choices. For feedback regarding pressing terminology questions, please try one of these online forums: Lantre-L (www.geocities.com/athens/7110/lantro.htm), Proz.com (www.proz.com), Translators Café (http://translatorscafe.com).

Address your queries and responses to The Translation Inquirer, 112 Ardmoor Avenue, Danville, Pennsylvania 17821, or fax them to (570) 276-1477. E-mail address: jdecker@uplink.net. Please make your submissions by the first of each month. Generous assistance from Per Dohler, proofreader, is gratefully acknowledged.

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www.stc.org/cfp/cfp_GeneralInfo.asp

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www.atanet.org

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www.fit-ift.org

Scam Alert Websites

www.OnGuardOnline.gov
The Federal Trade Commission’s recently launched educational site about cross-border online fraud, offering information on common scams and tips on how to avoid them.

www.tuesdayswithmantu.com
Contains information on Rich Siegel’s book, Tuesdays With Mantu: My Adventures With a Nigerian Con Artist.
During the 19th century, while many in England were reading the 1818 expurgated *Family Shakespeare* edited by Thomas Bowdler (1754-1825), German translators were busily translating the unexpurgated original, including the bard’s sexual puns. An article by Arthur Graham, published in *Shakespeare Newsletter*, shows how successful the Germans were. This column is extracted from that article, and I am grateful to Arthur Graham for sending it to me.

The lines are from *The Merry Wives of Windsor*, Act IV, Scene 1. Sir Hugh Evans, a Welsh parson, is giving a Latin lesson to the boy William Page. Mistress Quickly misconstrues the Latin words as English sexual terms, and chastises Evans for teaching the boy such language. The German translations are those by Philipp Kaufmann (translations published 1830-36), and the now “classic” Schlegel-Tieck edition begun by Schlegel toward the end of the 18th century and completed (more than half the plays) and somewhat revised by Tieck more than 30 years later. August Wilhelm von Schlegel (1767-1845) was a leading figure of the Romantic movement famous for his Shakespeare and other translations, and for founding Sanskrit studies in Germany. Ludwig Tieck (1773-1853) was also a leading Romantic figure, and also known for his translations and other writings.

The lines in question concern *hic*, *haec*, *hoc*, which William has just declined. After some additional lines about the accusative and vocative cases, the play reads:

**Evans:** What is your genitive case plural, William?

**William:** Genitive case?

**Evans:** Ay.

**William:** Genitive: horum, harum, horum.

**Quickly:** Vengeance of Ginny’s case; fie on her! Never name her, child, if she be a whore.

**Evans:** For shame, ’oman.

**Quickly:** You do ill to teach the child such words. He teaches him to hick and to hack, which they’ll do fast enough of themselves, and to call ‘horum’—fie upon you!

Slang terms in the above include “case,” meaning the female pudenda, and “to hick and to hack,” meaning “to womanize and copulate.” Evans’ use of “’oman,” as well as other locutions in the surrounding lines, indicates his Welsh accent.

The German translators boldly took this on, Welsh accent and all.

**Kaufmann**

**Evans:** Was is der Cenitiv-Fall im Blural, Wilhelm?

**Wilhelm:** Genitiv-Fall?

**Evans:** Ja.

**William:** Genitiv: horum, harum, horum.

**Quickly:** Vengeance of Jennys Fall! Pfui über sie! Nenne sie nicht, Kind, wenn’s eine Hure ist.
Evans: Pfui, schämt Euch, Weip.

Frau Hurtig: Es ist recht schlecht von Euch, daß Ihr das Kind so was lehrt. — Ihr lehrt ihn trick und track, was er von selber schon früh genug lernt, und “hurum” sagen; — pfui, schämt Euch!

Schlegel and Tieck
Evans: Was ist tann Teclination des Kenitivus im Plurali, Wilhelme?

Wilhelm: Des zweiten Falls?

Evans: Ja, tes zweiten Falls, oter tes Kenitif.

Wilhelm: Genitiv: horum, harum, horum.

Frau Hurtig: Schlimm genug mit der Geschichte vom ersten Fall; muß der Junge auch noch von einem zweiten hören? Und was heißt das, wenn Ihr spricht, so’n Fall geh’ nit tief? — Und erzählt ihm da von Huren und von ihren Haaren und Ohren?

Evans: Schäm’ tir toch, Frau! —

Frau Hurtig: Ihr thut übel, daß Ihr dem Kinde solche Sachen beibringt; lehrt ihr da zu hocken und zu hecken, als wenn er das nicht zeitig genug von selbst thun würde; und nach Huren zu schrein, schämt Euch!

Both German translations make a pun on “Fall,” meaning both “case” (“circumstance” and “grammatical case”) and “ruin,” though both miss the specific English pun on “case.” Kaufmann’s translation invents “trick und track” to imitate “to hick and to hack” (Quigley’s misunderstanding of hic, haec, hoc). Schlegel and Tieck’s translation uses “hocken” [to crouch, squat] and “hecken” [to breed], a play on “Genitiv” (“geh’ nit tief”), and joins “Haaren” and “Ohren” to “Huren” to imitate horum, harum, horum. “Mit der Geschichte vom ersten Fall” means “with the story of Adam’s fall.”

Obviously, at least where Shakespeare was concerned, German families had lots more fun.

Herman is a librettist and translator. Submit items for future columns via e-mail to hermanapter@cmsinter.net or via snail mail to Mark Herman, 1409 E. Gaylord Street, Mt. Pleasant, MI 48858-3626. Discussions of the translation of humor and examples thereof are preferred, but humorous anecdotes about translators, translations, and mistranslations are also welcome. Include copyright information and permission if relevant.
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