

**American Translators Association Public Relations Initiative:  
Influencing One Classroom at a Time**

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(Make copies of the handout and distribute one per participant)
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(Two websites were included as a reference. The Facilitator may include more websites or other reference materials as she or he may deem necessary)
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# 1. Benefits of knowing a foreign language in addition to English

(Solicit a volunteer who may want to share with the class his or her view on some of the benefits of knowing a foreign language in addition to English. If there are no volunteers make the points below)

- Improves your communication skills, both written and oral
- Helps you penetrate the barrier of a single language and a single culture
- Helps you communicate more effectively with people of other countries and cultures
- Become a more effective problem-solver because of an increased awareness of a wider set of options
- Provides you with a competitive advantage with job opportunities and career advancement in the United States and abroad



## 2. Careers in Foreign Languages

This module includes an activity to encourage teamwork and group participation and can be facilitated as follows:

Materials for the Activity: Flip chart, color markers, tape

Activity:

- Divide the class in groups of four or five
- Distribute one piece of flip chart paper to each team and provide color markers. Depending on the size of the class, assign one or two of the following topics to each team: Communications, Business, Government Services, Social Services, Information Services, Education, Science, and Travel Services
- Have each team write or draw five or six Foreign Language Careers related to the topic assigned to the team
- I.E. – If Team 1 has Communications they should come up with some of the following answers:
  - Foreign news correspondents
  - Foreign news photographers
  - Translators of books, articles, and reviews
  - Advertising for ethnic or foreign markets
  - Film production and entertainment media
  - Simultaneous interpreters
  - Editors for university and other presses
  - International telephone operators
- Have each team designate a spokesperson
- Allow ten minutes for this activity
- When the teams are finished, they can place their chart on the wall. Have the spokesperson of each team come to the wall, one at a time, and read their findings aloud to the rest of the class. Continue until all charts have been debriefed
- Review the findings using the information on pages 5 through 8 of this guide

## Influencing One Classroom at a Time

### ***COMMUNICATIONS:***

- Foreign news correspondents
- Foreign news photographers
- Translators of books, articles, and reviews
- Advertising for ethnic or foreign markets
- Film production and entertainment media
- Simultaneous interpreters
- Editors for university and other presses
- International telephone operators



### ***BUSINESS:***

- Fashion buyers
- Personnel managers
- Public relations experts
- Business executives
- U.S. representatives for foreign companies
- International banking and finance
- International lawyers and patent attorneys
- Income tax consultants and accountants in ethnic communities
- Specialists for import/export firms



### ***GOVERNMENT SERVICES:***

- Diplomatic corps
- Court interpreters, U.S. translators and interpreters
- Bilingual staff in Federal Agencies (e.g. Social Security, Red Cross, etc.)
- U.S. Postal Service
- U.S. Customs agents
- U.S. Naturalization Service agents



### ***SOCIAL SERVICES:***

- Nursing in ethnic communities
- Law enforcement officers
- Public assistance interviewers
- Health services
- Multilingual defense attorneys



### ***INFORMATION SERVICES:***

- Translators of foreign publications in private and public libraries
- Classifiers of foreign documents
- Research librarians, library acquisition specialists



## Influencing One Classroom at a Time

### ***EDUCATION:***

- Textbook authors or editors
- Elementary teachers for bilingual programs
- High school and special teachers for bilingual educational programs
- Educators in special commercial schools
- University comparative literature departments
- University foreign language departments
- University linguistics departments
- University schools of education
- University teaching of English as a Second Language
- University foreign study offices
- Overseas teaching for private corporations and diplomats' families



### ***SCIENCE:***

- Scientific research and translating
- Technical liaison for U.S. businesses operating in a foreign country
- Archaeology
- Museum studies
- Nursing and medicine in ethnic communities
- Hospital management
- Studying or practicing medicine overseas



### ***TRAVEL SERVICES:***

- Hotel and resort staff and management
- Restaurant staff and management
- Travel agents
- Airline flight attendants
- Airport personnel
- Foreign travel advisors
- Tourist guides

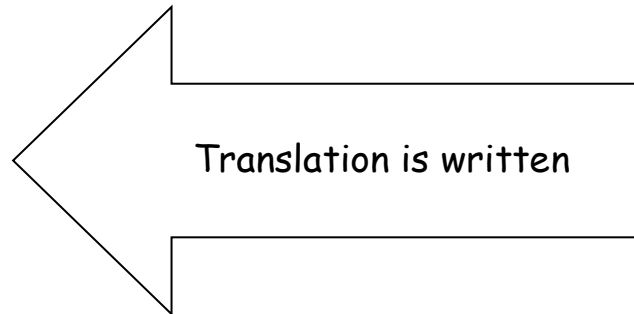




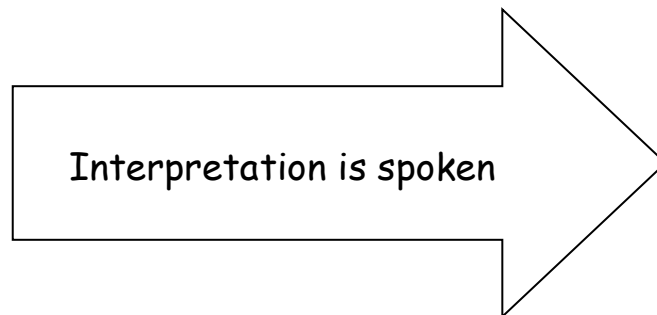
### 3. Translation versus Interpretation

(Solicit two volunteers, one to read the statement about Translators and the other to read the Interpreter)

Translator - One who translates in writing documents from one language into another.



Interpreter - One who translates oral communication from one language to another.



## 4. Translation Courses and Programs

The website below contains a very comprehensive list of translator-training institutions by country. This list is prepared under the auspices of the Training and Qualification Committee of the [Fédération Internationale des Traducteurs](#) (FIT).

<http://www.ice.urv.es/trans/future/tti/tti.htm>

## 5. Translation Organizations

American Translators Association (ATA):

<http://www.atanet.org>

The International Federation of Translators (FIT):

<http://www.fit-ift.org>

# 6. References

<http://www.lai.com/lai/trorg.html>

[http://www.tti-corp.com/Page\\_5x.html](http://www.tti-corp.com/Page_5x.html)

<http://www23.hrhc-drhc.gc.ca/2001/e/groups/5125.shtml>

<http://www.iupui.edu/~flac/FLCareers.html>

<http://www.ice.urv.es/trans/future/tti/tti.htm>

[http://www.marshall.edu/language/wakeup\\_call.html](http://www.marshall.edu/language/wakeup_call.html)

<http://www.ericfacility.net/ericdigests/ed276305.html>