THE GOTHAM TRANSLATOR

PRESIDENT'S MESSAGE

by **Suzana Martinez**

This summer has brought us many changes and will continue to bring us many more. A few months ago we received news that our Program Director, Lana Rachkovskaya, was resigning from her position. We were saddened by her decision, but fortunately, a few months later, she rejoined us as a mentor in our Mentoring Program. We are delighted to work with her again and she has already mentored several aspiring translators.

In the meantime, a new Program Director came on board – Margarite Heintz Montez – who has been actively working for the benefit of us all. She worked on the organization of the ATA Certification Exam sitting held last June. Margarite also contributed to the organization of our summer picnic. She is currently organizing our upcoming monthly meetings and planning a Job Fair for this coming fall. We also thank Marian Greenfield for graciously hosting our summer picnic.

On the financial side of the Circle, we have been honored and blessed with the hard work and dedication of our Treasurer, Deborah Lockhart. Not only has Deborah diligently managed the day-to-day financial operations of the Circle's funds, but she has also reinvested funds that were dormant for many years in forgotten bank accounts.

This year, we also had another addition to our "army of volunteers" – Edna Ditaranto. Edna is the Chair of our ATA Certification Committee and organized an exam sitting last June along with Margarite and Ms. Milena Savova, from NYU. We extend our thanks to all of them for making the event possible.

Gloria Barragán and I have been working on the 2007 Membership Directory. I would like to thank Gloria for her hard work and let our members know that our Directory will soon be published. Please notify us as soon as possible of any changes in your profiles so that we can publish an accurate directory.

Lastly, I would like to remind our members who are ATA Certified, that now you can earn CE units when attending our monthly meetings.

See you at our next meeting! ■

INSIDE

3 A Word From the Editor

4 To Be a Good Translator

8 A Simple Coordinated Effort

10 What's Your Specialty?

11 Interpreting and Interpreting Education

12 Creating Your Resume

14 Circle News

NEW YORK CIRCLE OF TRANSLATORS

(212) 334-3060

2007 BOARD OF DIRECTORS

Suzana D. Martinez, *President*
Work/Cell: (732)768-3948
president@nyctranslators.org

Lucien Morin, *President-Elect*
president-elect@nyctranslators.org

Gloria Barragán, *Secretary*
Work: (516) 977-9019
secretary@nyctranslators.org

Deborah Lockhart, *Treasurer*
nyct@thelanguageshop.org

Margarite Heintz Montez, *Program Director*
programdirector@nyctranslators.org

COMMITTEES

Continuing Education: Jordan Fox

THE GOTHAM TRANSLATOR

EDITOR

Rosene Zaros
zarosr@hotmail.com

EDITORIAL BOARD

Trudy Balch,
Ellen Sowchek,
and Betty Welker

DESIGN AND LAYOUT

Bahl Graphics
kbahlmann@austin.rr.com

PRINTING

Mail Boxes, Etc. South Orange NJ
mailboxso@verizon.net

GUIDELINES FOR SUBMISSION

Please submit all contributions as e-mail attachments in Microsoft Word format. Articles should be limited to 1500 words or less.

The Gotham Translator is published six times a year by the New York Circle of Translators, Inc., a chapter of the American Translators Association. The deadline for acceptance of contributions is the first day of the month preceding the month of publication. Articles and other materials should be e-mailed to the Editor at editor@nyctranslators.org. The opinions and views expressed are those of the authors and do not necessarily reflect the opinions or the policies of the NYCT or the ATA. All material submitted is subject to editing and becomes the property of the New York Circle of Translators unless accompanied by a copyright statement.

© 2007 by the New York Circle of Translators. All rights reserved. Nothing contained in this issue may be reprinted without explicit prior permission of the editor or, in the case of copyrighted material, the copyright holder.

CALL FOR PAPERS

The Gotham Translator accepts and welcomes contributions of articles about all aspects of translation and translator-related issues. These may include, but are not limited to, specific translation problems or approaches to translation, legal issues, and the business of translation. We also welcome dictionary and hardware/software reviews as well as reviews of books, conferences and workshops. The “Members' Voice” section of each issue is devoted to translations, stories, and poetry written by members.

In general, articles and other submissions should be limited to around 1500 words. All text should be submitted as e-mail attachments in Microsoft Word format. We prefer unpublished contributions. In the case of previously published submissions, please advise us of this fact at the time of submission. ■

Do you know someone who'd like to advertise in THE GOTHAM TRANSLATOR?

Please e-mail your text or artwork to the Editor at editor@nyctranslators.org no later than 30 days prior to the publication date. Please indicate the ad size desired. If your artwork is in soft copy (business card or other) please mail to the editor at the address below together with your payment.

Ad Rates (single insertion)

Full page (7.5" x 10") $150
One-half page (7.5" x 4.75").....$80
One-fourth page (3.5" x 4.75") $40
One-eighth page (3.5" x 2.25").....$20

Note: All prices are for black-and-white camera-ready copy.

Payment: As soon as you and the Editor have agreed to the ad size and publication date, you will be sent an invoice via email. **We must receive payment in advance before we can publish an ad.** Please allow enough time for checks to be received prior to the publication date. Please mail your check payable to the New York Circle of Translators for your ad placement to:

The New York Circle of Translators
P.O. Box 4051
Grand Central Station
New York, NY 10163-4051

A WORD FROM THE EDITOR

by **Rosene Zaros**

As autumn approaches, thoughts turn to *la rentrée*. I've always liked that expression. "The return." The return to school. The return from vacation. The return to the realities of life. Even though, for some of us, the summer has not been an escape from work, there is nonetheless a sense that we should "return" to a more structured plan for achieving our goals. We need to get serious.

There is a renewed focus on Education with a capital "E," and for that reason we have decided to make "Education" the theme of this issue. For translators, education is certainly an on-going process. We are never finished. We can never comfortably sit back and relax. We must constantly be up to date on what is happening in the world of translation and also what is happening in our specific fields of expertise. While at times this may seem overwhelming, it also seems to fit well with the personalities of most translators. We all know that wonderful feeling we get when, after searching, we come up with the right word, the exact expression to convey a concept that may not even exist in the target language. Finding it is a real high.

Research is a form of autodidactic education that we are all involved with every single day of our lives. Frequently we are faced with a word or phrase and we are at a loss. We may think we know what a word means, but it can't mean *that* because *that* makes no sense whatsoever in the context we have. Translation involves so much more than dictionary meanings of words. So, the search and the learning begin. The education that derives from research is broad and very rich because the researcher has had to come to grips with a hitherto unknown concept and then attempt to translate it into the target language. The ease with which the desired information is acquired depends greatly on the ability of the researcher. In fact, we frequently look for ways to educate ourselves to make our research easier and more efficient.

Technology education is high on the list for translators who want to continue to grow in the 21st century. Depending upon one's field or fields of expertise, a working knowledge of TEnTs (Translation Environment Tools) may become absolutely essential. We are hearing less about CAT (Computer Assisted Translation) and more about TEnTs. Whether or not you decide to make the big step depends in large measure upon the type of work you do now and the work that you aspire to get. Globalization is huge field, but it is not something that you can just step into. It takes education and effort to acquire a thorough knowledge of what is required to work in this field.

If you would like to acquire specific expertise or just to broaden your horizons, you may find it worthwhile to enroll in a class. This can be rewarding in many ways. Whether you decide to enroll in a translation course or in a course in one of your fields of expertise, you will be in contact with others who share your interests and who may be or may become experts in that field. The discipline of taking a class will help to keep you on your toes and actively involved. Some studies seem to indicate that mental activity may offset or delay the start of Alzheimer's disease. How about that as a side benefit!

The articles in this issue are intended to get you started thinking about what it means to be a good translator or interpreter and to provide some suggestions for getting the education, formal or informal, that can help you to achieve your goals. ■

TO BE A GOOD TRANSLATOR

by Leila Razmjou

Paper presented at the Second International Conference on "Critical Discourse Analysis: the Message of the Medium" in Yemen, Hodeidah University, October, 2003.

In addition to being a member of our country, we are members of the world community, and this gives us a global identity. Therefore, it is quite natural for us to think about world affairs and cooperate in solving the world's problems. To do so, the first and most important tool is "language," which is socially determined. Our beliefs and ideologies are always reflected in our way of talking, although the connections are hidden and only "critical language study" reveals these hidden connections in discourse.

A nation's culture flourishes by interacting with other cultures.

Furthermore, we know that a nation's culture flourishes by interacting with other cultures. Cultural variety opens our eyes to human rights, but cultural variety can only be recognized through discussions, which leads us back to the major tool for discussion: "language."

The role of language in the developing world is materialized through "translating," and since critical language study is concerned with the processes of producing and interpreting texts and with the way these cognitive processes are socially shaped, it can be considered as an alternative approach to translation studies.

The world is becoming smaller and smaller as the systems of communication and information are developing and becoming more and more sophisticated. In the process of such a rapid exchange of information and for the purpose of improving cultural contacts, one thing is inevitable, and that is "translating." This is why there is a need for competent translators and interpreters. As mentioned earlier, the whole world is undergoing complex changes in different areas such as technology and education. These changes necessarily have an important bearing on systems of higher education, including translator training programs.

According to Shahvali (1997), theoretical knowledge and practical skills alone are not adequate to prepare students to face the developments in the field. There is a need for ability to adapt; therefore, it is necessary to focus on students' self-updating and to develop their relevant mental, communicative, and planning skills.

Training translators is an important task which should be given a high priority. The service that translators render to enhance cultures and nurture languages has been significant throughout history. Translators are the agents for transferring messages from one language to another, while preserving the underlying cultural and discoursal ideas and values (Azabdaftary, 1996).

The translator's task is to create conditions under which the source language author and the target language reader can interact with one another (Lotfipour, 1997). The translator uses the core meaning present in the source text to create a new whole, namely, the target text (Farahzad, 1998).

Bearing these facts in mind, the question is: what skills are needed to promote translating ability? And how can one become a good translator?

The first step is extensive reading of different translations of different kinds of texts, since translating requires active knowledge, while analyzing and evaluating different translations requires passive knowledge. Therefore, receptive skills should be developed before the productive ones; i.e. by reinforcing their passive knowledge, students will eventually improve their active knowledge. Receptive skills improve the students' language intuition and make them ready for actual translating.

A good translator is someone who has a comprehensive knowledge of both source and target languages. Students

should read different genres in both source and target languages including modern literature, contemporary prose, newspapers, magazines, advertisements, announcements, instructions, etc. Being familiar with all these genres is important, since they implicitly transfer culture-specific aspects of a language. Specialized readings are also suggested: reading recently published articles and journals on theoretical and practical aspects of translation. The articles will not only improve the students' reading skill in general, but also give them insights which will subconsciously be applied when actually translating.

"Writing" skills, i.e. the ability to write smoothly and correctly in both source and target languages, are also important.

"Writing" skills, i.e. the ability to write smoothly and correctly in both source and target languages, are also important. Writing is in fact the main job of a translator. Students should become familiar with different styles of writing and techniques and principles of editing and punctuation in both source and target languages. Editing and punctuation improve the quality and readability of the translation (Razmjou, 2002).

Moreover, translation trainees should have a good ear for both source and target languages; i.e. they should be alert to pick up various expressions, idioms, and specific vocabulary and their uses, and store them in their minds to be used later. This is in fact what we call improving one's "intuition." Intuition is not something to be developed in a vacuum; rather, it needs practice and a solid background. It needs both the support of theory and the experience of practice. Language intuition is a must for a competent translator.

One of the most important points to consider in the act of translating is understanding the value of the source text within the framework of the source-language discourse. To develop this understanding, the translator must be aware of the cultural differences and the various discoursal strategies in the source and target languages. Therefore, the hidden structure of the source text should be discovered through the use of various discoursal strategies by the translator.

A good translator should be familiar with the culture, customs, and social settings of the source and target language speakers. She should also be familiar with different registers, styles of speaking, and social stratification of both languages. This socio-cultural awareness, can improve the quality of the students' translations to a great extent. According to Hatim and Mason (1990), the social context in translating a text is probably a more important variable than its genre. The act of translating takes place in the socio-cultural context. Consequently, it is important to judge translating activity only within a social context.

After developing a good competence in both source and target languages, actual translating may begin. But there is a middle stage between the competence-developing stage and actual translating: becoming aware of various information-providing sources and learning how to use them. These sources include: different monolingual and bilingual dictionaries, encyclopedias, and the Internet.

Using dictionaries is a technical skill in itself. Not all students know how to use dictionaries appropriately. Words have different meanings in different contexts, and usually monolingual dictionaries are of utmost value in this regard. Students need a great deal of practice to find the intended meaning of words in a particular context, using monolingual dictionaries.

Translation trainees also need to be familiar with the syntax of indirect speech and various figures of speech in the source language such as hyperbole, irony, meiosis, and implicatures. Awareness of these figures of speech will reinforce students' creativity and change their passive knowledge into active skill.

While there is a strong emphasis on developing source and target language competencies, the ways in which students can develop them should not be neglected. Group work and cooperation with peers can always lead the translating process to better results. Students who practice translation with their peers will be able to solve problems more easily and will also more rapidly develop

self-confidence and decision-making techniques (Razmjou, 2002). Although there is a possibility of making mistakes during group work, the experience of making, detecting, and correcting mistakes will make the students' minds open and alert.

Another important point is that successful translators usually choose one specific kind of texts for translating and continue to work only in that area; for example a translator might translate only literary works, scientific books, or journalistic texts. Even while translating literary works, some translators might choose only to translate poetry, short stories, or novels. Even more specific than that, some translators choose a particular author and translate only her or his works. The reason is that the more they translate the works of a particular author, the more they will become familiar with her or his mind, way of thinking, and style of writing. And the more familiar is the translator with the style of a writer, the better the translation will be.

Translation needs to be practiced in an academic environment in which trainees work on both practical tasks under the supervision of their teachers and theoretical aspects to enhance their knowledge. In an academic environment, recently published articles, journals and books on translation are available to the trainees, who thus become familiar with good translators and their work by reading them and then comparing them with the original texts. In this way, trainees will develop their power of observation, insight, and decision-making, which in turn will lead them to enhance their motivation and improve their translating skills.

Therefore, translation studies has now been recognized as an important discipline and has become an independent major, separate from foreign-language studies, in universities. This reflects the recognition of the fact that not everybody who knows a foreign language can be a translator, as it is commonly and mistakenly believed. Translation is the key to international understanding. So in this vast world of communication and information overload, we need competent translators who have both the theoretical knowledge and practical skills to do their jobs well. The importance of theoretical knowledge lies in the fact that it helps translators acquire an understanding of how linguistic choices in texts reflect other relationships between senders and receivers, such as power relationships, and how texts are sometimes used to maintain or create social inequalities (Fairclough, 1989).

Finally, it is important to know that it takes much more than a dictionary to be a good translator, and translators are not made overnight. To be a good translator requires a sizeable investment in both source and target languages. It is one of the most challenging tasks to switch safely and faithfully between two universes of discourse. Only a sophisticated and systematic treatment of translation education can lead to the development of successful translators. And the most arduous part of the journey starts when translation trainees leave their universities. ■

Works cited

Azabdaftari, B. 1997. Psychological Analysis of Translation Process. *Motarjem Journal*, Mashhad, Iran. 21 & 22: 7-12 (Translation).

Fariclough,N. 1989. *Language and Power*. London, Longman.

Farahzad, F. 1998. A Gestalt Approach to Manipulation in Translation. *Perspectives: Studies in Translatology*, 6 (2): 153-233.

Hatim, B. & I. Mason. 1990. *Discourse and the Translator*. London: Longman.

Lotfipour, S.K. 1985. Lexical Cohesion and Translation Equivalence. *Meta*, XLII, 1, 185-92.

Razmjou, L. 2002. Developing Guidelines for a New Curriculum for the English Translation BA Program in Iranian Universities. Online *Translation Journal*, V. 6, No.2 http://accurapid.com/journal/20edu1.htm

Shahvali, M. 1997. Adaptation Knowledge, the Passage of Success and Creativity (Translation).

About the author

Ms. Razmjou holds a BA degree in English Translation from Allameh Tabataba'ee state university, Tehran (Iran) and an MA degree in Applied Linguistics (branch: Teaching English as a Foreign Language) from Shiraz State university, Shiraz (Iran). She is currently working on her PhD at Tabriz University in Iran.

She is also a lecturer at Azad University in Iran. She mainly teaches translation courses and her major area of interest is translator training programs.

Ms. Razmjou can be reached at leilarazmjou@yahoo.com.

This article originally appeared in the April 2004 issue of the Translation Journal (http://accurapid.com/journal)

INTERPRETING AND TRANSLATION

Translation, traducción, 翻譯 Übersetzung, tradução…

The need for skilled translators and interpreters is greater than ever, here in New York and around the world. New York University's School of Continuing Professional Studies (SCPS) offers professional level courses and certificates in the world's most-spoken languages, both on-site and online.

INTERPRETING/TRANSLATION PROGRAMS INCLUDE:

- Certificate in Translation
  - Online and on-site: French to English, Spanish to English, English to Spanish, General Translation
  - Online only: German to English, Arabic to English, English to Portuguese
- Certificate in Medical Interpreting in Spanish/English and Chinese/English— ***New!***
- Certificate in Court Interpreting in Spanish/English
- Professional development opportunities for practicing translators and interpreters — ***New!***
- Foreign Language Proficiency Testing in Arabic, Spanish, Chinese, and many more

NYU SCPS
SCHOOL OF CONTINUING & PROFESSIONAL STUDIES
At the center of the center of it all.

For information on all our programs, visit our website or call to receive our new Bulletin.

scps.nyu.edu/x175 1-800-FIND NYU, ext.175

New York University is an affirmative action/equal opportunity institution. ©2007 New York University School of Continuing and Professional Studies

A SIMPLE COORDINATED EFFORT,

OR HOW I LEARNED TO GET ALONG WITH ALL THE INFORMATION I COLLECT, AND OTHER HAPPY ENDINGS

by **Trudy Balch**

Why do I like being a translator? Let me count the ways.

I like to write. I like to reimagine a Spanish text in English. I like to explore the relationships and contrasts among cultures, and play a role in bridging them. I like the variety of texts I work with, and the way this variety makes every day a learning experience. But what do I do when the variety and learning experiences threaten to overwhelm me with information that I don't know where to put, or else threaten to overwhelm me with questions I'm having trouble solving in a reasonable amount of time?

Welcome to my nightmare? No! To riff on that old spymaster phrase, We have ways of keeping you organized...and ways of keeping track of information, and ways of keeping in touch with helpful colleagues who can use your help too.

I owe one of my most useful "knowledge management" techniques to my friend and Spanish>English colleague Eileen Brockbank, who some years ago showed me how she set up her terminology database in Microsoft Access and then helped me set up my own. Today, my database totals more than 2,000 terms from projects that range from literary to legal to commercial to arts-related. I enter anything I want to keep track of, putting the particulars in seven different fields: Spanish term, English term, origin of term (here I put in the project name and/or number), origin of definition, the client, the country the document came from, and the subject. (I also link this database to an "English-first" database that re-alphabetizes the terms by English word rather than Spanish, in case I ever want to look up a term in the other direction.) I keep the database open in a window as I'm working, which makes it easy to look up terms as I go along, or enter new ones. And I can sort the terms by subject, client, country, or any other of the seven fields. Never again have I been faced with scraps of paper or random terminology notes! Entering information as I go along is so quick and easy that it rarely breaks my concentration. And for the rare times I don't want to switch windows, going back and entering new terms after I've finished the project is not an onerous task.

What, you say? You don't have Access, or you don't like it? No problem. The point here is not to recommend a particular program, but to have a system that works for you without being a burden. For me, having something in my computer—as opposed to those endless scraps of paper and the notes scrawled on copies of the original text—works. Having it be sortable works too. It's convenient, and I can find the information years later. No matter how you do it, you'll be glad you did.

Then there's Web research, which I daresay all of us do these days. We've all learned and discussed search strategies in other venues. But at some point the best of Web research, not to mention other standard reference sources, benefits from a human angle: our many knowledgeable, resourceful colleagues hailing from all corners of the earth. In my case, some are people I know personally, either here in New York City or elsewhere, and many others are people I've never met, linked by an Internet connection. My virtual colleagues on various e-mail lists, such as the ATA Spanish Division's Espalista, have rescued me more times than I can count. (Where else would I find a colleague with a background in engineering who came to the rescue when various construction and electron-

ics inventory lists popped up in an otherwise legal project? He patiently explained what the items and related concepts were, many times offering the English equivalent into the bargain.) I do my best to repay those favors by answering as many online queries as I can.

And even in this day of vast online resources, the telephone still has its merit. For example, some years ago, while transcribing and translating taped dialogue from Nicaragua for a documentary film, I ran into some idioms I could transcribe but not translate—because I didn't understand what they meant. A call to the Nicaraguan consulate solved the problem in a few minutes. (Not to mention offering a very pleasant conversational break to my working solitude.)

Telephone queries have also produced sources I've been able to keep in reserve for future queries. Last fall I ended up calling the Uruguayan consulate to ask about some legal terms. The person I spoke with ended up suggesting I e-mail a friend of hers in Montevideo who works as a *traductora pública* (officially licensed translator who often works with legal and official documents). We never did fully resolve my query, but I held on to that person's e-mail address, and sure enough another Uruguay query came up in the spring, this time related to names of courts. Bingo! She resolved my question in minutes (no doubt as easy for her as it would be for us New Yorkers to explain that state supreme court is actually the lowest-level state court, not the highest). That's a favor I hope to repay too.

And then there are the many librarians, curators, statistics experts, you name it, whom I've contacted in my quest for just the right information to make a paragraph or sentence or phrase sing in just the right tune. Thanks to all of you!

Finally, I keep an ongoing Word document I call "Infolist": a running list of useful Web sites and online sources, as well as individuals and their e-mail addresses and phone numbers. I divide it into subject-area categories and just plug the information in whenever I have it. At the end of the year, I copy the list into the coming year's work folder.

And yes, I read as much as I can, in English and in Spanish (and sometimes in other languages), from fiction to essays to art criticism to business news to anything else in or out of the fields I specialize in. I watch television and listen to the radio in both languages. Ditto attending talks and going to films. A few years ago I started volunteering as an interpreter in a local hospital (after qualifying for and completing the mandatory training program), and I invariably learn new vocabulary and expressions while I'm on duty. One of the first was a new way of saying "X-ray" in Spanish (the resulting image, not the ray itself): I was used to *radiografía* (what I'd always heard in Mexico, where I had lived and worked) or *rayos X*, and the first time I heard someone talk about *placas* I thought of car license plates. (And a few other things that didn't make sense in that context either.) Then my supervisor whispered in my ear that to people from the Spanish-speaking Caribbean, *placas* are also—you guessed it—X-rays.

That one went in my database too.

NOTE: For those of you who work in languages other than Spanish, *placas* can also be photographic plates or printers plates in general, which is probably what led to the word's use in the context of X-rays. But I needed that extra shove to make the connection. ■

WHAT'S YOUR SPECIALTY? by Betty Welker

Whatever that specialty may be, a good translator must stay on top of what is happening in his/her areas of specialization. This is not an easy task, especially given the commitment of time and money that it entails.

A recent Quick Poll of translators and interpreters conducted by the Proz.com web site yielded the following responses to the question of how to keep up: reading, online courses, conferences, forums, classes and seminars. All of these responses apply not only to translation and interpretation skills themselves, but also to your specialty field. Unfortunately we must do everything twice, keep up with translation and keep up with our areas of specialization. And this takes time and energy.

Translators and interpreters are an interesting group of people, because they come from such a wide variety of backgrounds. It is likely that many of you have left a career behind in order to then build on your knowledge and pursue translation as a second career. For example, my first career was as a librarian. I spent a number of years working at a reference desk, where I had to direct people to sources of information in many fields, including business, law, science and medicine. That experience has served me well as a translator, because the ability to do a quick study of a topic is a useful tool to have when approaching a translation for the first time.

Translators and interpreters are an interesting group of people, because they come from such a wide variety of backgrounds.

But now that you have chosen to leave that career behind, how do you keep up with the knowledge you gained there and turn that into building a business?

So, in addition to the responses of the Quick Poll, here are a few other ways (some overlapping) to keep up with what's happening in your field.

Number One: don't drop those professional subscriptions! Whether in electronic form or paper, it pays to have contact with a wide variety of resources, even if you don't get time to read all of them from cover to cover. This will at least give you exposure to the important issues and current jargon of the industry. As part of my membership in the American Library Association, I receive a weekly electronic newsletter and a monthly magazine. In addition, I also subscribe to the *Cyber Skeptics Guide to the Internet*, which is an invaluable resource because it has critical evaluations of Internet resources. The sources listed in these guides are not advertiser-driven and have been evaluated by librarians from all over the country. By the way, don't throw out those ads you get in the mail, particularly for conferences, without first reading them to see what issues are being discussed in your specialty.

Number Two: keep up those contacts in your specialty! You may need to consult with former colleagues to ask questions and find solutions to translation problems. Build on these relationships and continue to introduce yourself to new people. You will have to stop talking only to other translators. Here's some advice from those who are successful at networking—and related to Number Four. Follow the rule of three, when you attend meetings. Introduce yourself to at least three people you don't know. Our own award-winning Chris Durban, author of the Onionskin column, a regular feature of the ATA Chronicle, suggests that getting up at a meeting, introducing yourself as a translator and asking a question gets people's attention. They will find your profession fascinating and will often seek you out.

Number Three: try to network as much as possible! Networking with professionals in your area of specialization is a tool you can use to build and grow your business. There is an incredible amount of material out there on how to do this successfully. Among all the various tips and techniques, you may be able to find the one thing that works for you. Experience tells me though that you will probably need to do more than just show up at meetings and pass out business cards. You will probably have to volunteer to do something for the organization, such as writing an article or editing the newsletter, serving on a committee or running for office. This is the only way

(continued on page 13)

RENDERING THE MESSAGE: INTERPRETING AND INTERPRETING EDUCATION

by **Ellen Sowchek**

First a disclaimer: my career as a consecutive interpreter was unplanned. After completing my certificate in translation studies, I worked (and continue to do so) as a translator specializing in legal and financial documents. One day, I was asked by a client whether I would be available to do some consecutive interpreting for them. Since I had done some interpreting, on a small scale, I agreed. The assignment was a success, the client was very pleased, and proceeded both to rehire me for interpreting and also to recommend me to others.

This assignment was quite important to me, not only from a business perspective, but also because it made me realize how much I really liked interpreting, and it instilled in me a desire to continue my "formal" education as an interpreter. In my eagerness to learn as much as possible, I discovered a number of interesting things about interpreter education in general, and educational opportunities for consecutive interpreters in particular.

At that time, which was approximately ten years ago, there was little offered in the area of interpreter education in the New York City area. The courses available to me when I was pursuing my translation studies certificate were exclusively in translation. This situation has, fortunately, changed and a number of courses in interpreting are now being offered.

I do not wish to minimize the importance or the need for well-trained court and medical interpreters; however, I am disappointed that interpreting is being presented within such a narrow framework.

However, these courses are usually designed to train interpreters in two very specific fields: court interpreting and health care/medical interpreting. They are also usually language specific, and the language pairs are generally those in most frequent demand: Spanish, Russian and Chinese. For those with other language pairs, or whose interest may be in areas other than court or medical interpreting, little is available.

I find this situation discouraging. I do not wish to minimize the importance or the need for well-trained court and medical interpreters; however, I am disappointed that interpreting is being presented within such a narrow framework. Of course, an argument can be made that the skills learned in court/health care interpreting courses are transferable to other fields. This is certainly true. However, if I were beginning my training as a language professional today, being uninterested in either of these specializations, I might not even consider interpreting as an option.

What I believe is needed is a general course in interpreting, something along the lines of "Introduction to the Theory and Practice of Interpreting." Such a course would not be language-specific and, as such, it would not exclude students with less-in-demand language pairs. Its purpose would be to serve as a general overview of the profession, and it would cover both the theoretical and the practical aspects of interpreting in equal proportion.

(continued on page 15)

BASIC POINTS ON CREATING YOUR RESUME

by **Lana Rachkovskaya, NYCT Mentoring Committee**

As our Mentoring Program was launched this year, it made me think of putting together some basic rules for creating a resume tailored to the translations industry. The more common your language pair is, the more thought you need to put into creating a resume that stands out. Your resume is a ticket to getting more work. Below you will find some general points on making your resume look professional and attractive.

- Your resume should be reasonably short – no longer than 2-3 pages. Try fitting it on 1 page.
- Keep the formatting simple and professional. You want to have clean and nice formatting where your key information is visible and the text flow is natural to the reader.
- Your resume should be written well, presenting the most important information first. Translation companies often complain about resumes, which make it difficult to find the key information. The following information should be especially clear: contact information, language pairs, subjects and years of experience. Having stated the obvious, a large number of resumes do not contain these most important details or they are oftentimes hidden within the resume format.
- ALWAYS keep your resume up to date. Update it once every few months to list your most recent clients or projects. This creates an impression that you are constantly working on new projects. Feel free to list general project name and approximate word count with a month and year completed.

The more common your language pair is, the more thought you need to put into creating a resume that stands out. Your resume is a ticket to getting more work.

Your resume must contain the following:

- Your full name with your contact information on top of the page (phone, cell., fax, e-mail address, mailing address).
- At the top clearly mark whether you do translation, interpreting, or both. You can also indicate your specialty: Technical Translator.
- You might want to include Summary of your strong points and skills (key skills). This is the most difficult part. You have to be very careful here because this is one of the first impressions you make on a potential client. This is where you have an opportunity to put a twist on your unique skills and sell them. Think what separates you from other translators or interpreters. Maybe it's your background in engineering or your law degree. Or that you are proficient in working on Mac… Be personal and creative here. This is about you! List anything related to your computer skills (any software you know how to use, although no more than a few lines.)
- The language pairs you translate, to and from. Indicate your dialect. Especially in the Spanish language market, it is important to know what your native dialect is because some projects require a native of a particular country to translate or edit the text. Do not list here the languages that you are not able to handle. You have to

understand that whatever is indicated in your resume is going to be used.

- Your native language. Some translators work in many language pairs, it has to be clear to the translation company which language is your native.
- Professional certifications and accreditations (if any).
- Your areas of specialization: technical, medical, legal, marketing, scientific. Do not list 20 areas of expertise – it is rather unrealistic. List about 4-6 areas.
- Describe you work experience (employment) with DATES and POSITIONS, or/and describe specific documents you translated or events you have interpreted at. Be realistic with your work experience and professional skills.

You might want to separate your Translation Experience from Interpreting or Teaching Experience.

- Education: University Education with degrees you earned and Courses completed. Only list your highest or most recent achievements. Any courses attended with regard to the translation tools and technology will be beneficial to mention there.
- Membership in professional associations. Mention your affiliation with ATA and /or local chapters of ATA, as well as any other related professional associations or societies.
- Publications. If you have too many, do not list them all, just indicate the number of publications.
- References. You may list a couple of professional references with names and phone numbers.
- Many people list their hobbies in their resumes. Make it look professional and concentrate on your professional skills and achievements in your resume.

ABSOLUTELY NO MISTAKES OR SPELLING ERRORS!!! Ask several colleagues to review your resume.

When sending your resume by e-mail

- Save your resume as your full name (Your Full Name_Resume.doc). That saves the recipient some time.
- Make sure you save your resumes in a most common format (MS Word or PDF).
- Try not to send mass e-mails to hundreds of agencies. Try to be personal. Do your homework and learn about the company you are sending your resume to.
- In the subject line of your e-mail put your language pairs (EN>IT Technical Translator). Agencies receive lots of resumes and other correspondence. This way your resume will be easy to distinguish and access.

If you need help creating your resume or would like someone to go over your resume with you and make suggestions, please contact our Mentoring Committee at mentoring@capitaltranslations.net. ■

(continued from page 10)

to really get to know people.

Number Four: pay those memberships! In addition to membership in the various organizations for translators, you will need to belong to other organizations in your area of specialization. For example, I have found that my membership in the Americas Society, which focuses on Latin America, has given me good value.

Since my areas of specialization are business, finance and law, its programs on topics of interest to those doing business in Latin America are particularly useful to me. They are usually presented by government officials, economists, attorneys and bankers and explore political and economic conditions in Latin America. Invited guest speakers have included a number of heads of state such as the presidents of Chile and Argentina.

Number Five: Consider the Yahoo groups and the ATA divisions! Financial translators, for example, have a group on Yahoo where you can sign up for e-mails and post questions. Medical translators have a division within the American Translators Association as well as a Yahoo list. Whatever specialty you are in, there is a discussion list somewhere that you can join.

Number Six: Mine those web sites. Whether it's the web site of your former employer or its competitors, web sites are a rich source of information about your areas of specialization and will keep you up-to-date on current issues.

Extra: develop your own list. Do what works best for you and your business goals. ■

CIRCLE NEWS

■ UPCOMING EVENTS

Thursday, September 6

NYCT Meeting: Financial Health and Freedom for Translators

Victor Escamilla will talk about setting long-term goals, health insurance, insurance needs, investing, long-term care, and paying for university.

Thursday, October 11

NYCT Meeting: Agencies' Pet Peeves

Lori Coleman will give the inside story.

Thursday, November 8

ATA 48th Annual Conference

Panel discussion.

Oct. 31 – Nov. 3, 2007

American Translators Association

48th Annual Conference
San Francisco, California
www.atanet.org

November 7-11, 2007

American Literary Translators Association

30th Anniversary Conference
"Celebrating the Past, Imagining the Future"
Richardson, Texas
www.literarytranslators.org

November 15-18

American Council on the Teaching of Foreign Languages

41st Annual Convention & Exposition
"Bridging Cultures Through Languages"
San Antonio, Texas
www.actfl.org

■ MEMBER NEWS

Kate Deimling

"Kate Deimling, one of our members, has just published "Double Game," a translation of the eighteenth-century French libertine tale "A Deux de jeu." The text is available at http://lib.indstate.edu/about/units/rbsc/obscure/PDFs/cahusac_double.pdf"

■ NEW TRANSLATION JOURNAL

Aims & Scope

This new journal will explore promising lines of work within the discipline of Translation Studies, placing a special emphasis on existing connections with neighboring disciplines and the creation of new links.

The journal aims to extend the methodologies, areas of interest and conceptual frameworks inside the discipline, while testing the traditional boundaries of the notion of 'translation' and offering a forum for debate focusing on historical, social, institutional and cultural issues that are strongly rooted in the text level, but also go far beyond it.

In addition to scholars within Translation Studies, we invite those as yet unfamiliar with or wary of Translation Studies to enter the discussion. Such scholars will include people working in literary theory, sociology, ethnography, philosophy, semiotics, history and historiography, gender studies, post-colonialism, and related fields. The journal supports the conscious pooling of resources for particular purposes and encourages the elaboration of joint methodological frameworks.

The first issue of Translation Studies will appear in January 2008.

Contributions of approximately 5-8,000 words, in English, by email, are invited. Detailed style guidelines will be available shortly via the Routledge journals website, or contact the editors:

Michaela Wolf
michaela.wolf@uni-graz.at

Kate Sturge
k.sturge@aston.ac.uk

LANDMARK AUDIO TECHNOLOGIES OFFERS INTERPRETERS IMPROVED LISTENING ASSISTANCE SYSTEMS

Albany NY, August 2, 2007 — Landmark Audio Technologies has developed a multi-channel transmitter/receiver system for simultaneous language interpreters, greatly improving on the single-channel systems that were the norm until now. With access to a full range of available FM frequencies, the interpreter easily finds and sets a channel that allows clear communication directly to clients. Surprisingly, these versatile multi-channel systems are less expensive than single-channel systems. The transmitters work with existing PA systems or as stand-alone units.

"The multi-channel technology is important in situations where conflict with other systems causes interference," says Richard Bamberger, managing partner of Landmark Audio Technologies. "The interpreter chooses the optimal frequency for transmission right at the site. He or she speaks into a small microphone; the sound is transmitted to a radio receiver worn by the client. The client has complete control of the volume."

The transmitters and receivers are unobtrusive, lightweight, and easy to use. Each Landmark Audio customized kit includes an FM transmitter and the required number of receivers in a convenient carrying case.

Landmark Audio Technologies systems are widely in use for language interpretation and listening assistance purposes. All products are FCC certified. To order or to learn more visit their website at www.landmarkfm.com or speak with a company representative toll-free at: 888-677-4387. ■

(continued from page 11)

In presenting the theoretical aspects of interpreting, some of the following topics could be considered:

What are the various types of interpreting and how are they similar and/or different from each other?

This is fundamental. A student wishing to become a conference interpreter may have no desire to work as a consecutive interpreter, and vice versa.

Is interpreting an art or a skill? Is the successful interpreter an artist or a skilled craftsman?

These are philosophical questions that I believe are important for interpreters to consider because they determine not only how we view ourselves, but also how we educate others to see us.

What is the science behind interpreting?

This is an overview of the mental and physiological processes that are engaged during the interpreting process. I would also cover the concept of interpreter stress: what it is, how to recognize it and how to handle it.

What are the areas where interpreters are the most needed and most in demand?

This should serve as an introduction to the range of opportunities for professional interpreters, and idea of the demands of each specific field.

In discussing the practical skills of interpreting, the students could be instructed in the following:

Listening - not just for meaning, but for tone, nuance and subtlety;

Voice – the care and training of the instrument that is the main professional tool;

Concentration – what makes it possible for the interpreter to engage in sustained listening, unbothered by the distraction of other voices, other words, other sounds;

Memory - what enables the interpreter to take what has been said and treat it as an organic whole – in a phrase, a sentence or a paragraph – rather than as isolated words;

Note-taking – as a tool to aid memory. What is it and how do you do it?

Equipment – what kind to expect, and how to use it;

Preparation – what type of preparation and research to be done prior to beginning the interpreting assignment and how to do it;

Presentation - what makes it possible to communicate what we have heard to an audience, whether of one or one thousand.

When presenting these topics, suggestions should be given to students about how they can work to improve themselves in all of these areas on their own, when they are out of the classroom.

As interpreters, we are major participants in the process of bilingual, bidirectional communication. Being a good interpreter, like being a good translator, requires a commitment to self-improvement and continuing professional education. But this takes place once a career is underway. My concern, here, is with what happens before the decision to become an interpreter is made. Such a decision should be based on a good foundation, with potential interpreters informed about what to expect and what is expected of them once they begin to work in the field. A course that incorporates some of the topics I have suggested above would, I believe, serve as a good introduction to students who are considering, or who may not even have considered interpreting as a career option. Once provided with this type of fundamental information, they will be in a better position to decide whether or not this is the type of work they would like to do, and then to determine the specific area in which they would like to specialize. ■

The New York Circle of Translators (NYCT) is a New York State not-for-profit corporation grouping independent translators and interpreters as well as companies and organizations. It is a chapter of the American Translators Association (ATA) which is, in turn, an affiliate of the International Federation of Translators (FIT).

NYCT members work in a variety of languages and specialties. Our members are committed to the exchange of ideas and mutual support. One of our goals is to educate the general public about the professional nature of interpreting and translating.

NYCT members enjoy the following benefits:

- Free monthly meetings featuring speakers on all aspects of the translation profession
- Networking opportunities at monthly dinners and annual holiday party
- Professional development workshops and seminars
- Subscription to our newsletter, The Gotham Translator
- Listings in the NYCT Online Membership Directory and the annual NYCT printed Membership Directory
- Referrals (if you indicate that you accept them, existing members may direct work requests to you or clients may contact you directly)

Visit us at www.nyctranslators.org and join online!

THE GOTHAM TRANSLATOR

PO Box 4051
Grand Central Station
New York, NY 10163-4051