



Multi-Languages Newsletter

High quality language solutions for your global audience



Issue 13, Spring/Summer 2009



Interpreting Workshop 2009



Multi-Languages in collaboration with Glendon College (York University) is offering a full day workshop on interpreting skills.

Interpreting Skills and IMIA Certification Izabel Arocha

Interpreters have been viewed historically as 'language' experts, or 'linguistic conduits'. The roles of community interpreters are controversial, as issues of 'invisibility' and 'multiple roles' have always been in question in triadic settings. The multidisciplinary model presented utilizes the paradigm that community interpreting is a practice profession. This model also expresses a broader view of the competencies required for success as a professional in this field, in addition to the specializations required to work in particular settings. While educational institutions and consumers continue to focus on the linguistic skills of interpreters, community-based organizations are beginning to focus on the comprehensive set of competencies required by the realities of their work environments. This presentation will present an innovative competency model for the profession, and point to another area in need of international standards: community interpreter competencies. This model is particularly useful for interpreters who want to assess their individual competencies.

In the past twenty years, important advancements have occurred in the work towards a credible, inclusive, accessible and transparent certification process. The International Medical Interpreters Association (IMIA) certification tool underwent two pilots, in 2001 and 2003 (with the collaboration of California Health Interpreters Association and the National Council on Interpreting in Health Care) and has since been working to launch certification. The workshop will cover the general structure, latest national job analysis results, pre and post requisites, the registration process, and contents of the written and performance exams.

Izabel S. Arocha, M.Ed. is the President of the International Medical Interpreters Association. She is also Cultural and Linguistic Educator at Cambridge Health Alliance, comprised of 3 community hospitals and 25 health centers. She works to help increase the linguistic and cultural capacity and competency of the organization which has hired medical interpreters since the late 70s. Izabel worked as a Medical, Conference, Court and Federal interpreter for many years prior to establishing her own translation firm, Global Mind, Inc. Her firm worked to develop the 30-language medical interpreter access poster required in all emergency rooms in Massachusetts, which later were adopted throughout the country. As an international presenter on certification and medical interpreting roles and competencies, she has presented her Multidisciplinary Competency Model in Belgium, Australia, Canada, Japan, China, and across the US. She is currently a lecturer of Boston University's one-year Medical and Legal Interpretation program and has developed and is on the faculty of the Mental Health Interpreting Certificate Program at Cambridge College. She holds a Bachelor in Management from Lesley University, a Translation Certificate from University of Cambridge, England, and a Masters in Education from Boston University. She is fluent in Spanish and Portuguese and speaks French well.

Simultaneous interpreting Andrew Clifford

In the world of conference interpreting, it has been the norm for some time that professionals are trained in the classroom. At schools around the world, conference interpreters learn the fundamentals of their trade. They hone their skills at sight translation, consecutive interpreting, and -- above all -- at simultaneous interpreting. Compared to this, the world of community interpreting stands out in sharp contrast. Training opportunities have traditionally been in short supply for community interpreters, which means that professionals are largely left to their own devices. The drawbacks of this situation are obvious enough for sight translation and consecutive interpreting, but they are especially glaring when it comes to work in the simultaneous mode. Given that simultaneous is a challenging and arguably unnatural ability to acquire, how can community interpreters be expected to develop simultaneous technique on their own?

This presentation examines the issue of simultaneous interpreting and community interpreters in several ways. First, it will briefly present some of the latest research on simultaneous interpretation, so that participants can better understand the processes involved in this complex cognitive task. Second, it will outline two of the principle approaches that guide the

teaching of simultaneous interpreting to conference interpreters, in an attempt to identify any relevant "lessons" for community interpreting. Finally, it will attempt to bridge the current training gap by offering some basic exercises and techniques that working and student community interpreters can use to begin to develop their simultaneous skills.

Dr. Clifford's first contact with the professional translation world came when he began working as a community interpreter in the early 1990s. He interpreted for the *Immigration and Refugee Board*, what was then the *Worker's Compensation Board*, and a number of healthcare institutions. He later went on to work as a translator, a technical writer, and finally a conference interpreter. He holds an MA in conference interpretation from the University of Ottawa, and he is an accredited conference interpreter with the Government of Canada.

To pursue his research interests, Dr. Clifford completed a PhD in Translation Studies at the University of Ottawa in 2003. His dissertation was a psychometric analysis of interpreter certification exams. Since that time, he has gone on to publish a number of peer-reviewed articles using theoretical frameworks from evaluation and measurement, ethics, and pragmatics to examine conference interpreting, community interpreting, scientific translation, and other topics.

Date and time:

Saturday, April 11th 9:00am - 5:00 pm

Location:

Glendon College - York University

Registration

- * By invitation from Glendon College and/or Multi-Languages
- * Limited general admission \$ 95.00 +GST
Registration includes morning coffee and light lunch.

American Translators Association Points

ATA has pre-approved 7 Professional Development Points for this event. A Certificate of participation will be provided to those attending the full day.

For registration and further information about the workshop: Mayte Morelos Ext.226
mayte@multi-languages.com

www.multi-languages.com

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Revision Parameters

By: Brian Mossop Certified Translator. Faculty, School of Translation - York. Translation Bureau of Canada

The revision parameters are the things a reviser checks for--the types of error. An exhaustive listing of things that can go wrong when translating would be very long indeed. However in order to think about and discuss revision, it is convenient to have a reasonably short list of error types. Here they are, expressed as questions about the translation, followed by a single capitalized word for convenience of reference.

Group A - Problems of meaning transfer (Transfer)

1. Does the translation reflect the message of the source text (**Accuracy**)?
2. Have any elements of the message been left out? (**Completeness**)

Group B - Problems of content (Content)

3. Does the sequence of ideas make sense: Is there any nonsense or contradiction? (**Logic**)
4. Are there any factual errors? (**Facts**)

Group C - Problems of language and style (Language)

5. Does the text flow: Are the connections between sentences clear? Are the relationships among the parts of each sentence clear? Are there any awkward, hard-to-read sentences? (**Smoothness**)
6. Is the language adapted to the users of the translation and the use they will make of it? (**Tailoring**)
7. Is the style suited to the genre, has correct terminology been used, and does the phraseology match that used in original TL texts on the same subject? (**Sub-language**)
8. Are all the word combinations idiomatic? Does the translation observe the rhetorical preferences of the target language? (**Idiom**)
9. Have the rules of grammar, spelling, punctuation, house style and correct usage been observed? (**Mechanics**)

Group D - Problems of physical presentation (Presentation)

10. Are there any problems in the way the text is arranged on the page: spacing, indentation, margins, etc? (**Layout**)
11. Are there any problems of text formatting: bolding, underlining, font type, font size, etc? (**Typography**)
12. Are there any problems in the way the document as a whole is organized: page numbering, headers, footnotes, table of contents, etc? (**Organization**)

Remember that this list is for discussion and reflection about revision practices. It is not for use as a checklist while actually revising. Obviously, you are not going to go through each sentence twelve times! However, you may want to refer to the four groups before you begin, in order to decide on the degree to which you will revise.

Sample Orders of Operations

Here is an ideal but lengthy procedure, for use when making corrections directly on screen rather than on paper. Such a procedure would be suitable with texts that will be used for many years, or for making important decisions. If you are self-revising rather than revising someone else's work, you may already have made some of these checks while drafting. If so, then you need to decide whether to recheck. It is also a good idea when self-revising to do an initial Spell check to remove annoying typographical errors. You don't want to be distracted by the temptation to correct these manually as you move through the text.

1. Read the entire translation for Logic, Smoothness, Tailoring, Sub-language and Idiomaticity, as well as those aspects of typography and punctuation which are important for meaning.
2. Do a comparative check for Accuracy and Completeness. If the client wants the translation to follow the Layout of the source text, check this at the same time.
3. Read the entire translation from start to finish for Mechanics (other than spelling), Layout, consistency, and any Language errors introduced during steps 1 and 2.
4. Do a separate check for numbers if they are important to the message.
5. Check the document's Organization.
6. Run Spell check after all changes have been made in case you have introduced any errors.
7. Press Control-S to make sure you have saved all your changes.

Now very often (indeed, perhaps almost always, depending on your own situation), it will not be practical to carry out the lengthy procedure described above. Here is a selection of shorter procedures, beginning with the briefest:

- A. If self-revising, do any checking as you draft the translation. Run Spell check at the end.
- B. Check the Presentation parameters. Also count paragraphs and lists of points to ensure there are no gross omissions. You may also want to pay special attention to correct reproduction of proper names, dates and other figures. If you dictate, and you are self-revising, you will also be eliminating transcription errors.
- C. Do a single reading of the translation for the Content, Language and Presentation parameters. Look at the source text only if this is necessary to clear up a Content problem.
- D. Do a single comparative check. Don't stop for style changes (problems in Smoothing, Tailoring and Sub-language); correct only gross language errors if found, and run Spell check. Don't use this procedure if working into your second language; you have more need than native speakers to do a reading for Language only, so use (C) or (E).
- E. Do two read-throughs--one unilingual and one comparative--in whichever order you think best.

Summary of Revision Principles

1. Do not ask whether a sentence *can* be improved but whether it *needs* to be improved. Make the fewest possible changes, given the users of the translation and the use they will make of it.
2. Make small changes to a sentence rather than rewriting it.
3. Minimize introduction of error by not making changes if in doubt about whether to do so.
4. If you have to read a sentence twice to understand it, a correction is definitely necessary.
5. If you cannot understand the translation without consulting the source text, a correction is definitely necessary.
6. Minimize revision time through unilingual re-reading unless the longer comparative procedure is dictated by the likelihood of mistranslation or omission (difficult text, untried translator, etc) and by the consequences of such errors.
7. When you make a linguistic correction or stylistic improvement, make sure you have not introduced a mistranslation.
8. When you make a change, check whether this necessitates a change elsewhere in the sentence or a neighbouring sentence.
9. Do not let your attention to micro-level features of the text prevent you from seeing macro-level errors, and vice versa.
10. Do not let your attention to the flow of linguistic forms prevent you from seeing errors in meaning (nonsense, contradiction etc), and vice versa.
11. Check numbers as well as words: they are part of the message.
12. Adopt a procedure which maximizes your opportunity to see the text from the point of view of the first-time reader.
13. Adopt a procedure which allows you to strike a suitable balance between the degree of accuracy of the translation and the degree of readability.
14. In the final analysis, give preference to the reader's needs over the client's demands.
15. Avoid creating an immediate bad impression: make sure there are no spelling or typographical errors on the front page of the translation.
16. Do not make changes you cannot justify if revising the work of others.
17. Do not impose your own approach to translating on others.
18. Do not impose your linguistic idiosyncrasies on others.
19. Make sure that client and reader receive full benefit from revision work: ensure that all handwritten changes are properly input and that all changes are saved before the text is sent to the client.
20. If you have failed to solve a problem, admit it to the client.

Based on Brian Mossop, *Revising and Editing for Translators*, St. Jerome Publishing, Manchester UK, 2001. ISBN: 1-900650-45-2 (pbk). Order from <http://www.stjerome.co.uk> or amazon.com.
www.geocities.com/brmossop/mypage.html



What about Translation Memory tools and Wordfast?

By: Magali Renault-Monin

The increasing interest devoted to the translation industry led to the development of a vast range of tools intended to help translators with their daily activities. These tools are designated under a broad term: CAT tools for Computer-Aided Translation tool and include spell-checkers, terminology managers, dictionaries, concordances, indexers, translation project managers, machine translation as well as translation memory tools.

A translation memory (TM) tool consists of a database (memory) of previously translated segments (sentences) in the source and target languages, corresponding to translation units (TU). The first TM tools appeared in the 1980's. These first-generation tools stored segments in the form of whole sentences. Second-generation tools were developed to cut these sentences into smaller units by means of the so-called "chunk technology", and some offer linguistic analysis by means of elaborated algorithms. Today, translators face a dilemma as to which tool to adopt, what should be expected of these tools and finally, whether they are worth the financial and time invested in them, especially when it comes to not-so-repetitive text.

On Saturday November 22, during the *Multi-Languages Corporation Conference 2008* in Toronto, I had the opportunity to introduce the participants to the essential features of Wordfast®, a user-friendly translation memory tool, designed around 1998 by Yves Champollion, a translator himself. Wordfast runs on Windows®, Macintosh® and will also handle Linux® via Windows® emulators. Wordfast® is integrated into Microsoft Word®, as a Word® template, with all the program functions available through easily accessible menus or hotkey combinations. This allows translators to work within a familiar environment while at the same time keeping the learning curve very low. A training session to most features lasts 6 to 8 hours on average and most people will be able to effectively use the software after a very short period of time only. The program uses plain-text translation memory files. This limits their size, allows for easy customization. Word fast's® TMs are compatible with Trados® and most commercial CAT tools thanks to its industry-standard segmentation method, TMX 1.4b support, and support for tagged content. Wordfast® allows for quality checks and links to unlimited external dictionaries. Wordfast®'s glossary features provide reliable terminology re-use without having to purchase a separate terminology add-on tool. The glossary are very simple to create and use. To streamline editing during and post-translation, this software's thorough quality check provides on-demand reports pertaining to the most common translation issues. Wordfast® also allows for online sharing of translation memories via a local network or over the Internet for large projects for which several translators are needed.

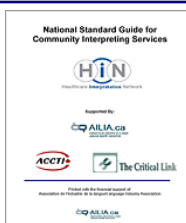
While some translation memory tools are unidirectional, Wordfast® can easily be set to search for a term in the translation memory in either language or even to reverse the translation memory for specific projects.

All these assets explain why Wordfast is the leading tool among freelance translators worldwide.

If you wish to give a try to this software, you may want to download at the following address, a free version with which you'll be able to translate up to 500 TUs for an unlimited period of time:

<http://www.wordfast.com/>

**National Standard Guide for
Community Interpreting
Services**
www.healthcareinterpretationnetwork.ca
(Free and easy download)



IMIA Interpreter Association Appoints Lola Bendana as Canada Representative

BOSTON, Feb. 17 /PRNewswire/ -- The International Medical Interpreters Association (IMIA) appointed a representative for Canada to continue building the organization's international structure. The IMIA is proud to announce Lola Bendana, President of Multi-Languages Corporation, as the IMIA Representative for Canada. Her role is primarily to represent and help IMIA members in Canada to organize and initiate activities that will promote the medical specialization of the interpreter profession, and to collaborate with other associations and organizations with similar goals in Canada. Lola Bendana is empowered to lead the IMIA Canada Chapter.

Canada is one of the leading countries in the development of the community interpreting profession, and it has developed the profession in a manner that is congruent with the country's public service needs. The IMIA believes this initiative will foster collaboration with other very active related associations in Canada, such as Health Interpretation Network, HIN.

"There is nothing more essential to the well-being of interpretation in North America, and indeed the world, than the creation and implementation of standards that cover all interpretation services. If interpretation is to become a viable sector, if it is to be regarded as an essential infrastructure to our economy and our communities, it has to demonstrate the maturity and self-respect that quality standards reflect. ALIA has contributed to the creation of the National Standards Guide for Community Interpreting Services and will continue to support standards initiatives in regional, Canadian, and international arenas. IMIA has demonstrated true leadership through its Medical Interpreting Standards of Practice and its collaborative approach. One of the highlights of the Canadian Language Industry Showcase 2008 was Izabel Arocha's presentation during the session 'Interpretation: Cutting Edge of Essential Services' -- we look forward to further exchanges and collaboration!" said Gonzalo Peralta, President of ALIA.

"Canada has made huge strides in achieving, through the commitment of a dedicated group of people, the development of the National Standards for Community Interpreting. In addition and after several years in the making, a curriculum was developed and a college training for community interpreters was born in Ontario. We are aiming to have in the near future both the Standards and the training available at national level," said Lisete Figueiredo, a key stakeholder in development of the Canadian Standards, member of the Board of Directors of the Healthcare Interpretation Network and Chair of the Critical Link Standards Committee.

This will also enable the IMIA to have more solid organizational structure to support the implementation of the recently launched National Medical Interpreter Certification Program, the first such global public/private partnership developed by IMIA, PSI, and LLU. These organizations are seeking the endorsement of their specialization exams by other interpreter organizations and in return will seek to endorse these other interpretation certifications, thus creating a web of mutual endorsements to promote a truly international medical interpreter certification and qualification program.

About IMIA

The International Medical Interpreters Association (IMIA) is committed to the advancement of professional medical interpreters as the best practice to equitable language access to health care for linguistically diverse patients. Founded in 1986, with currently over 1,600 members, most providing interpreting services in over 100 languages, the IMIA is the oldest and largest medical interpreter association in the world. In 2007 it expanded to a more international focus, to promote and unite medical interpreters worldwide. While representing medical interpreters as the experts in the medical interpreting field, associate membership to the IMIA is open to those interested in medical interpreting and language access in health care. IMIA has a division of providers, corporate members, trainers and language specific groups. (<http://www.imiaweb.org>)

Academic Programs - Professional Development - Certification

Events

Professional Development

Multi-Languages Corporation Workshop on Interpreting

Toronto, Ontario
April 11, 2009

www.multi-languages.com

Association of Translators and Interpreters of Ontario - ATIO AGM

Ottawa, Ontario
April 25, 2009

www.atio.on.ca

Critical Link Canada

*Global Voices - Local Results
Interpreters in health, legal and public
services*

Vancouver, BC
May 6-8, 2009

www.criticallink.org

Translation World 2009

Translating Global Priorities

Toronto, Ontario
May 11-13, 2009

<http://www.translationworld.com>

Personal Development

Unleash the Power Within Anthony Robbins

Toronto, Ontario
June 11-14, 2009

<http://www.powerwithin.com>

(We have group discount)

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frdirosa@glendon.yorku.ca

BA in translation
(English-French)

Certificate in Technical and
Professional Writing

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MA in Translation

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- * Consecutive Interpreting
- * Skills Development - Sight Translation
- * Skills Development - Simultaneous Interpreting
- * Setting Specific Interpreting
- * Capstone Course, Skills Integration

Seneca College

jake.atteslander@senecac.on.ca

www.senecac.on.ca/parttime/pip-language_interpreter.html

Mohawk College

<http://www.mohawkcollege.ca/Discover/CE/carts/langint.html>

Niagara College

<http://www.niagaracollege.ca/ce/courses/Language-Interpreter.htm>

St. Clair College

http://www.stclaircollege.ca/yourweekendcollege/weekendcollege_languageinterpreter.html

Conestoga College

<http://www.conestogac.on.ca/ce/catlg/pgmdetails.jsp?ProgramCode=1188&v=0809>

Professional Certification

Association of Translators and
Interpreters of Ontario - ATIO

www.atio.on.ca

Canadian Translators, Terminologists
and Interpreters Council

www.cttic.org

Ordre des traducteurs, terminologues
et interprètes agréés du Québec -
OTTIAQ

www.ottiaq.org

American Translators Association

M-L Customized Workshops

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“Code of Ethics and Interpreting Skills”

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\$350 per session - **Free** for our regular clients
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MULTI-LANGUAGES CORPORATION

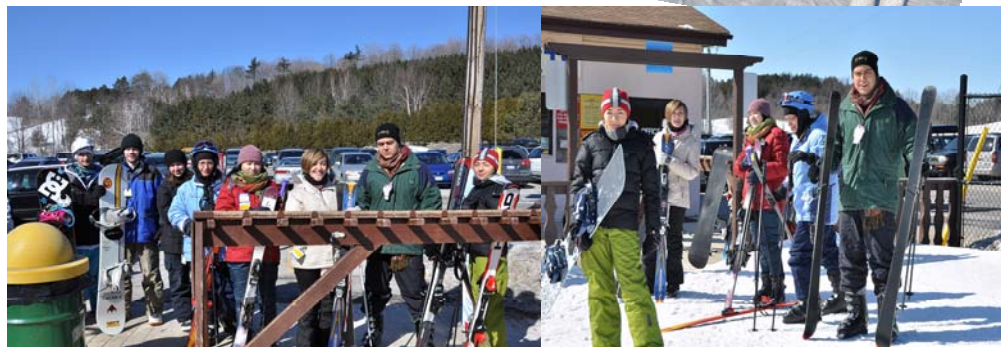
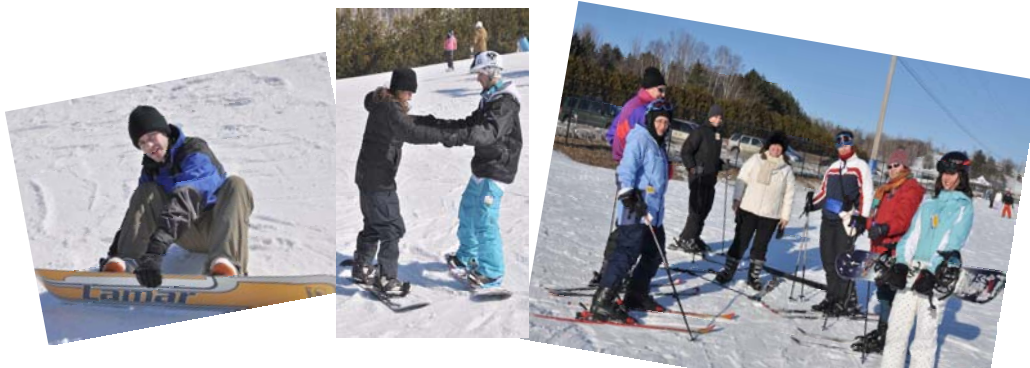
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Website: www.multi-languages.com

Our voice mail system:

- 1 Book interpreters
- 2 Written translations
- 3 Location, hours, website
- 0 Immediate assistance
- 221 Nuray Cokgezen-Pekel
- 222 Lola Bendana
- 223 Ann Menoudakis
- 224 Sanda Ianculescu
- 225 Interpreters to report assignment times
- 226 Mayte Morelos
- 0 Rene Sandino

Multi-Languages ski and snowboard trip!



More pictures on the Multi-Languages Facebook Group Page