

Collaborative and Situated Translator Training – Moving towards the Profession

**2016 Conference Keynote Address
by María González-Davies**

Reviewed by Erika Schulz

This year's keynote speaker, Professor María González-Davies, brought to us hopeful news for our profession. In her speech, she developed three main topics: the translation industry in Spain and the European Union; the collaborative experience of translation studies in Spain; and the current trends in translation training programs.

In the first place, she shared some statistics about how strong is the translation industry for literary works and publishing in Spain and the European Union (EU). It is about 80% of the translation market, which is notably higher than in the US. She also brought up the importance of the translation volume of software and web content, though there are no specific statistics available.

The EU has estimated an increase of a 10% in the need for translation services over time. When the demand increases, there are higher chances that this need might be fulfilled by non-qualified people. In order to ensure quality, the EU developed standards in translation and created masters degrees in translation studies.

Professor González-Davies was very didactic in sharing the progression of translation



*Keynote Speaker
María González-Davies of the
Faculty of Education and Psychology,
University Ramon Lull,
Barcelona, Spain*

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Interpreters, Identity and Performance

**2016 Conference Endnote Address
by Cristiano Mazzei**

Reviewed by Maya Evans

"How about interpreting for Donald Trump?" said Cristiano Mazzei with a twinkle in his eyes, and laughter in his voice, to the audience of professionals listening to the endnote presentation at NETA's 20th Annual Conference.

Mazzei began his speech by distinguishing interpreting from translating reminding the audience of the immediacy of the former. Interpreters work "in the moment," instantaneously; translators have more time to choose their words.

Talking about the theory and practice of interpreting, he went on to explain the difference between being an "invisible" interpreter, an "angel," and an interpreter as a licensed practitioner. The latter is someone who, while identifying with his client, at the same time de-constructs this identity to put some distance with the interlocutor. This makes it possible to work with people very different from who we are. Differences include gender, values, religious or political affiliations, and many other circumstances that interpreters face in their daily work.



*Endnote Speaker
Cristiano Mazzei,
Director of the Translating &
Interpreting Program
at Century College in Minnesota*

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2017 CONFERENCE COMMITTEE

ConferenceInformation@netaweb.org *Members to be determined.*

2016 NETA Board of Directors Election Results

There were five candidates for three seats on the NETA Board of Directors in the May 2016 election. Information on voting as well as candidate statements and biographies were available on our website, and notice of the election was emailed to all members. Members could vote by email or in person at the May Conference. Many thanks go to Joan Sax and Ilse Andrews who managed the election this year. The following candidates were elected to the Board for two-year terms:

Maiyim Baron
Diego Mansilla
Antje Ruppert

NETA appreciates all who took the initiative and stepped forward to run for office. All members are encouraged to attend board meetings and volunteer for committee work.

For more information, talk with any officer or board member or email info@netaweb.org.

Membership information

NETA accepts individual members only. A one-year membership is \$50. NETA also offers a \$30 membership for students of translation and/or interpreting. If you need a membership application or have other membership questions, contact: membership@netaweb.org. Subscription to this newsletter is included with your membership.

Fortunately, There Were Many Helpers...

We are grateful for the participation of the following volunteers, who gave of their time to enhance the quality of our annual conference. We would have been hard-pressed to run the conference without their help.

Haidar Al-Sara

Ilse Andrews

Lesley Andrews

Carmen Berelson

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Jose Carneiro

Marian Comenetz

Howard Clark

Olga Dobbins

Ellen Elias-Bursac

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Irina Sears

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Montserrat Zuckerman

Your 2016 Conference Committee:

Lesley Andrews, chairperson and Montserrat Zuckerman, cochair, Adel Fauzetdinova, Sybil Gilchrist, Suzanne Owen, Rochelle Sweeney, Milena Vitali, with Diego Mansilla (UMass coordinator), Ellen Elias-Bursac, and Ken Kronenberg (and with further help from Diana Rhudick and Marian Comenetz)



Snapshots of the 2016 NETA Conference

All conference photos were taken by NETA vice president and Conference Chairperson Lesley Andrews.



Transcription: The “Twilight Zone” between Translating and Interpreting

2016 Conference Presentation by Rosemary McCoy

Reviewed by Sue Kronenfeld

Ms. McCoy’s extensive experience as a federally-certified court Spanish interpreter, as a transcriber and translator of Spanish and English conversations, and as an expert witness have given her much insight into the process and difficulties, but also the importance, of accurate transcription work. A legal transcriber listens to audio and/or video recordings of various incidents and conversations, and renders the contents verbatim in written form. This provides law enforcement, attorneys and other members of a criminal investigation or court proceeding important information about what was discussed. Dialogue in a foreign language also needs to be translated into English. The transcription must be certified as accurate by the transcriber, who may also be called to testify as an expert witness, and must be prepared to defend his or her work in court.

Many different kinds of recordings are transcribed, such as interviews with victims or witnesses, conversations in jail cells or between suspects and law enforcement, 911 calls, wire taps, or confidential informant recordings (i.e. informant is wearing a microphone). These recordings can be very difficult to understand as they may contain ambient noises, multiple people talking at once, or speakers with speech disabilities or unfamiliar accents, or who communicate in code. Transcribing can also be complicated by the use of slang, profanity or colloquial expressions. Finally, when one of the voices recorded is an unprofessional interpreter, who is not truly bilingual or who makes errors under the stress of the situation, this must also be noted by the transcriber.

Rosemary briefly discussed her methodology and the tools she uses to complete her transcription and translation work, stating that every minute of audio recording takes about one hour of work to transcribe. Care must be taken to listen to every second of

the recording, including the silences, because vital information may be conveyed by a few brief seconds of sound wrapped in several minutes of silence. One should never give quotes over

**Go to NETAweb.org
for more background about
the 2016 NETA Conference as
well as links to conference
papers and photos.**

the phone, without at least sampling the recording. Also, the client should be informed in advance if the sound quality is so poor that the final transcription may be disappointing.

Due to the Freedom of Information Act, Ms. McCoy was able to play for us a number of videos and phone conversations, giving

us some fascinating samples of the kinds of recordings she might transcribe. These included a 911 call, a suspect interrogation, a conversation between drug traffickers, and interviews relating to incidents of sexual abuse and domestic violence. The recordings were selected for variety, and to illustrate various difficulties in transcription (noise, poor interpretation, slang, etc.).

Transcription, it seems, is a very engaging and challenging intersection between interpreting and translation, requiring painstaking accuracy, confident professionalism and the ability to estimate realistically how long a job should take. Thanks go to Ms. McCoy for her informative presentation and intimate glimpse into the fast-paced world of transcription.

Rosemary McCoy holds the Federal Court Interpreter Certification from the Administrative Office of the United States Courts, the highest credential available



to court interpreters in the United States. She has over 12 years of experience interpreting Criminal and Civil cases in State and Federal Jurisdictions. She has a Bachelor’s Degree in Business Administration from Anahuac University in Mexico City. Ms McCoy regularly holds Transcription & Translation workshops, as well as interpreter skill building classes. She has

worked as an Escort Interpreter and Cross-Cultural Consultant for many multi-national corporations. She has worked extensively with the United States Military, Mexican Secretariat of National Defense (SEDENA) and the Mexican Naval Secretariat (SEMAR). Over the years she has interpreted and transcribed thousands of hours for the U.S. District Court and many Federal Agencies. She has been called as an Expert Witness on Transcription & Translation for numerous high profile cases in both State and Federal courts. Her experience also includes countless hours of interpreting for Immigration Court. Ms. McCoy is an active member of the National Association of Judiciary Interpreters and Translators (NAJIT).

Keynote Address: Collaborative and Situated Translator Training Moving towards the Profession

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studies in Spain, from being considered non-academic studies in the 70's, to being differentiated from philology and interpreting studies as an independent research field, and then progressing into a four-year degree in 2007. This development of translation studies prompted the need of higher professional practices, thus bringing together the academic and the professional worlds.

How did they do it? Collaborative and situated learning!

Thanks to the support of educational institutions, professionals, and agencies, they were able to scaffold students' learning by providing them with real-life practices within an academic environment. The university provided the academic background for seminars and assessment, professional translators served as tutors and mentors, while agencies

assisted in the overall planning during short encounters. In this way, students were exposed not only to the linguistic and theoretical aspects of translation, but also to the demands of the industry, developing project management and time management skills while working on actual translation assignments.

Professor González-Davies also highlighted how much everyone involved profited from this comprehensive collaborative experience. Among other things, universities incorporated the collaborative methodology used in real-life workplaces, mentors improved different aspects of their practices, and students gained professional experience while enhancing their employability.

The last topic was about teaching trends in translation studies. While in the past it was believed that translators did not

need any training, or that the art of translation could not be taught, or that translation was not even considered a field of study, today, there are three major teaching trends. These approaches derived from the need to reconcile theory and practice through situated learning by helping students think as professionals. The first trend is High Simulation (HS). It consists of bringing into the classroom authentic materials for the students to translate. The second one is Authentic Professional Work (APW). In this case, learning takes place outside the classroom, in real-life environments, with real clients. The third trend is a combination of the first two: HS and APW. Here, class materials are drawn from real life, experts come to the classroom to share their experiences, and students

perform volunteer translation work. As a result, situational learning encourages students to think as professionals while the collaborative environment enhances participation and responsibilities.

Please allow me a side note from this report. Many times we see little hope in how our profession is seen by the general public or how it is valued by the industry, or is threatened by new technologies. As professionals, are we fully aware of how new translators are being trained in the US? And about the research and specialization fields? How are we guiding prospective candidates into the profession? Maybe we should keep on discussing rates and rights, and also be more aware of the new people coming into the profession, of what we share with them, and how we pass on our best professional practices. When asked, Professor

González-Davies expressed that through this experience, translation as a profession acquired more visibility in society. Maybe if we become more involved in translation studies and training, we will eventually see the positive effects on raising the bar of our profession, and on progressively gaining professional recognition from the general public and more respect from the industry. Call me a dreamer... Today, I choose to believe that there is something we can do.

[S]tudents were exposed not only to the linguistic and theoretical aspects of translation, but also to the demands of the industry, developing project management and time management skills...

Maria González-Davies is a freelance translator and Senior Lecturer in the Department of Foreign Languages and Education at the Universitat Ramon Llull in Barcelona, Spain. She previously worked as a professor of Translation at the School of Modern Languages (EIM, University of Barcelona). She has collaborated with the Translation and Foreign Languages Programmes in universities such as U. Mainz (Germany), U. Auckland (New Zealand), U. Zurich (Switzerland), The Open University (UK), U. Bari (Italy), U. Tampere (Finland), U. Beijing (China). She is the Head of the Research Group on Intercultural and Interlinguistic Competence at the University Ramon Llull and the author of a number of publications on translation. She is on the editorial boards of *The Interpreter and Translator Trainer* and *Translation and Translanguaging in Multilingual Contexts*. Her articles have appeared in such journals as *Meta: Translators' Journal*, *ELT Journal*, *TESOL Quarterly*, and *Quaderns: Revista de Traducción*.

Collaboration in Book and Other Translations – Case Histories

2016 Conference Presentation by Ken Kronenberg

Reviewed by Eric Bye.

Ken's entry into collaborative work came with an assignment to translate a cache of about 300 19th-century immigrant letters written by members of a family originally from Germany. Ken suggested that the family's story would make a good book; as a result, the client flew Ken to Germany to see first-hand the locations mentioned in the material he translated. The client also financed travel to Missouri and Illinois for research. The final result was a book – the first one that Ken translated, produced through collaboration and trust between client and translator.

Collaboration between translator and author can also make for a better book. When translating a book on Latin as a world language, Ken suggested that the author add examples, which greatly strengthened the final product. The book exceeded the publisher's and author's sales expectations. The capacity to query whenever something is unclear and a willingness to intervene in a manuscript show an author that the translator is paying close attention.

Still, not all attempts at collaboration bear fruit. One author dealt only reluctantly, through his staff, with Ken's email queries. The end result was a less satisfactory book.

The foregoing incidents involved direct clients. A different situation exists in the agency framework: translators are often separated from end clients by an impermeable wall, primarily because agencies want to protect their turf. Ken gave one example of a near disaster that resulted from this practice.

In one further example, the principal of a patent firm for which Ken had translated 50 patents insisted that he change the wording of one translation. Ken did not believe the change was supported by the source text, so he resisted. Eventually he yielded under pressure. Nonetheless, that client stopped sending Ken work, presumably because he had shown that he was not in lock step with the company's aims.

There is a good deal more to this abridged story of collaboration. Interested readers will find the entire presentation at this link:

<http://www.kfkronenberg.com/Collaboration-Autonomy-and-Models-of-Translation.pdf>



Ken Kronenberg has been a German translator for more than 20 years. Starting out as a generalist, he began to specialize in medicine and patent translation. He now mainly translates scholarly books for academic presses. Ken also translates 19th- and 20th-century diaries and letters. He has been involved with NETA since 1996 and was president from 1997 to 2001.

Using Google Docs in a Collaborative Classroom

2016 Conference Presentation by Steven Gendell

Reviewed by Manyee Tang

This presentation is not about how to use Google Docs but about experience in using Google Docs. As Mr. Gendell mentioned at the very beginning, a lot of it is totally unscientific, subjective, and anecdotal since no data was presented.

Google Documents is basically Google's version of Microsoft Word. It is intuitive and very easy to use, and therefore needs no training. He learned it over the phone with an IT guy. You start with inviting people to edit collaboratively with you. There are different programs for you to invite people to edit, such as Sheets (Google's version of Excel). As soon as the invitee signs on, you can edit in real time collaboratively. It also displays the revision history, showing when and who did what to the document.

Mr. Gendell taught two classes in which he used Google Docs, one in 2013 and the other in 2014. Besides literature, he was asked to teach French-English translation courses.

There is a structural difficulty in teaching translation. The instructor wears many hats, teaching reading skills in the source language as well as writing and editing skills in the target language while asking the students do all these three things simultaneously. He saw his role as a coach and there was very little top-down instruction, such as translation strategies, which was usually kept under 30 minutes out of an one-hour-and-fifty-minute class. He then directed the group discussions on points of grammar, syntax, research and terminology issues, and general understanding of the text before the students start translating.

He designed a course for a cohort of 14 students who had no previous experience in translation but had college level French language skills. The cohort had 11 undergraduate, 1 graduate, and 2 continuing education students. Some of them were

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Using Google Docs in a Collaborative Classroom

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from the Parsons School of Design or the music conservatory, and most of them were artsy and philosophical in nature. One of the students was a former international attorney, an incredibly bright woman, so Mr. Gendell wanted her to be an ally early on and made her the de facto group leader.

The source document he chose was *The Horla* by Guy de Maupassant, a relatively complicated story of about 9,000 words regarding bourgeois alienation ascendant to madness. It was beautifully written in a diary format, a kind of high French prose from 19th century, in very descriptive language. The students were asked to finish translating it in 15 weeks, which amounts to 700 words per week. For an introduction course, the golden rule in teaching translation is to assign 250-500 words per week. However, they finished a week ahead of time.

He also provided the students with a bunch of online resources, and highly recommended ozdic.com as a very useful free tool for translating into English. It is especially helpful to find correct verb-preposition combinations.

During the course, they had 15 weekly in-person meetings of 110 minutes each. The students' first homework assignment was a 500-750 word plot summary to make sure everyone understood the context. Then the 9,000-word story was broken into 13 passages, and six of them were studied in class using Google Docs for collaborative translation and seven were assigned as homework with students submitting their own translation in a Google Doc to the instructor. Student working groups were changed every two weeks or so for passages translated in class so they would get to know each other.

Students were given two pre-existing translations of *The Horla* and allowed to use them but would have to tell what the source was and report on what they got from it and what they did not understand. Students who used them did not think it was worth the effort.

To keep students motivated, emphasis was placed on improvement and self-correction

hence resubmission was allowed once and the instructor used the comment function instead of Track Change. Guest speakers and other short texts were added for variety.

[Mr. Gendell] highly recommended ozdic.com as a very useful free tool for translating into English.

It was noted that text used in the class must be appropriate for the audience, and you must make sure you are on the same page technologically with your students. So check with students to make sure they are receiving and sending information okay. Mac computers cannot read Google commentaries unless Word is also installed on the same machine. Mr. Gendell also noted that outcomes from using Google Docs varied and it was not successful in his transcreation class.

There are good reasons to use Google Docs:

1. The instructor can monitor a student's work in real-time since the student's name appears on the cursor when that student is typing on the text.
2. From the revision history, the instructor can get a clear idea of who contributed what.
3. The software is free.
4. It does not require high-speed internet.
5. Google Docs is highly stable.
6. It is cloud-based, so students can conveniently make changes via smartphone or tablets.
7. When used properly, it can be used as a powerful collaborative tool for both onsite workshops and virtual classrooms.
8. Google Sheets can be used to build a cloud-based glossary specific for the class so students have something to take away with them, something representing their time in the classroom.

Closing thought: with collaborative translation, professional translation is no longer a solitary endeavor.



Stephen Gendell is a French to English translator with almost two decades of experience in a wide array of areas, with a primary focus on legal and financial. Some of Steven's scholarly translations have appeared in academic journals such as NYU's "French Politics, Culture & Society". He is a former in-house translator at the Permanent French Mission to the United Nations, former adjunct instructor at the Sorbonne in Paris and former translation and interpreting studies coordinator at the NYU School of Professional Studies (2011- 2015). He is currently a freelance translator and part-time instructor of translation at the New School of Social Research in New York City.

The Straw that Broke the Camel's Back and the Drop of Water that Caused the Glass to Overflow

2016 Conference Presentation by Eduardo Berinstein

Reviewed by Diana Rhudick

Eduardo Berinstein's presentations are always eagerly anticipated at NETA conferences, and this year he didn't disappoint. He began the session by clarifying that he wasn't so much defending the need for human translators as giving insight into how to survive as humans against the machines. Is technology good or bad?, he asked us. The conclusion he has reached is that it is neither, but it is inevitable. How you use it is what matters. Berinstein reviewed how computer technology has changed nearly every industry, from photography to book publishing. That's the bad news.

The good news is that we're "not even close" to the holy grail of Fully Automated High-Quality Translation. Berinstein went on to list ways that computers have helped us as translators, such as text-to-voice to aid in proofreading, or CAT tools to increase production. So while machines will not be replacing us in the short term, we should all master these new technologies to keep our competitive edge.

Berinstein then explained how the title of his talk exemplified his message. "The straw that broke the camel's back" is what we would say in English, while a literal translation of the same Spanish message would be, "The drop of water that caused the glass to overflow." The idea is that people understand the sense of words and choose the correct message, machines don't.

Next we looked into more ways that humans can perform better than machines. We were given examples from the advertising world showing that as humans, we can grasp cultural references, plays on words, double entendres, and literary techniques such as alliteration. We know that sense does not equal form. Again, machines do not.

Supported by definitions of "translation" and language theories from multiple linguistic sages, Berinstein demonstrated how sophisticated the ability to analyze and reproduce language truly is. As translators, we write words so that the reader of the target language will understand exactly what the reader of the original text understands. Explication of texts is not something that computers excel at. In this way, Berinstein explained, we are illusionists—we make the reader feel as though he understands the world of the source language. This ability is what helps us maintain our advantage. Whereas a computer travels from language 1 to

language 2 as a thoughtless task, humans rise to the level of sense. Berinstein concluded the talk by urging us to read translation theory in order to understand why machines cannot replace human translators, and to empower us once we fully grasp what we actually do when we translate.

To see the full presentation, go to <http://netaweb.org/page-18184>



Eduardo Berinstein works in the Spanish/English language pair. He is certified as a translator by the American Translators Association and as an interpreter by the U.S. Federal Courts. Eduardo is the founder member of a cooperative

translation company, www.ebtranslations.com. He served as Director of Interpreting Services at the Dana-Farber Cancer Institute (1999-2006), where he was also responsible for developing patient education materials in Spanish. He was previously Director of Interpreter Services at Children's Hospital Boston (1993-1999), where he started the hospital's multilingual interpreter service. He has interpreted at numerous international conferences and events, including interpreting live for Radio Bilingüe (part of the San Francisco-based National Latino Public Radio Network). Mr. Berinstein was part of the MMIA Committee that developed the first Standards of Practice for Medical Interpreters, adopted by the MMIA in 1995 and later by many professional organizations nationwide. Since 2006 he has been teaching an Introduction to Communication and Translation class at Boston University. He has taught medical interpreting at the training institute offered by the National Center for Interpretation in Tucson, University of Arizona; as well as at Cambridge College and Bentley College.

All NETA members are cordially invited to

NETA's Annual Summer Picnic

When: Sunday, August 7, 2016 (rain date, Saturday, August 13)

Where: Newton MA

If you attended last year, you know what a fine event our picnic is. If not, come find out this time.

Emails with details have already been sent out. If you don't have a copy, please write to programs@netaweb.org for the specifics.



Approaching Objectivity: How to Accurately Convey Both Sides' Intentions as an Interpreter

2016 Conference Presentation by Wang Jie

Reviewed by Emily Getchell

Wang Jie is a Mandarin-Arabic linguist who received her training at Beijing Foreign Studies University, a school of high international prestige, the typical educational path of Chinese official authorities. Wang Jie, however, followed a rather atypical route, which led her to work as an interpreter in construction and media companies upon graduation.

In her presentation, she reflected on the disconnect that exists between interpreter training and application, and the resulting lack of preparedness on the part of the interpreter. Highlighting the added necessity of adapting and functioning in foreign settings, she shared her appreciation that the ability to cope with any situation was as important for an interpreter as linguistic competency.

Wang Jie noted that the combination of three factors accounted for the interpreter's level of preparedness: variation within a single language, previous linguistic training, and work environment. Wang Jie contrasted the lack of courses which recognize variations within one language with the mix of dialects often encountered in interpreting. Fusha and Amiyah, the formal vs the dialect, are in this way not properly accounted for in the academic study of Arabic language. Wang Jie compared her somewhat improvisational work with a Hong-Kong based documentary film company touring the Middle East with her interpreting of high-level business meetings of the United Arab Emirates, where she encountered specialized technological terminology and employees reluctant to share materials to be previewed.

In conclusion, Wang Jie reflected on the interactional power of the interpreter and her freedom, or lack thereof, to act as a co-constructor of communication in her role as a tool to bridge the culture gap. She quoted the social anthropologist Evans-Pritchard, suggesting we might employ his lens as we move through the process of filtering and transmitting foreign culture and language, so applying his methodology to the field of interpreting.



Wang Jie is one of the few women in China trained as an Arabist and Arabic-Chinese linguist. Her career as a Mandarin-Arabic linguist has mirrored both the expanding global reach of Chinese business and the dramatic changes that have unfolded across the Arab world in recent years. She had already gained wide experience working in the Middle East and North Africa by the time she graduated from the Beijing Foreign Studies University in 2007 with a B.A. in Arabic Language and Literature. She has since worked as an interpreter and translator for

Chinese companies and television networks in the Middle East and North Africa, most notably in Libya from 2008 until shortly before the fall of the Qaddafi regime in 2011. Wang Jie holds a M.A. (cum laude) in modern Middle Eastern Studies from Leiden University, the Netherlands

Endnote: Interpreters, Identity and Performance

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Examples of interpreting for medical purposes, war, political speeches, and more were given. What about interpreting for the Spaniard in the New World? For military invaders, war criminals, etc....? In all these cases, interpreters perform to the best of their ability, ideally without involving their emotions, in order to protect their integrity. And who, according to Mazzei, is putting theory and practice together.

Traditionally interpreters are trained to become as much as possible the person they are interpreting for. Lending voice, emotions, and body language, becoming the stranger we are interpreting for. Talking in the first person. Identifying with the interlocutor, and at the same time being invisible, is the interpreter's mandate.

At the present time, the world is beginning to understand a little better what it means to be an interpreter. From the academic standpoint, the fluidity and richness of a profession which overlaps with so many fields of study. From a practical viewpoint, having medical students observe the work of interpreters as part of their rotations. And finally, offering interpreters that work in difficult and traumatic circumstances professional counseling to decompress and release the stress caused by their job.

Cristiano Mazzei holds a B.A. in translation and interpretation from Unibero University in São Paulo, Brazil, and a M.A. in Translation Studies from the University of Massachusetts Amherst. His main academic interests include identity formation through translation and interpreting, and the intersections of translation and interpreting studies, gender, queer and postcolonial theories. He has worked as a translator and interpreter for many years, as staff, freelance, and business owner, in addition to medical and community interpreter and trainer in the past eight years. Cristiano has taught international literature and interpreting at Umass Amherst, Portuguese at Smith College, Massachusetts, and is currently the director and instructor of the Translating & Interpreting (TRIN) program at Century College in Minnesota. Cristiano is a Certified Court Interpreter by the National Center for State Courts, certified by the US State Department as translator and interpreter, and Certified Translator and Interpreter (Tradutor Juramentado e Intérpreter Público) in the state of São Paulo, Brazil.

More Snapshots of the 2016 NETA Conference

All photos were taken by NETAn Lesley Andrews.



Jot It Down: Note-taking for Interpreters

2016 Conference Presentation by Elena Langdon

Reviewed by Ines Fusco

During this session Elena Langdon helped attendees become more familiar with the principles of note-taking and how to use notes to organize ideas and render thoughts. Elena discussed instructional interpreting and storytelling and focused on: **What you say needs to be complete.**

Why take notes:

- To reduce cognitive load (less exhausting for your brain/memory)
- To help listening
- To increase accuracy & completeness, and
- To decrease interruptions (so you don't have to ask the speaker to repeat as many times which helps to make the session go by faster and increases your speed).

To become an effective note taker, start by understanding what note-taking is NOT. Note-taking is NOT long term, is NOT for others, is NOT complete and is NOT right or wrong.

Note-taking uses arrows to avoid rewriting a repeated phrase; note-taking is done without the use of full words and it uses symbols like a smiley face :) to indicate happy, that something is all worked out, or that something was a success or is successful. Remember: Your notes are yours to help you render the conversation effectively.

Practice note-taking to help you improve your skills in evaluating what a person is saying, and how it fits into the big picture. Develop a list of your own symbols and abbreviations, as well as an overall note-taking strategy. Start in the safest environment you can. Tools include a pen or pencil, and a 5"x11" steno notebook. Use each page in a non-linear way, separating each element interpreted with a horizontal line.



Elena Langdon, CT, M.A., CoreCHI, has worked as an interpreter and translator for over 15 years. She is certified by the American Translators Association (ATA) as a translator (PT>EN) and by the Certification Commission for Healthcare Interpreters as an interpreter. She holds a Masters in Translation Studies from the University of Massachusetts Amherst and has been teaching interpreting and translation since 2005 at college-level institutions.

<http://www.acolalang.com>

Who translates what? Considering subjectivity and other sustainability issues

2016 Conference Presentation by Julie Tay

Reviewed by Erika Schulz

Remember fidelity, objectivity, and professional neutrality? Well, now forget all about them. During her presentation at the NETA conference, Professor Julie Tay invited us to see our profession with different eyes and, somehow, to give subjectivity a chance.

As translators, we are currently facing the following issues: differentiated source contents, more templated documents, specialized fields, faster speeds, lower rates, higher demand for translation, politicized and stigmatized bilingual education, emphasis on client-ready versus user-friendly materials, “conveyor-belt” production, among others. All of them, in their own ways, have an impact in reducing our chances to control the translation process.

This shows an interesting contrast when considering interpreting encounters. Our colleagues seem to have a clear perspective of setting; they are endowed with authority; they can be easily identified; they manage time, place, and purpose; they command the whole experience; and they are usually seen as problem solvers. In summary, it appears that interpreters have more control over their professional practice.

How different from our translation practice! So, how can we regain control? The presentation described what we have heard about subjectivity as a matter of opinion, lacking precision, having no basis, and even being capricious. Professor Tay invites us to leave aside the “fallacy of professional neutrality” and bring subjectivity into our practice. Why? How? How about gearing our renderings to be user-friendly instead of client-ready? She described how subjectivity has the advantage of being flexible, dynamic, and, at the same time, involved.

If the goal is for a translation to “make sense,” how about using a trans-creative approach? Sometimes, staying true to the source may not render the actual message. In these cases, adapting the content and using different media may prove more successful in keeping things flowing.

Professor Tay’s didactic case studies certainly prompted us to consider giving it another spin

when presenting our renderings. As linguists, we are the ones with full awareness of the cultural nuances, the linguistic knowledge, and the control of the medium. So why not follow Professor Tay’s pointers? How about reclaiming our voices? Validating content? Making renderings culturally meaningful? Forgetting about invisibility?

Many of us may relate to those case studies in our own practice. Why not “give subjectivity a chance”?



Julie Tay is a clinical assistant professor with NYU School of Professional Studies - Foreign Languages, Translation and Interpreting. Tay is a lifetime translator and interpreter working in English and Chinese (of several dialects) and has served over 20 years as language and cultural consultant in and around the New York area. Since 2010, as founder and director of the Asian Cultural Exchange (ACE Forum) based in New York’s Chinatown, Tay oversees language consulting, translation, interpreting, and market research and outreach services pertaining to Chinese language and culture. Tay’s long-term research

is in oral traditions and urban folk associations, and she is currently engaged in collaboration with former student Gao Siyang co-translating/editing Dr. Liping Liao’s award-winning *Rang Ni Bu Shengbing* (How Not to Get Sick), a compendium on traditional Chinese medicine for popular readership.

MILES TO PARADISE

by NETA member Maya Evans

I had so many lives
don’t know which one I’m in.
Saharan lands, New England leaves,
Andean peaks and turquoise creeks
whirlwind of sounds, echoes of tongues
melodies, cacophonies, distant dreams
trains that screech, boats that leave
am I in the middle
or at the end
of a million miles
to paradise?

NETA Board Meeting Minutes, June 11, 2016, Amherst

Present: Lesley, Diana, Elena, Antje, Petra, Joan (remotely)

Guests: Ken Kronenberg, Catherine Howard

Procedure for board meetings:

1. Marian sends a draft agenda and meeting notes to board & Diana 2 weeks prior to board meeting
2. Board members review the agenda and comment within one week
3. Diana finalizes agenda. She or Marian posts the meeting as an event on the website, and broadcasts an invitation to membership to go to website and register up to 3 days before the meeting.

We may need to file a statement with the IRS as well as the state. Diana will check.

Treasurer's Report:

Crystal is away so the treasurer's report will be available mid-July.

Election results:

Antje and Diego were re-elected, and Maiyim joins the board. Hanne and José were notified that they will be considered alternates should any board member resign.

Officers for the coming year:

The following officers have agreed to remain in their present capacities:

President: Diana

Vice-President: Lesley

Secretary: Joan

Membership: Antje

Programming: Marian

Web Administrators: Diana & Marian

Newsletter: Antje will send an email to Terry asking if he is willing to continue as Newsletter Chairman

Social Media, Facebook: Guidelines need to be developed to indicate what we are trying to do. Elena and Petra will organize a social media committee to draft guidelines and ask Rochelle Sweeny and Terry to join her, as Rochelle was on the ConfComm committee.

Job Ops posting: Alice agreed to continue to do that.

Membership report:

Antje is catching up on membership requests. She has 14 to process, excluding lifetime members awarded at the Conference. She will ask Diana for help on doing this so that lifetime members do not receive renewal notices. We currently have 233 members. She receives a list of lapsed members to which she sends a reminder.

Website:

Lesley set up a new system for CEUs requiring attendees to go onto the website and request forms. The system has worked well.

The board discussed how to prevent occurrences such as when the AATII harvested our email addresses for commercial purposes. The

sense was that no solution is foolproof, and making it more difficult to find a member's email also makes it more difficult for potential clients to find us. Therefore, we will remind membership once a year that having one's name and email in our directory exposes you to email mining, and explain how to hide your email in the directory if you wish.

Elena noted that there is a link on proz.com about scams.

Conference:

Since we do not yet have all the financial information about expenses, we could not make recommendations about saving money next year. Once we have that information we should have a Skype board meeting to develop guidelines about speaker honoraria, travel expenses, etc. At that meeting we can look at Marian's notes comparing UMass and Hampton. Ken noted that there are many potential speakers living in our area without our needing to seek them across the country or across the Atlantic. We need to know how much UMass paid for the speakers. The academic side of the conference was generally pleased about the conference and would like to continue the same format in 2017. Antje had misgivings about the hotel selected and she felt that coming to the conference alone by public transportation was uncomfortable. Hopefully construction around the site will be completed by next spring. She would also like us to look into other hotels. We also need to do better with signage. It was hard to figure out how to get from the parking garage up to the registration site. Also registration should be moved away from the elevator entrance to reduce crowding. We need to have two lines for food, and label the vegetarian option a lot better.

We have to figure out how to encourage the graduate students and faculty to join NETA.

Ken again suggested we do not try to get exhibitors but rather concentrate on sponsors for the meal, coffee breaks, etc. He said the reason not to have exhibitors is that business is simply no longer conducted that way, and it is very demoralizing for the ConfCom organizers to bang their heads against that wall to no effect.

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Elena is considering heading the ConfComm and will ask Montserrat to be cochair.

The issue of postcards was raised once again because the ATA will only give us mailing lists (not email addresses) of ATA members living in New England. Lesley will compare the ATA list with NETA's and only send to those who are not already on our list. She has found a much cheaper alternative for the postcards themselves.

The Board voted to hold next year's conference on April 29th. We need to confirm the date with UMass soon.

[Editor's Note: That date was not available. Therefore the 2017 conference date is May 6]

Monthly Meetings:

9/24 (with board meeting), 10/22, 11/19, 1/28 (with board meeting), 2/25, 3/25 (with board meeting), 4/22, June board meeting TBD via Doodle

NETA News:

We decided not to include mention of other organizations' events in NETA

News, but instead to post links to them on our Facebook page, and continue to post on our website.

Mass. Area Health Education Center (MassAHEC) offered us office space and a chance to offer a presentation. We sent three representatives and had a table at their annual conference on June 10.

Elena pointed out that Mass. medical interpreters no longer have an organization of their own in Mass. and asked whether NETA could serve as such. Ken said that if NETA made a point of creating programming designed for medical interpreters (organized by interpreters) we could legitimately claim to be that organization and welcome them on that basis. Elena agreed to contact MassAHEC (Lisa Morris) to see if they want to collaborate in some fashion.

Discounts for members:

One NETA member asked if we could offer a discount on the purchase of Trados software. Ken and Catherine argued forcefully that if we offer or are offered any discounts by other organizations, we compromise our integrity as an independent organization of independent translators. Catherine added that discounts are available all over the place, including ProZ. Most board members felt we could approach various vendors for discounts on products of interest to translators and interpreters.

Respectfully submitted,

Joan Sax, Secretary

NETA Present at the 11th Annual MassAHEC Conference



For the third time in a row, NETA was a sponsor at the annual MassAHEC conference. This year it was held on June 10 in Marlborough, MA. MassAHEC stands for Massachusetts Area Health Education Center Network and is a unit within UMass Medical School's Commonwealth Medicine division. The conference provides a day of learning for medical interpreters and the health care teams working with them.

This year NETAs Galina Vesnina, Hui Gao, and Carolina Olavarria (left to right) represented NETA at the event as they informed the medical interpreters in attendance about our organization and how it might benefit them. They used materials created by Montserrat Zuckerman that outline all that goes into setting up a NETA exhibitor table. Check out NETA's brand new exhibitor cloth, too!