

Report on Ethics Workshop for Court Interpreters

By the Judicial Council of California (JCC)

By Izumi Suzuki

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(Phoenix, AZ)

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**Have you
always wanted
to see your
name in print?
Write an article
for the JLD
Times!
Submissions
are accepted
both in English
and
Japanese.**

This six-hour workshop is mandatory for newly certified court interpreters as part of the JCC continuing education requirements. Registered court interpreters, and those who are interested in court interpreting, may also attend it. Among all the states, California is considered the most advanced in the use of court interpreters. The JCC administers the state court interpreting certification exam in English and eight (8!) second languages: Arabic, Cantonese, Japanese, Korean, Portuguese, Spanish, Tagalog and Vietnamese. (There are 10 certified Japanese court interpreters including myself, all in California except for myself. I have heard that there are about 30 Japanese interpreters who were grandfathered because they had been interpreting in the court system before the certification exam in Japanese started, but I could not find them in my search online.)

The workshop was conducted by two Court Service Analysts of the Court Interpreters Program Unit; one has a law degree and the other has Federal Court Interpreting Certification. The attendants received a book called "Professional Ethics & the Role of the Court Interpreter (3rd edition)." Although the book was not language-specific, both instructors spoke Spanish, so the examples they used were all related to Spanish interpreting. A few years ago, I took a Court Interpreting Workshop in



Detroit, which was longer and more comprehensive. The one in California concentrated on ethics: how an interpreter should conduct him/herself in the courtroom.

The session started with a video of a portion of "I love Lucy" that showed a funny relay interpreting situation as an icebreaker. Then, using a power-point presentation, the instructors addressed more serious issues. They discussed the seven elements of the interpreter code of ethics: **accuracy, impartiality, confidentiality, scope of practice, professional detachment, continuing education, and duty to profession.**

Accuracy. The interpreter should keep in mind that s/he is a pipe. This means interpretation should be complete, have no embellishments, keep the same register and meaning, and communicate the same emotion. For example, if a witness repeats or restates something, the interpreter must do the same. And if a lawyer talks legalese, the interpreter should keep the same register,

even if s/he thinks it won't be understood by people with less education. If the interpreter makes a mistake, it should be corrected as soon as it is realized, after asking permission to do so of the judge.

Impartiality. The interpreter's clients are the defendants, prosecution, defense attorney, judge, witnesses, and court personnel. To avoid conflicts of interest, s/he should stay neutral. This means that the interpreter should be unobtrusive and detached, and display no emotion or body language that appear to indicate s/he is on one side or another. If the interpreter doesn't know whether s/he can stay neutral, s/he should consult the judge.

Confidentiality. The interpreter is under the umbrella of confidentiality: attorney-client privilege is extended to the interpreter. In-camera hearings (hearings within the judge's chambers) and prosecutor-witness interviews are also covered by confidentiality. If the interpreter is not sure whether something is subject to confidentiality, it's best to ask the judge.

Scope of practice. It often happens that a witness asks the interpreter a legal

question, since s/he speaks the same language. Giving legal advice is a severe infringement of the attorney's duty. The interpreter should keep his/her role in mind. This also applies to reading charges and other forms in the absence of an attorney. If the interpreter is asked to read a legal form in a foreign language while an attorney is absent or tending to other matters, s/he should refuse.

Professional detachment. The interpreter should speak in the 3rd person and stay formal. S/he should not be so emotionally involved that others' attention is drawn to the interpreter.

Remember that the interpreter is a pipe. The interpreter should monitor him/herself so that s/he is not too fatigued to control his/her emotion.

Continuing education. In order to maintain certification, the interpreter must satisfy continuing education requirements.

Duty to profession. The interpreter should present qualifications and maintain professional relationships with colleagues. It is a good idea to belong to professional associations, since this helps with networking and elevates the level of profession. If the interpreter notices impediments to the performance of interpreting, s/he has a duty to report it.

The highlight of the workshop was a panel of two attorneys (one of them was a public defender) and two judges. They were all quite experienced in cases that involve foreign-language speaking individuals, and hence court interpreting. One attorney said the best interpreters are those that people in the court never realize are there. The judges said that if an interpreter needs help, s/he should just ask. The judges said they prefer to be interrupted at any time, rather than have things go wrong because the interpreter did not ask a question. When the attorney is interviewing a witness out-

side the courtroom, interpreters should ask the attorney to be there. This helps the interpreter grasp the situation and get a sense for the dialect that the witness speaks. If there is no such opportunity, the interpreter is allowed to stop the procedure and ask, "Can I have a moment to understand the witness?"

The judge's instructions and a plea waiver are read very rapidly and hard to interpret. These are prepared a few days before the closing of a case. The interpreter can ask the court to have these documents beforehand for study. One judge also mentioned that if there is a juror who is bilingual, the judge instructs that s/he accept the interpreter's interpretation. It would be a problem if such a juror were to go back to the jury room and tell other jurors that s/he doesn't believe the interpretation was done properly. It also happens from time to time that attorneys speak at the same time as the interpreter. The interpreter should speak up in this situation.

I got the impression that the judicial system in California is much more aware of interpreting needs and situations. Even if the interpreter learns the ethics codes and strives to be ethical, we also need judges, attorneys, prosecutors and court personnel to be aware of the ethics codes, as well as how interpreting works. In Michigan, we have a group of certified court interpreters, called the Certified Court Interpreters of Michigan (CCIM), within the Michigan Translators/Interpreters Network. The CCIM offers a voluntary workshop for all the pertinent people in any local court. Those interested should contact izumi.suzuki@suzukimyers.com.

Izumi Suzuki is an interpreter and a translator, ATA-accredited in both directions between Japanese and English, and court-certified through the State of California. Izumi and her husband Steve Myers operate Suzuki-Myers Associates, Ltd. in Novi, Michigan. Izumi was a member of the board of directors of the ATA, and is a former Administrator of the Japanese Language Division.



One attorney said the best interpreters are those that people in the court never realize are there.

From the Editor

The Winter issue of the JLD Times is traditionally devoted to the ATA Conference, and this year's Winter issue is no exception. I would like to thank all the contributors who helped make this issue possible by sending me summaries of what they saw and experienced at the ATA Conference in Phoenix. I couldn't have done it without you.

Gratefully,
Irith T. Bloom
JLD Times Editor

JLD Times

**Newsletter of the
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of the
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From the Administrator

Ken Wagner



The 2003 ATA Conference in Phoenix was an outstanding success for the Japanese Language Division. There was a good turnout, with 61 division members in attendance and 71 people attending the JLD dinner. Not only did the conference feature a full slate of JLD-sponsored presentations and great networking under the somewhat elusive Arizona sun, but JLD members also tackled some

weighty administrative problems and a major project facing the division.

There have been rumblings in the JLD that it is time to update the *Patent Translation Handbook*. A new handbook generated considerable discussion during the conference and afterward on the JLD-list and in personal emails to me. Several volunteers have emerged, led by Cliff Bender (cliff@j2e-patent-translation.com), and we hope to get this project going soon. This is a momentous task and will require the support of many volunteers.

Three highly motivated and dedicated volunteers stepped forward to serve on the planning committee for next year's conference. They are chairperson Aaron Ernst (aaron@intelllingua.com), Yoshiko Guy (yoshiko@okano.com), and Craig McGinty (cmcginty@kc.rr.com). Aaron, Yoshiko, and Craig have already begun discussing ideas for next year's programs and plan to offer a balanced slate of programs in both language directions for beginners and veterans.

The state and fate of the JLD directory was a major topic at the JLD annual meeting. [See additional story.] The 2003 directory was supposed to be printed on CD in PDF format, but ATA HQ did not go ahead with this year's CD version due to unexpectedly high costs and uncertain support for continuing the directory. However, HQ did provide about one-hundred copies of the CD directory for conference attendees to review. Assistant Administrator Carl Sullivan will be handling the various options for the JLD directory and the potential for combining the directory with other information on CD. If you received a CD directory at the conference, please drop Carl a line with your thoughts on it (carl.sullivan@snow.edu).

Another important matter is the state of division finances. Apparently HQ was not following standard accounting practices regarding division funds, and divisions will have to change the way they budget expenditures. [See additional story.]

Lastly, the new guidelines for use of the JLD-List listserv have been posted on the division website. They basically forbid discussing rates and refer members to useful Internet resources not provided by the ATA.

Don't forget about IJET-15, May 22-23, 2004, Yokohama, Japan.

2003 ATA Conference (Phoenix, AZ)

The 2003 ATA Conference was held in Phoenix, AZ between November 5 and 8. The following are descriptions of all the formal Japanese Language Division sessions (other than meetings). Enjoy!

Session J-2: Japanese<>English Accreditation Workshop

Presented by Bunichi Ohtsuka,
Kyoko Saegusa, and Izumi Suzuki

Summarized by Masako Essick

The English->Japanese portion of the workshop was given by the current graders, and divided into two parts: practical tips in taking the accreditation exam, and discussions based on a past exam that the audience had translated prior to the workshop. The discussions were followed by a Q&A session

Bunichi Ohtsuka started the first part of the session by explaining the exam system and grading policies. He then proceeded to dos and don'ts during the exam, including the following:

1) Make sure that you translate to the end. Otherwise, your translation may not be graded.

2) Be specific when a demonstrative pronoun is used in the original text.

e.g.) This hormone → × : 「ホルモン」、○ : 「このホルモン」、「エストロゲン」 (to which “this hormone” refers)

3) Be careful when translating adopted words since their pronunciation may be different.

e.g.) Estrogen → ○ : 「エストロゲ

ン」、× : 「エストロジェン」

4) Use grammatically correct Japanese that reflects the tense and case of the original text.

5) If there is an error in the original text, translate the text by replacing the error with the correct word, and add a translator's note at the end of the translation.

6) Use the units used in the original text. Conversion is not necessary.

After briefly explaining the purpose of the exam, Kyoko Saegusa started the second part by having the attendees translate a sentence. Using this sentence and the past exam that the attendees had already translated, she re-emphasized

the important points and techniques in a specific way, which included the following (the points already mentioned above are omitted):

1) Change the wording as necessary to make your

translation a readable Japanese text by reading the translation as if you were a person who understands no English.

2) Use katakana for names. The use of spaces or “・” for word separation is acceptable.

3) When you do not know the generally accepted translation of a proper noun, just translate it as a proper noun.

4) Do not use “:” (colons) or “—” (dashes) in a Japanese text.

5) Increase your vocabulary and knowledge of idioms to improve your comprehension.

6) Add appropriate phrases as necessary to make your translation a complete sentence in Japanese.

The workshop concluded with a Q&A session where the attendees had opportunities to ask questions and clarify specific issues. The workshop provided a

clearer view of the accreditation exam. I believe that all the attendees benefited from the workshop in preparing themselves for the exam.

Masako Essick is a freelance E<->J translator/interpreter living in Troy, Ohio. She is a graduate of the Monterey Institute of International Studies in Monterey, California. She moved to the United States at the end of March 2003.



Session J-3: One Plate, Two Plate, Red Plate, Blue Plate

Presented by Kendrick J. Wagner

Summarized by John Stroman

Ken Wagner started off the educational sessions on Friday morning with an explanation of ELISA (enzyme-linked immunosorbent assay), a major tool in biomedical diagnosis. Ken first explained how many variations of ELISA work. All involve measurement of a dye-labeled or radiolabeled antigen-antibody complex that can then be correlated with the concentration of a target substance. Because the antigen-antibody reaction is so specific, ELISA enables researchers to accurately determine even minute concentrations of target substances.

One of the difficulties in J>E translation of a technical procedure such as ELISA is identifying how many times the procedure is performed (at different concentrations, for example) and how many items such as microwell plates, test tubes, and the like are used. For example, standard microwell plates have either 48 or 96 wells, and experiments usually involve a number of blanks and controls in addition to the wells used directly for the measurement of the target substance. Sometimes the only clue is to read the data with the knowledge that a certain number of trials requires one or more than one item. At the end of his presentation Ken provided a general



guideline for pluralization based on a working knowledge of how a procedure is performed.

Session J-4: Molecular Targeted Therapy

Presented by Steven M. Sherman,
M.D.

Summarized by John Stroman

Steve Sherman introduced the importance of the concept of molecular targeted therapy in the design and marketing of new drugs. Thanks to advances in technology, most new drugs are specifically designed to target a particular infectious agent or diseased cell without affecting healthy cells of the body. This leads to more effective management of disease with fewer adverse effects on the patient. Regardless of whether a translator specializes in fields related to medicine or not, a general understanding of how this major trend has affected the pharmaceutical industry, with its enormous economic impact on society, is essential when translating documents concerning social, political, and economic issues.

While recognizing that the biomedical field generates a large amount of work each year, Steve emphasized that anyone who considers entering this field must have a strong interest in science and feel excited about the kind of progress that is being made. Translators in biomedicine must not only have excellent language skills, but also have sufficient scientific

knowledge, either through formal education or extensive reading in both the source and target languages, to understand exactly what the researchers are doing and what the results of their experiments imply. A good place to start is by visiting one of the several websites that contain copies of the International Conference on Harmonization (ICH) requirements for preclinical and clinical trials.

John Stroman began studying Japanese on a whim at Earlham College, and after graduating with a B.A. in chemistry worked in a research laboratory for two years. After earning an M. Ed. from Boston University, he spent an ill-fated year in the Linguistics Department at Harvard University, and then went to Japan to teach English at a private school. Eleven years later he returned to the U.S.A. during a recession, and the best job he could get was teaching at Wright State University while he pursued an M.A. in English writing. After graduation, John worked for 3 years as a translator/interpreter at KTH Parts Industries, a subsidiary of Honda of America, and then became an independent translator in 1989. He decided to specialize in biomedical translation in 1992 and returned to Wright State to take undergraduate and graduate courses in that field and work in a research laboratory while translating part time. He has been a full time J->E biomedical translator since 1994, and lives with his wife Eiko, two dogs, and two cats on 6 acres in rural Ohio.



Session J-5: "Ghost Busting" Japanese Chemical Terminology

Presented by Dr. Jon C. Johanning

Summarized by Kozo Igi

Dr. Jon C. Johanning, who is a past administrator of the Japanese Language Division, presented a lecture on Japanese chemical terminology on Friday afternoon. The lecture attracted quite a large crowd even though it was the first session held after lunch, thus proving translators' and interpreters' interest in chemistry. Dr.

Johanning's lecture was based on his experience in translating for over 20 years in the areas of chemistry, medicine, and pharmaceuticals. I have summarized his lecture by combining his handout and my notes.

In the introduction, Mr. Johanning explained that Japanese terminology comes from a variety of sources, and he cited a related website: <http://www.t.soka.ac.jp/chem/ACEN/forum1/forum10002.html> (Dr. Masato M. Ito: "Transliteration and Translation in Chemistry in Japan").

He then showed us a text page that contained various chemical names to explain the general differences between English terminology and Japanese terminology. He pointed out that there are three main sources of problems.

1. Number (not needed in Japanese, needed in English)
2. Reverse word orders
3. Lack of spaces between Japanese words and fewer punctuation marks

Some knowledge of chemistry is needed for solving these problems. The best sources for this knowledge include chemistry textbooks, textbook outlines, and websites. (References are listed at the end.)

Next, he showed us two types of periodic tables (a traditional periodic table and a new form of periodic table) that have different ways of numbering groups. He explained that the periodic table provides a great deal of information about how elements are related to each other. He also gave an explanation about the models of the atom and shell structures for various elements—that is, how the first shell, second shell, and so forth are filled with electrons. On this occasion, he mentioned the contribution of a Japanese physicist, Dr. Hantaro Nagaoka (長岡半太郎), who is best known for his Saturnian model of the atom, first proposed in 1903. I was happy to hear the familiar name; Dr. Nagaoka was the first president of Osaka University, which is my alma mater.

Subsequently, Dr. Johanning discussed the ionic bond and covalent bond based on the properties of the elements on the periodic table. In the formation of an ionic bond, elements with almost



complete outer shells “steal” electrons from ones with few outer shell electrons. For example, the formation of sodium chloride is expressed $\text{Na}^+ + \text{Cl}^- = \text{NaCl}$ (Na^+ is formed by removing one electron from Na, and Cl^- is formed by adding one electron to Cl). In the formation of a covalent bond, elements with approximately half-completed outer shells “share” electrons. For example, methane is formed from one carbon atom and four hydrogen atoms. Since carbon has four valence electrons, it is especially suitable for forming covalent bonds with hydrogen (one valence electron) and other atoms or groups of atoms that can complete the outer carbon shell. Carbon also bonds to itself. For example, a benzene ring is formed by carbon-carbon bonding. This is the basis of organic chemistry, which is sometimes called “the chemistry of carbon” and deals with the structures and reactions of millions of compounds.

Afterwards, Dr. Johanning showed us a table that listed some of the important families of organic compounds, with their IUPAC (International Union of Pure and Applied Chemistry) and common names, general formulas, and the functional groups that they form. In the table, he covered alkane, alkene, alkyne, arene, haloalkane, alcohol, ether, amine, aldehyde, ketone, carboxylic acid, ester, and amide. He also explained the origins of the IUPAC and common names. In literature, common names are used more frequently than IUPAC names. The chemical formulas of unbranched hydrocarbons (methane, ethane, propane, and hexane) are shown below as examples.

Methane: CH_4

Ethane: $\text{CH}_3\text{-CH}_3$

Propane: $\text{CH}_3\text{-CH}_2\text{-CH}_3$

Hexane: $\text{CH}_3\text{-CH}_2\text{-CH}_2\text{-CH}_2\text{-CH}_2\text{-CH}_3$

Alkanes are essentially strings of carbon atoms with hydrogen attached to fill their outer shells. If the right-end

hydrogens are removed, alkyl groups are formed, e.g., methyl (Me-) from methane, ethyl (Et-) from ethane, propyl (Pr-) from propane, and butyl (Bu-) from butane. (Note that the names of the groups end in “-yl” in place of “-ane”.) Since these groups have one valence electron, similar to a hydrogen atom, they can be attached to carbon atoms in place of hydrogen atoms.

He explained 4-methyloctane, which has the following structure, as an example of branched hydrocarbons.



This compound has eight carbons in

Conference Notes and Visuals Available on JLD Website

Notes and visuals from JLD presentations at the Phoenix conference have been posted on the JLD website. Some of them are just bare-bone outlines, but they do provide a glimpse into the information presented at the conference.

To view these materials, either go to atanet.org, click on “Divisions,” and then click on the “Japanese Language Division” link to get to the JLD page, or go directly to <http://www.ata-divisions.org/JLD/index.htm>, and then click on “Presentation notes” under “ATA 44th Annual Conference in Phoenix.”

its main chain; therefore, it is an octane. The CH_3 (methyl) group is attached to the fourth carbon in the chain; therefore, the compound is named “4-methyloctane”. By linking chains like this, occasionally branching off carbons from the main chain, and attaching groups, as well as individual atoms, to various carbons, a great many compounds, all in the alkane family, can be formed.

Similarly, compounds in the other families are formed by attaching *substituents* in the locations “R” in other formulas (not shown). By studying the references listed below, you can become

more familiar with the principles of the IUPAC nomenclature.

At the conclusion, Dr. Johanning cited miscellaneous translation problems in both organic chemistry and inorganic chemistry. His handout contained many examples.

His selected references are listed below.

Periodic Table:

Atkins, P.W.: *The Periodic Kingdom* (New York: BasicBooks, 1995) (excellent introduction to chemistry in general, as well as the PT)

<http://periodic.lanl.gov> (Los Alamos National Laboratories site—aimed at beginning chemistry students)

General textbooks, etc.

General chemistry:

Numerous chemistry textbooks and college outlines (Barron’s, Barnes & Noble, etc.)

<http://www.du.edu/~jcalvert/phys/organic.htm> (good outline to supplement textbook treatments)

Organic compounds nomenclature:

Claff, Chester, E.: *A Translator’s Guide to Organic Chemical Nomenclature*

<http://accurapid.com/journal/sci-tech.htm> (download zip file of first 7 installments from there, and then download remaining ones) (excellent translators’ reference for understanding English nomenclature)

<http://www.chem.qmul.ac.uk/iupac/> (main IUPAC website)

<http://acdlabs.com/iupac/nomenclature> (another informative site)

<http://www.aocs.org/member/division/analytic/fanames.asp> (common names for fatty acids)

<http://www.spsj.or.jp/> (follow the links for the list of Japanese publications on polymer nomenclature)

Dictionaries and Web sites:

化学大辞典 (東京化学同人, 1989)

Daintith, John, ed.: *A Dictionary of Chemistry* (3rd edition, Oxford and New York: Oxford University Press, 1996)

Parker, Sybil P., ed.: *McGraw-Hill Dictionary of Chemical Terms* (New York: McGraw-Hill Book Company)

<http://www.monjunct.ne.jp/PT/chemical/>
(database of chemical substance names)

Other references:

Encyclopedias, such as the Encyclopedia Britannica (available as CD-ROM and on the Web)

The Merck Index (Rahway, Merck & Co., numerous editions)

In summary, Dr. Johanning presented an overview of chemical terminology in an easy-to-understand manner and cited various references. His session provided an excellent starting point even for translators and interpreters who are not familiar with chemistry.

Kozo Igi is a freelance technical translator with a Ph.D. in Chemistry. He received a Ph.D. from the University of Pittsburgh and an M.S. and B.S. in chemistry from Osaka University. He also studied electrical engineering at Osaka



University. After receiving a Ph.D., he taught inorganic chemistry at the University of Tsukuba and conducted research at Washington State University. He has also carried out industrial research in boron chemistry and managed the analytical chemistry laboratory at Callery Chemical Company (presently BASF Corporation).

Session J-6: Understanding Language Levels

Presented by Diane Howard

Summarized by Diane Howard

This presentation introduced one of the various systems used to classify language ability—the Interagency Language Roundtable (ILR) Language Levels developed by the U.S. Government—and suggested ways in which it could be used to analyze texts for translation and estimate the time required for a given job.

The ILR system was originally created to evaluate the language skills of State Department personnel; it uses a series of ratings ranging from 0 (no knowledge) to 5 (educated native speaker) and applies these to speaking, listening, reading, and writing. For translation, of course, the primary skill required is reading.

While the system was designed to evaluate the ability of the reader, the criteria used to describe performance can also be used to determine the level of difficulty of the text. Thus a level 2 text could be described as factual, with main ideas and supporting facts. Sentence patterns would be straightforward, with almost no idioms or unusual grammatical constructions. Viewed in terms of translation, one would be looking at a straightforward job that should not take very long.

A level 4 text, on the other hand, would require the reader/translator to bring either cultural or specialized knowledge to the text and to be able to draw inferences from it. The writing might have unpredictable turns of thought with extensive use of idioms and a wide range of vocabulary. The translation challenges would include making sure the between-the-lines inferences were not lost and finding equivalent terms for idioms and colloquialisms. This requires more judgment on the part of the translator and, usually, substantially more time.

The ILR levels provide the translator with a way of describing to clients why some jobs take longer and may require more consultation than others. They are valuable in assessing one's language skills in terms of either planning further study or in knowing what sort of jobs one can reasonably accept. A full description of the ILR system can be found at <http://www.utm.edu/~globeg/ilrhome.shtml>.

Diane Howard is a freelance translator specializing in medical and pharmaceutical translation from Chinese and Japanese to English, and is ATA-certified for Japanese->English translation. She is currently curriculum coordinator for the University of Chicago Graham School Certificate in Translation.

Session J-7: Consecutive Interpreting Workshop

Presented by Izumi Suzuki

Summarized by Connie Prener

Izumi opened this workshop by listing the skills or attributes that every interpreter needs: (1) an intimate familiarity with both languages, (2) the ability to comprehend narrative or discourse with alacrity, (3) an excellent memory, (4) expressiveness (the ability to communicate emotion as well as content),



(5) a pleasing voice, and (6) a professional appearance.

Izumi then discussed some techniques she recommends to anyone wishing to improve his or her interpreting skills: visualization and retention practice, quick word interpretation, and pattern recognition. She had prepared an exercise for each of these techniques.

Visualization and retention

The vehicle for the visualization-and-retention exercise was a story, told in the first person, in which the protagonist comes home from work and decides to go for a walk because it's such a beautiful day. During her tour of the neighborhood, she overhears the raised voices of a married couple arguing. Izumi read the first sentence of the story, and then asked one of the workshop participants to paraphrase it. Next, she reread the



opening sentence and the next sentence, and asked someone else to paraphrase both sentences. This process was repeated until the entire story had been read and paraphrased. This writer was amazed at the ease with which participants negotiated this exercise, especially since all the sentences were uncomfortably long.

Quick word interpretation

The purpose of the next exercise Izumi presented, quick word interpretation, is to challenge (and thus improve) the interpreter's reflexes, and help the interpreter get acquainted with unfamiliar subject matter. It involves the preparation and memorization of vocabulary lists. Izumi recommends that such lists be prepared prior to an interpreting assignment. They should contain words taken from reference material, preferably provided by the client (in those rare cases when it is). If the assignment were patent-related, for instance, words or terms like *utility model*, *prior art*, *infringement*, and *abstract* would appear on such a list. Another list would contain the Japanese equivalents. The interpreter would quickly go down each list, translating aloud. The goal is one second per item (25 seconds for 25 words or terms).

Pattern recognition

Pattern recognition is another useful technique, in which the interpreter tests him or herself by removing words from a boiler-plate-type passage. Here is part of the English-language passage Izumi selected for her workshop.

Ladies and Gentlemen of the Jury:

You have heard all the _____, and it is now my duty to _____ you on the law that applies to this case. After that, we will commence with the _____ of counsel. Please listen _____ . You must base your _____ on the facts and the _____ .

If you memorize patterns like this, you may be able to supply words or phrases that you miss on the job.

Interpreters are often asked to do sight translation, meaning the oral translation of a document, usually short, on the spot. I sincerely hope that no one is ever asked to tackle the passage Izumi selected for the workshop, entitled "The Art of Bonsai" (although I'm sure she had good reasons for choosing it). Here's a sample sentence. "Bonsai is the controlled unfolding of a tree in an idealized form." See what I mean? Seriously, though, practice would certainly make perfect (or at least better), as far as this particular art is concerned. Izumi's advice: mark breaks in the narrative as a visual aid and, most important, translate the meaning, not the words.

The next topic addressed was note taking. Izumi supplied some helpful hints.

1. Use whatever method will trigger your memory. Draw pictures representing concepts, if that works for you. Don't try to transcribe every word.
2. Be sure to write down keywords (numbers, personal and place names, etc.).
3. Make use of the space on the page to take notes that look like diagrams, rather than writing on every line.
4. Use mathematical and other symbols (+, X, !, arrows) to indicate the relationships between words or concepts.
5. Create symbols for company names

that come up often, for instance, a "K" inside a circle for a company name beginning with "K".

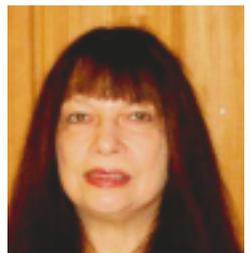
For the concluding exercise, Izumi selected an excerpt from a speech delivered by Edsel B. Ford II in commemoration of the centennial of the Ford Motor Co. Workshop participants, each of whom translated a sentence or two of the speech, acquitted themselves admirably. I salute them for their professionalism, and Izumi for another fascinating and informative session!

Missing words from pattern recognition exercise: evidence, instruct, closing arguments, carefully, decision

Update

At the 2002 ATA Conference in Atlanta, Izumi described her trials and tribulations in connection with the court interpreting examination administered by the State of California (the only state that offers Japanese->English certification). At that point, she had passed the written portion of the exam, but failed the oral portion (as had everyone else who attempted it). But Izumi is not easily discouraged. She went back to California this year, retook the oral exam, and passed it. Congratulations, Izumi, on another milestone and another first!

Connie Prener has been a freelance translator for over 20 years, working from Japanese, French, and German into English. Her main fields of specialization are general business, legal documents, and Japanese history. She has been a grader on the Accreditation Committee since 1992 and was Language Pair Chair for Japanese->English from 1994-1997. She is also a professional musician. Connie can be reached at cprener@attglobal.net.



Session J-8: Incorporating Graphic Images into a Translation

Presented by Gregor Hartmann and Charles Aschmann

Summarized by John Zimet

The introduction in the ATA program

says it better than I could: “Translators often find themselves having to handle graphics as well as text . . . In the old days, we carefully numbered each item and wrote keys or callouts, but now there are better approaches. The speakers [discussed] scanners, software, and different approaches for handling a combination of text and graphics in order to produce a translated page that looks like the original page or at least contains all of the information on the original page.”

Gregor and Charles both spoke of the methods they use to write an English translation over Japanese in a graphic. Both output the finished translation as a file. Both use scanners and software instead of keys, or scissors and glue. Both methods result in professional-looking translations of graphic images. There are some differences in their approaches, however.

Gregor uses a scanner to scan a printed page to a bitmapped file. He then uses the Paint program in Microsoft Windows, first to erase the Japanese, and then to write English in its place.

Charles uses Adobe Acrobat and Microsoft Word. He either uses a PDF file that he has obtained from a client or scans a printed page to a PDF file. After obtaining the PDF file, he inserts it into Word and uses text boxes to write English directly over the Japanese.

Both methods require a scanner and some software. Scanners are now incredibly inexpensive—surely within the price range of a language professional, and surely a wise investment. Software does not pose much of a financial burden. Gregor uses the imaging software that comes standard (free) with Microsoft Windows, while Charles uses Adobe Acrobat and Microsoft Word. Charles also mentioned that other word processing packages would work just as well as Word and that there were cheaper alternatives to Acrobat if you only wanted to create a PDF file (the price of some options being \$0.00). It goes without saying that Macintosh or Linux users can do the same with equivalent software.

Gregor and Charles have both kindly supplied their talks in file format. They are available under “ATA 2003 Conference Materials” on the following web page:

<http://www.ata-divisions.org/JLD/>

jldnotes/jldnotes.htm

John Zimet has been a translator and interpreter for 23 years. He specializes in technical documents ranging from C programming manuals to patents. He has interpreted at the British High Court, chairman-level corporate takeover negotiations, and a wide variety of technical meetings. He is a past president of JAT and is currently chairman of the IJET-15 committee. After 8 years in Japan, 15 years in England, and 2 years in Italy, he finally returned to the United States of America last year.



Session J-9: At the forefront of Automotive Technology: The roles of Simultaneous Interpreters at Honda R&D

Presented by Mrs. Kay Nason

Summarized by Michael Fletcher

Honda was established in 1948 by

Pre-1996	Post-1996
<ul style="list-style-type: none"> • People believe bilingual = interpreter • Interpreter/Translator resignations • Documents rarely received prior to meetings • Handouts for everyone except for interpreters • No recognition other than negative comments • Low expectations for interpreters 	<ul style="list-style-type: none"> • Engineers are aware of need to provide information • Engineers are willing to take time to explain difficult materials • Discussions with interpreters on how to conduct meetings • Much better recognition • Integral part of operations

Mr. Soichiro Honda. Mr. Honda was fascinated with racing from an early age; however, he was in an accident in the 1930’s and from then on worked on the machines that were being used in the races. Seven years after he challenged engineers to compete in the most prestigious motorcycle race in the world, The Isle of Man in England, his engineers and riders responded with a sweep of the first 5 places in both classes. Honda has dominated the World Grand Prix for Motorcycle Racing for nearly 3 decades. In the early 1960’s, Honda started building and selling cars. The Honda CVCC was the first vehicle to pass EPA

exhaust regulations in the United States of America. Honda has continually led the way in environmental, safety, and fuel economy innovations. One of Mr. Honda’s philosophies is “Proceed always with ambition and youthfulness.”

Mrs. Kay Nason has worked at Honda since 1989. For the first 7 years she worked as a contract interpreter for Honda Manufacturing USA, since Honda would not hire spouses of associates. In 1996, Mrs. Nason was hired by Honda R&D of America and has since made some changes for the better in the interpreter area. She is currently managing the interpreter/translator department. Changes that have been made since Mrs. Nason’s arrival at Honda R&D can be seen in a comparison of the roles of interpreters before and after her arrival:

Mrs. Nason has an interpreter request form that is used by engineering associates to request interpreters for meetings. The following reminder is included on this form:

“If you attempt to explain an unfamiliar issue to your colleagues, chances are that you would have a hard time doing so even in your own language. Imagine that you had to explain concepts that you had no knowledge about in your second language, as you listen to the speaker at the same time. Interpreters do not merely replace words for words. Instead, they digest the information they hear and provide that to the listener in his/her language in a limited amount of time. In order to successfully carry out this

process, interpreters need as much information about the subject as you can possibly provide."

One of the most difficult experiences Mrs. Nason had interpreting occurred when Mr. Sano of Honda Japan came to the U.S. to discuss his accomplishments. She was prepared for interpreting his speech but was also asked to interpret a video that he brought. The video showed a race in which there was an announcer. The announcer spoke fast and used fairly difficult terms. Fortunately, despite the difficulties of interpreting this video, Mrs. Nason was able to do a good job.

One of the sayings used at the Honda Motor Company is:

"The able Hawk should not hide its Talons"

Michael Fletcher basically started as a translator at the ATA conference last year. He has been busy for the last couple of months and has for the most part enjoyed his experience with the translation industry. He is 33 years old, married, and has 4 children (ages 9, 6, 3, and 0). He has lived in Japan for a total of 8 years and enjoyed it immensely. Mr. Fletcher and his family returned to the United States of America in 2001 and have enjoyed their life in the U.S. as well. One advantage of being in the U.S. is that they can live near extended family. Mr. Fletcher recently finished his Masters Degree in Mechanical Engineering.



fewer attendees at those sessions. At the next conference, we will try to find a wider variety of topics that will attract a larger audience. Some of the topics proposed were:

- Court interpreting
- Panel discussion of the business of Japanese/English translation, including getting started as a translator
- Certification/continuing education workshop
- Patent translation
- On-line/electronic tools/resources
- Entertainment (MANGA) translation
- Graphic design
- IT translation
- Getting specialists to give presentations in their fields of expertise where translators are often highly informed laymen, but laymen nonetheless
- New Japanese language usage
- Making the transformation from translator to interpreter
- English to Japanese translation sessions
- The Agency's point of view: what they are looking for
- A presentation on what can go wrong legally
- Discussion of translation problems

One suggestion was to give area-specific presentations in both Japanese and English. For example, the first half of a medical presentation could

be in English and the second half could be in Japanese.

Aside from the seminars, people wondered what else could be accomplished at ATA conferences. Some suggestions included building teams through the ATA network, helping others, and extending a hand to newcomers to the industry.

Division finances: JLD members were informed that ATA accounting practices are going to be changed. The divisions won't "own" their funds any more. Also, printing costs have consumed the major part of past JLD budgets. Some money might be used in the future for bringing in speakers. Division income: $540 \times \$15 = \$8,100$.

JLD Assistant Administrator Carl Sullivan moderated the forum.

Rika Mitrik was born in Japan, where she was raised until the age of 18. She came to the United States to attend university, and moved to the Washington DC area after she graduated. She has been translating professionally since 1998. She worked as a paralegal before becoming a translator, and was then employed at a localization company as an in-house translator for three years. She has been an ATA member since 1999 and is accredited for English-to-Japanese translation. She is currently serving as Secretary-Treasurer of the JLD. She enjoys meeting interesting fellow translators at ATA conferences, and is looking forward to meeting many more in the future.

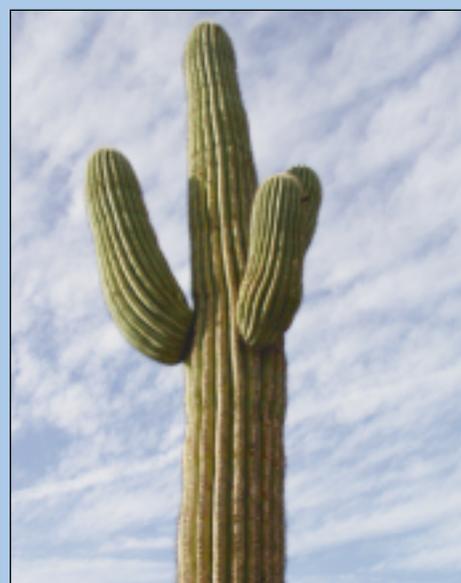


Session J-10: American Translators Association Japanese Language Division Forum

Summarized by Rika Mitrik

In the JLD Forum, we looked back on this year's seminars and discussed ideas for the next conference. JLD members expressed interest in presentations that can help them become better translators/interpreters and expand their area of expertise.

This year's presentations were heavily weighted towards scientific and medical fields, which resulted in



JLD Finances, Winter 2003

By Ken Wagner, JLD Administrator

How me the money. Seriously, where's the division's money? JLD administrators were not provided with any financial information to present to division members at this year's annual division business meeting.

This was because a recent external audit of ATA finances revealed that the national organization has not been following standard accounting practices with regard to division finances. In the past, ATA HQ treated the divisions as somewhat autonomous entities and allowed them to rollover any unused funds from one year to the next ad infinitum. However, the outside auditors informed the ATA that such independent entities cannot exist within a not-for-profit organization such as the ATA under Section 501(c)(6) of the Internal Revenue Code. According to the code, divisions are considered an operating expense, like publication of a magazine or holding a conference. They are not entities that can control funds.

In addition, as explained by Mary

David, HQ staff person in charge of divisions, "the ATA is incorporated in the state of New York. The bylaws of the ATA grant ultimate fiduciary responsibility to the ATA Board of Directors. Since the divisions are not separately incorporated, they do not have fiduciary responsibility over their funds under the rules of incorporation in New York and ATA bylaws."

JLD administrators were informed of the financial situation in the division administrator training session at the Phoenix conference.

This turn of events is perhaps not as ominous as it sounds. In the past, ATA expenditures on divisions have exceeded division revenues. This year divisions took in seven percent (\$155,000) of the ATA annual budget, but accounted for ten percent of ATA expenditures. So this is probably not a plot by Headquarters to abscond with division money.

ATA Treasurer Jiri Stejskal and President Scott Brennan presented several options for division funding that would take into account the fact that

divisions cannot retain funds for more than one year.

Option 1: Lump sum payment. The ATA increases membership dues and eliminates division dues. Money allotted to a division is based on the budget submitted by that division. ATA members can join multiple divisions.

Option 2: Sliding scale division dues. Retain present ATA dues. Members pay \$15.00 for membership in one division, \$25.00 for membership in two, etc.

Option 3: Retain status quo, except for carry-over of funds from year to year.

With two book-size publications to its credit as well as an annual directory, the JLD has not had much of a problem spending money in the past. So the JLD should be able to submit budgets that ensure the division gets its cut of the pie. However, the division will no longer have a sense of ownership towards the monies collected through membership dues.

State of the Directory

By Ken Wagner, JLD Administrator

One of the "hot" (well, "lukewarm") issues discussed at this year's JLD meetings held in Phoenix related to the Japanese Language Division Directory. Should we continue to print a paper version? Is a CD version necessary/useful? Can information be accessed and money saved by not printing a directory at all? Several views were expressed in regards to this issue. Most division members agreed that there is no further need for a paper version of the directory. There was also a fair degree of opinion expressed that the creation of a CD version may also be unnecessary. Those who felt the CD version to be unnecessary cited as the basis for their opinion the CD's high degree

of cost, as well as the fact that division members may already be very effectively searched for through the ATA website's member search function. However, some division members felt that having a hard-copy CD would be helpful. The CD's potential as an advertising tool was also recognized; a number of people suggested that the division create CDs for distribution to agencies or to other potential sources of employment. Finally, the addition of the JLD Times, Bylaws, and List of Officers to the CD was

seen by most as a welcome addition, perhaps rendering the creation of a CD worth the trouble. No motions were made in regards to this issue; it remains on the table for further discussion.

Get exposure for yourself or your company by buying a business-card-size ad in the *JLD Times*

Your Business Card Here

For more information,
contact Irith Bloom at:
e-mail: music@despammed.com