



ITIA BULLETIN

July 2004

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Irish Translators' & Interpreters' Association
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■ Editorial

Welcome to the July edition of the ITIA Bulletin. This month's Bulletin has a distinctly educational feel, following your editor's participation in the Collaborative Translation Teaching course at the University of Vic in Spain. While there is now a common awareness that translators need to be trained beyond simple instruction in the target language, this has not yet been matched by a comparable awareness that those who train translators also need training in their field. Consequently, courses such as this are few and far between and, when they do happen, tend to provide a valuable opportunity for professionals to get together to discuss developments in the field.

So here you'll find a review of the course in Vic along with a special feature on the Poor Technology Group – a special initiative established by a group of teachers at Vic to provide increased access to inexpensive training technologies to students and teachers of translators.

This month's and next month's Bulletins are slightly shorter than usual - too much sunshine around to be editing Bulletins these days. But don't worry - we'll be back to our regular length in September.

John Kearns

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GERMAN into English – banking, economics, literary, general

■ New Members of the ITIA

The *Irish Translators' & Interpreters' Association* is delighted to welcome the following new ordinary and professional members to the Association:

AIDEN O'REILLY BA MSc

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ENGLISH from French – commercial, technical, general

Joining the ITIA

The *Irish Translators' & Interpreters' Association* is always delighted to welcome new members to the Association.

There are five categories of membership:

- ◆ Ordinary
- ◆ Professional
- ◆ Corporate
- ◆ Student
- ◆ Honorary

Ordinary membership is open to anyone with an interest in translating or interpreting. *Professional membership* is for those who meet strict criteria set by the professional membership committee of the ITIA and which is part of the drive to raise the status of the profession in the European market.

Corporate membership is for firms and agencies associated with the profession while *student membership* is for undergraduates engaged in third level language and/or translation studies. Finally, *honorary membership* is intended for national and international persons who have distinguished themselves in our professional field.

For more information on how to join as well as for the relevant application forms, visit the ITIA website at:

www.translatorsassociation.ie

■ Review: Certificate Course in Collaborative Translation Teaching

UNIVERSITY OF VIC, SPAIN, JULY 2004

Training courses for translator teachers are still few and far between, so this course in translation teaching at Vic was a welcome addition to the ever-increasing demand for guidance on the subject. The programme reflected the growing interest in new collaborative methods for training translators and provided a showcase for a variety of innovative teaching theories and methodologies. Course participants included students from a variety of backgrounds, including translators, translator trainers, students of translation, and those working in project management and localisation. The course instructors were *Don Kiraly* of FASK in Germersheim (University of Mainz), Germany, and *Maria González Davies* and *Richard Samson*, both of the School of Translation at the University of Vic.

The first two days were largely taken up with Kiraly's presentation of his social-constructivist approach to translator training. This approach – which he has outlined in his books *Pathways to Translation* and *A Social-Constructivist Approach to Translator Education: Empowerment from Theory to Practice* – is based on the constructivist philosophies of writers such as Vygotsky, Rorty, Dewey, and Bruffee. For a summation of many of Kiraly's ideas, take a look at his article "From Teacher-Centred to Learning-Centred Classrooms in Translator Training: Control, Chaos or Collaboration?" available at <http://www.fut.es/~apym/symp/kiraly.html>.

For those of us familiar with the move away from grammar-translation methodology to communicative methodology in language teaching, Kiraly's ideas point to some familiar themes – the avoidance of a teacher-centred classroom practice, a more actively experiential role for the student in the learning experience, and more generally an emphasis on the social in classroom learning environments. Kiraly's methods are innovative in their own right, however, and provide much food for thought, not just for translator educators, but for programme administrators and students of translation as well.

Thus, with the theoretical underpinnings securely fastened, Maria González Davies took over on the third day of the course with a demonstration of various practical collaborative learning activities for the

translation classroom. These proved very popular with students and many who attended will eagerly be looking to purchase Maria's new book *Multiple Voices in the Translation Classroom: Activities, Tasks and Projects*, which has just been published by John Benjamins. Both Maria's lectures and her book provide a wide range of exciting and engaging classroom activities for translation students, filling a major gap in the translator training market. For more information, see

http://www.benjamins.com/cgi-bin/t_bookview.cgi?bookid=BTL%2054

Day four of the conference was taken up with a presentation by Richard Samson of the *Poor Technology Group* (PTG) at the University of Vic, which is the subject of another article in this issue of the Bulletin. Again, collaborative learning principles were to the fore, with students working together on various dubbing, subtitling, and interpreting projects, using the free software which the PTG has located on the Internet and proposed for student language-mediation projects. For the timetable of the PTG day on the course, check out http://www.uvic.es/fchtd/especial/en/ptg/ctt_resources.html.

Proof of the effectiveness of the PTG's ideas was the fact that, on the final day of the course, many of the projects presented by the students displayed a surprisingly high degree of sophistication, considering students had only had a matter of hours in which to master the software. This reviewer, for one, has been convinced by the PTG's principle that training in subtitling, dubbing, simultaneous interpreting, and other more complex forms of translation need not require expensive equipment or software – something which will come as good news to translator trainers working in institutions with limited budgetary resources (probably true of the majority of translator training schools these days!).

All in all, while we are gradually winning recognition for the fact that training for translators and interpreters is highly desirable and necessary at a general level, we still have a long way to go in providing training for the trainers. In this respect, the course in Collaborative Translation Teaching at Vic provided an excellent model for how such teacher-training courses might be developed in the future. For more information on the course in Vic, take a look at the course homepage

http://www.uvic.es/fchtd/especial/en/collaborative_translation_teaching.html

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■ Poor Technologies – Elegant Solutions

Most of us are now aware that new technologies are becoming an indispensable part of the world of translation and interpreting. There remains, however, the problem that, for those of us involved in training language mediators, these technologies can often be expensive and intimidating for the uninitiated.

Now, however, there is hope for even the most cash-strapped luddites among us. Richard Samson at the University of Vic (Spain) has established the Poor Technology Group (PTG) for people who work in the field of translator / interpreter training and who seek innovative low-budget digital solutions to vocational educational problems.

The group came into existence in 2001 at the university's School of Translation as a result of the urgent need to modernise the School's educational practice to make it professionally more authentic, though without spending a lot of money.

Those of us in language-mediation training are only too aware that professional computer programs are very often expensive and ill-adapted to the educational context. Educational licenses may be unavailable and other licensed software is frequently only available for use on specific machines, making it difficult for students to use it in their own time. Consequently students may often not receive sufficient hands-on practice during their training. As Samson explains on the group's website (<http://www.uvic.es/fchtd/especial/en/ptg/ptg.html>), there are numerous examples of academic institutions trying to generate their own in-house solutions. Yet this too is expensive in its own way. While here in Europe it might be possible to set up a multi-national project and seek EU funding, such initiatives are difficult and time consuming. Of course this will ultimately result in proprietary software – removing the licensing problem – and there may even be the possibility of selling such software to third parties. But who will develop and maintain this software? And in any case, all too often such software is not nearly as powerful as professional software.

The PTG is an empowerment group for PC users working in vocational training educational contexts and seeks to harness existing free or low-budget software in applications and compilations that constitute useful educational solutions in a variety of contexts. So far the PTG have developed various (free!) solutions to video

subtitling, simultaneous interpreting, MS Word correction, and dubbing. Other projects on word-counts in multiple files, online dictionaries and spell checkers, developing instructional Flash films, editing web pages, and computer-assisted translation are all in the pipeline. What follows is a sample of what they have done so far, all of which is available on their website

<http://www.uvic.es/fchtd/especial/en/ptg/ptg.html>

Samson is diligent at keeping this page updated, so it's worth checking back fairly regularly for news of new developments.

Digital Video Subtitling

One of the first projects undertaken by the PTG concerned digital video subtitling (DVS). DVS was a classic PTG scenario: a highly specialised professional sector that uses very expensive software and one for which students increasingly need to be prepared during their translator training. How could the PTG provide students with cheap appropriate training?

The solution came in the form of a Digital Video Subtitling Compilation, the most recent version of which was made available in November 2003 and distributed to students on CD ROM. Its components are now available at

<http://www.uvic.es/fchtd/especial/en/ptg/dvsc2.html>

The programs needed to run the software are ViPlay v2.09, Subtitle Workshop v2.51, and (for multimedia library files) DirectX, all available as free downloads with links available on the PTG page. Also on this page you'll find a user guide to take you through the application step by step

PC Interpreting Workstation

Up to now trainee interpreters have always had to stay close to their teachers – holders of the keys to the language laboratory and to the interpreting booths. Now, however, the PTG have provided a solution enabling students to no longer be so dependent on their instructors (and, one supposes, also enabling instructors to gain a bit of freedom from students pestering them as well!).

The PTG solution again consists of a program and data files. The program is a simple "multi-track" program for recording voices either separately or in overdubbing mode, while the data files are digital recordings gathered from the Internet or recorded in-house. To maximise the use of memory, the PTG use audio

recordings in compressed mp3 format. Again, the web page

<http://www.uvic.es/fchtd/especial/en/ptg/int.html>

features a complete user guide to using the Acoustica mp3 Audio Mixer program and a link to Audacity – the (free!) alternative program needed for the project. If you have a CD burner (equipment that is increasingly becoming standard with many PCs these days) you can again follow the PTG example and burn a compilation CD for your students, with all the applications necessary for them to practise independently on their own PCs.

MS Word Correction Toolbars

When students hand in written work on paper, it's fairly easy for teachers to use their red pens on it and hand it back. But how about when students submit word processed documents to you over the Internet? Correcting documents on-screen has always seemed to this particular translator trainer to be laborious and time-consuming in comparison with correcting on paper, particularly when it comes to typing the same comment again and again.

Marcos Cánovas of the PTG has used the MS Word 97 macro compiler to make a toolbar that allows the teacher to enter standardised comments through simple mouse clicks. The present version is available in Spanish and Catalan and has been fully tested on MS Word 97 and MS Word 2000. The current version is tailored to translation students but the idea could be adapted to other contexts in future. If you wish to try it, check out the documentation and links available at <http://www.uvic.es/fchtd/especial/en/ptg/barres.html>. The page features links to zip files for programs needed for the project, along with the complete toolbar kit as a zip file for Catalan and Spanish.

■ Next Issue of the ITIA Bulletin

The next issue of the ITIA Bulletin will be out towards the end of August 2004. If you have any contributions, news or suggestions which you would like to share with nearly 800 subscribers worldwide, contact me – John Kearns – at [kearns\(a\)pro.onet.pl](mailto:kearns(a)pro.onet.pl)

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Dubbing

Dubbing – the adding of voices to a video sequence to replace the speech of the original recording – is a common professional activity in many European societies for foreign language audiovisual productions.

Dubbing or recording a voice-over, and lip-synching, are kinds of acting. As such training in dubbing is usually either a hands-on experience or, perhaps, an optional course in drama school. Nevertheless, video dubbing can be a motivating activity for language students in general, and again the PTG has located free software to make it easily available.

At present, the only free video editor that allows voice-over editing in a simple program environment is MS Movie Maker 2 (MM). Though MM is actually a program for home video makers, it features a “narration” function for the film-maker to record a narrative (e.g. “This is little Johnny taking his first steps...”), and it is this which can be adapted for dubbing activities.

To run the MS Movie Maker 2 program you should have the latest version of the (free) MS windows Media Player, (free) Direct X libraries and the (commercial) MS Windows XP operating system. You may also need (free) video codec libraries. If you have a look at <http://www.uvic.es/fchtd/especial/en/ptg/dubbing.html> on the PTG website you will find various short video extracts, together with voice-overs in translation and more information on low-cost solutions to training in dubbing.

If you would like to know more about the PTG, contact Richard Samson at rsamson@uvic.es.

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kearns@pro.onet.pl

■ The FIT Manifesto

THE FIT MANIFESTO ON CULTURAL DIVERSITY FROM LITERARY TRANSLATORS, PUBLISHERS, AND WRITERS

The following manifesto is available for signing on the website of FIT (the International Federation of Translators)

<http://www.fit-ift.org/english/manifesto-e.html>

Conceived within the international community of translators and promoted by the International Federation of Translators (FIT) as its contribution to the work of UNESCO, the present manifesto aims to encourage all those professionally engaged in the field

of literary translation to commit themselves to an output that is culturally diverse. Those wishing to sign up to the manifesto are requested to signal how in practice they will contribute to the fulfilment of its aims. This manifesto is a call to individual action and each signature must be given in an individual capacity.

A manifesto on behalf of cultural diversity from literary translators, publishers and writers.

We, the undersigned, literary translators, publishers and writers, conscious:

- ◆ of the need to create conditions for a lasting peace in the world via our commitment to the dialogue between cultures;
- ◆ of the urgent task to work on behalf of cultural diversity by recognising the values of each individual in the context of tolerance, openness and respect for others;
- ◆ of the fundamental need to safeguard and promote works of the imagination and intellect beyond linguistic frontiers;
- ◆ of the primordial responsibility of translators as the central players, from time immemorial, in the communication of the ideas and values of humanity;
- ◆ of the key role that professionals in the world of publishing and translation can play in this respect by creating wider access to a world heritage of literature and knowledge and a diversified output of creative expression;

do pledge, in accord with the values proclaimed by UNESCO:

- ◆ to spread, through translation, new literatures, privileging in particular works from cultures and languages that are endangered or little known;
- ◆ to work daily to see the intellectual property rights of translators and writers respected;
- ◆ to safeguard the translator's need for independence and faithfulness to the text;

ITIA Annual General Meeting: Translation in the New Europe

The ITIA Annual General Meeting will be held on October 16th 2004 and the theme for the day will be Translation in the New Europe. It is hoped to have some speakers giving talks on translation issues relating to the new member states of the EU. If you have a particular interest in translation in the new Europe and would like to give a talk on the day, please contact ITIA Honorary Secretary Annette Schiller:

secretary-itia@ntlworld.com

- ◆ to encourage in-service training for translators by supporting conferences and symposia for translators;
- ◆ to nurture exchanges between publishers, translators and writers;
- ◆ to respect the Recommendation approved by UNESCO on 22 November 1976, the Nairobi Recommendation, as to the legal protection of translators as well as the Translators' Charter adopted by the International Federation of Translators in Dubrovnik in 1963 and modified in Oslo 9 July 1994;
- ◆ to extend the interpretation of the terms of this Recommendation and this Charter to new forms of media communication, in particular the electronic distribution of works.

■ Translation and Meaning

THE INTERNATIONAL MAASTRICHT-LÓDZ DUO COLLOQUIUM

The International Maastricht-Lódz Duo Colloquiums have been organised every 5 years since 1990 and consist of two parts in one and the same year: one in Maastricht in the Netherlands, and one in Lódz, Poland. Both sessions have their own organising committees led by Marcel Thelen in Maastricht and Barbara Lewandowska-Tomaszczyk in Lódz.

The next International Maastricht-Lódz Duo Colloquium (with a Session in Maastricht and one in Lódz) is scheduled for 2005. The Maastricht Session will take place from 18 to 21 May 2005, and the Lódz Session from 23 to 25 September 2005. Papers are welcomed on a very wide variety of themes in translation. For more information, see the website:

www.hszuyd.msti.translation-and-meaning.nedweb.com/

■ LRC'04 - Open Source Localisation

THE 9TH ANNUAL INTERNATIONAL LOCALISATION CONFERENCE AND EXHIBITION.

Organised by the Localisation Research Centre (LRC)

21st-22nd September 2004

Informatics Building, University of Limerick,
Limerick, Ireland

Employing open-source software can cut costs, dispel security concerns and also prevent companies from becoming too dependent on a foreign supplier. There is,

however, another huge benefit: because it can be freely customised and tailored to suit specific needs, open-source software is also easier to localise for use in a particular language or culture.

The LRC'04 Conference will cover the following aspects of Open Source Localisation:

- ◆ Open Source: a new paradigm for international digital content development?
- ◆ Technical challenges and open standards
- ◆ Commercial realities and social impact
- ◆ Success stories and failures

The LRC'04 conference will be preceded by a pre-conference day of workshops covering:

- ◆ The TILP Certified Localisation Professional (CLP) Programme
- ◆ Localisation research – opportunities and directions
- ◆ The Localisation Teaching, Training and Research Network (LttN)
- ◆ Standards in Localisation – the IGNITE initiative

Register for this conference online at www.localisationshop.com from Wednesday 28 July

LRC 04 is supported by the Institute of Localisation Professionals and the Globalisation and Localisation Association.

Register online at www.localisation.ie

Special discounts are available for TILP members and non-salaried delegates (www.tilponline.org).

■ Institute of Linguists Members Day

18th SEPTEMBER 2004

The event will be held at Imperial College, London SW7 and will include the Threlford Lecture, given this year by *Peter Newmark FIL*. For further information call Stephen Eden on 00 44 (0) 20 7940 3100.

■ Conferences & Courses

Value and Visibility

Value and Visibility: Poetic Translations across Italy and the UK in the Twentieth Century

10th - 11th September 2004, Institute of Romance Studies, School of Advanced Studies, University of London

This two-day conference will create a forum for debate on poetic translations in Italy and the UK during the twentieth century and aims to help reshape current research trends within translation studies. The conference will focus on three principal topics: the politics of translation (high culture versus popular culture; commodification; mass education); translation and the development of literary language (relationships between linguistic registers and social class and gender; the breakdown or the endorsement of the opposition between literary and everyday language); and the links between translation and community (the role of the translator as the bridge between the foreign and the familiar; how translation defines historical, social, and literary periodisation; editorial policies and their relation to reading communities).

For further information contact [D.Caselli\(a\)salford.ac.uk](mailto:D.Caselli@salford.ac.uk)



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■ ITIA Resources for Translators

The *Irish Translators' & Interpreters' Association* has compiled a series of useful information leaflets for translators and interpreters - both members and non-members alike. These leaflets are available from the ITIA website at www.translatorsassociation.ie.

- ◆ *The Translation Profession*
- ◆ *Joining the ITIA*
- ◆ *Ordinary Membership Application*
- ◆ *Professional Membership Application*
- ◆ *Database Entry*
- ◆ *Code of Practice*
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