

The Newsletter of the Carolina Association of Translators and Interpreters

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CATI is a chapter of the  
American Translators Association.  
For more information, see the ATA  
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[www.atanet.org](http://www.atanet.org)

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From the CATI President  
Responding to the growing needs of the  
profession

By Jackie Metivier



Dear CATI Col-  
leagues:

Welcome to the  
summer issue of  
the *CATI Quarterly*.  
If you like it hot,  
you are in the right  
place. Not only has

the weather soared beyond 100  
degrees, but if you are in the busi-  
ness of Spanish translation and  
interpretation, then your business  
must be soaring  
as well.

This increase in  
the need for  
Spanish transla-  
tors and inter-  
preters should  
come as no sur-

prise, because North Carolina has  
the fastest-growing Latino popula-  
tion. And, as I'm sure you've no-  
ticed, this group of people, mostly  
from Mexico and Latin America,  
works in labor-intensive activities  
and typically does not have a high  
level of education. They generally  
work in construction, landscaping,  
and the service industry.

I happen to be taking a 30-hour  
safety training class provided by  
OSHA, not because I want to be an  
OSHA-certified, card-carrying mem-

ber, but to improve my knowledge  
of the subject and increase my ter-  
minology base. I do this in the  
hopes of doing a better job at trans-  
lating safety-related documents and  
at simultaneous interpreting assign-  
ments. I am thankful that learning  
opportunities abound in our area.

This issue of the *CATI Quarterly*  
brings you a story of perseverance,  
an article about cultural compe-  
tence in healthcare translations,  
and other  
thought-  
provoking  
contributions.

**Junko Gil-  
bert** gives us  
a detailed  
account of

her experience taking the ATA  
exam several times, until she  
proved successful. I truly share her  
feelings, having taken it three times  
myself before passing the test. As  
they say in Spanish, "*la tercera es  
la vencida*," or "the third time's a  
charm."

Our fellow translator, **Alejandra  
Koval**, has kindly allowed us to in-  
clude her article on cultural compe-  
tency and translation for research. It  
is an interesting account that makes  
us realize the importance of trans-

**"This increase in the need for  
Spanish translators and  
interpreters should come as  
no surprise, because North  
Carolina has the fastest  
growing Latino population."**

# I passed the ATA exam, finally!

By Junko Gilbert



Were you very disappointed and upset when you didn't pass the certification (formerly accreditation) exam given by the American Translators Association (ATA) the first time, or worse, the second time? I was!

I have been translating since 1986, and I have felt that my translation was well received. I have received many compliments and few complaints over the years. I have heard

arguments that ATA certification is not necessary and that some ATA-certified translators are not really all that good. For many years I took this advice and thought it was not a respected credential.

It was August of 2000 when I finally joined ATA and attended an ATA conference. I had joined the Caro-

lina Association of Translators and Interpreters (CATI) a few years before and had been enjoying the camaraderie and fellowship with translators and interpreters. I used to be a lone wolf, doing my translation without any knowledge of how other translators did it, except for what I had learned from working in-house at a translation agency for a year and half in the early 1990s.

To make a long story short, through my association with CATI and ATA I learned more about the ATA certifi-

**"I attended a couple of ATA certification workshops, both non-language-specific and Japanese ... I was very encouraged and motivated to take the exam ..."**

cation program and exams. I attended a couple of ATA certification workshops, both non-language-specific and

Japanese. Through these and the changes in the grading system adopted by ATA in 2001, I was very encouraged and motivated to take the exam, just as many of you

*Continued on page 3*

## From the CATI President *continued*

lating accurately for a particular target audience.

Medical materials are being translated by non-

professional translators. Often, the wrong medications are prescribed and people are sent to mental wards or suffer severe consequences over miscom-

munications due to poor translations. It is our duty as professional translators and interpreters to acquire cultural competence and help to correct problems and avoid misunderstandings in the future.

I'd like to take this opportunity to welcome **Amanda Lynch**, our new Administrative Manager. Amanda has been doing a wonderful job

**"Medical materials are being translated by non-professional translators. Often, the wrong medications are prescribed and people are sent to mental wards or suffer severe consequences ..."**

communicating with our CATI members and responding to inquiries about CATI.

In addition, I would like to welcome our latest Bronze-level sponsor, Triangle Speech Services. **Judith Bergman's** company specializes in foreign accent modifica-

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## CATI Board Members 2004-2005

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## I passed the ATA exam, finally! *continued*

were, I believe.

I took a practice test in November 2002, translating two passages. The results were 7 error points on the general passage (out of a maximum of 17 points that I could get and still earn a passing grade on the passage) and only 3 on the other passage. I was very pleased with these results. I thought, Hmm, I should pass the test very easily.

Encouraged, I took the actual ATA exam in 2003 and failed it. I told myself that I might have had bad luck that year. So I tried again in 2004. Another failure! You can imagine how disenchanted I was after two failures. I started to doubt the validity of the ATA certification program.

I was not ready to sit for another ATA exam in 2005. So I did not register for it until the exam date in North Carolina was right around the corner. I said

to my husband, "I'm not going to take the test this year because it is a waste of time and money." But he was very encouraging: "Why don't you take the test? I'm sure you are going to pass. You are a very good translator." Then I thought, "Well, if I don't take the test this year, I may miss the types of passages I am good at. If that happens, I will regret it." So I sent in the registration immediately, and took the exam.

To my surprise, I received a letter of congratulations for passing the exam, together with an ATA certificate.

I had done a lot of thinking about the ATA certification exams for a few years. I wondered whether I was maybe getting too old for this type of test (I'm in my 40s right now). I can see my memory is not as good as it used to be.

After learning that I had passed the exam, I notified many of my col-

leagues and found out that I was not the only one who had passed on the third attempt.

Here are the things, I think, that are important if you want to pass the ATA certification exam.

**Test the waters by taking the practice test, possibly all three passages.** Be sure to simulate the conditions of the exam in regard to reference materials (no Internet access), writing by hand,<sup>1</sup> and timing (including the time it takes to read passages B and C and decide which one to translate). This is what is recommended by ATA: If you have already failed an exam, you should request the same passages as practice tests. (They normally appear as practice tests the very next year.)

**"Test the waters by taking the practice test, possibly all three passages. Be sure to simulate the conditions of the exam ..."**

On the other hand, if the practice test passages are the ones you have already translated for

the actual exam, you will already be familiar with them; to offset that, you should allow yourself less time. A practice test you have never seen before would be more indicative.

**Do not get discouraged.** Take the test consistently. If you keep taking the exam year after year, you will have a better chance of having a passage in the area of your specialty.

Passage A is a general passage and there is no certain way to prepare for this passage. Passage B is in the field of science, technology, or medicine, while Passage C is in law, business, or finance.

ATA tries to vary the fields from year to year. For example, you took the exam one year and Passage B was a medical document. Although

## CATI Gold Sponsor

CATI gratefully acknowledges the support provided by the following Gold Sponsor:

**Global Translation Systems, Inc.**



Global Translation Systems, Inc., is proud to be a Gold-Level Sponsor of the Carolina Association of Translators and Interpreters. CATI has served T/I workers in the Carolinas and beyond for over 20 years, and has labored hard during that time to raise the level of professionalism and ethics in our field.

Global also wishes to recognize the many CATI members it counts among its vendors, contractors, and employees. Their efforts have contributed in no small part to our success over the years.

Global Translation Systems is a full-service agency providing multilingual translation, interpretation, and desktop publishing services. Founded in 1992, we serve a broad clientele, ranging from individuals to large corporate customers around the world. Our specializations include the fields of medicine and telecommunications.

Located in Chapel Hill, North Carolina, in one of the most technologically progressive areas of the country, Global is dedicated to providing high-quality, efficient, and effective service to our customers, and to promoting fair, honest, and respect-based relationships with all those who work with us.

For more information about our company, please visit us at:

[www.globaltranslation.com](http://www.globaltranslation.com). For information on obtaining translation services or joining the Global team, please contact us at [info@globaltranslation.com](mailto:info@globaltranslation.com), or call us at (919) 967-2010.

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## I passed the ATA exam, finally! *continued*

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none of these passages are highly technical, they are somewhat technical, and medicine may not be your favorite field.

Next year, chances are that Passage B will be in one of the other two fields, namely, science or technology. The third year it may be in yet another field.

Accordingly, if you take the exam year after year, your chance of encountering the field of your specialty or your favorite field is much higher than if you take the exam one year, then skip a year or two before taking it again.

Under "A Guide to ATA Certification," the ATA Web site says, "The certification exam is challenging with an overall pass rate below 20%." So you may need to be prepared to take the exam for a few years if you really want to pass the exam.

**Bring reference materials and glossaries in addition to dictionaries.** I brought my own glossaries and "The Japanese Patent Translation Handbook" published by ATA's Japanese Language Division. Reference materials like that will help tremendously when you have questions in that field.

**Believe in yourself.** If you know you are a good translator, you will pass the exam—eventually. It may take longer than one or two years, but you will pass. Be persistent!

---

**"Believe in yourself. If you know you are a good translator, you will pass the exam—eventually. It may take longer than one or two years, but you will. Be persistent!"**

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It is very gratifying to have the ATA certification. It is like having a big personal "Congratulations" for having proved that you have the knowledge and skills of a very competent translator.

*Junko Gilbert received ATA certification (English to Japanese) in April 2005. She has been translating since 1983 and is experienced in various fields with special emphasis in legal documents. She has been a member of the ATA since 2000, CATI since 1997, and the CATI Board of Directors since 2003.*

<sup>1</sup> *Editor's note:* Since this article was written, the ATA announced that a computerized certification exam (CCE) will be offered beginning in 2006. The conditions under which the exam will be administered were the object of a detailed feasibility study by an ATA task force. They were described in the *ATA Chronicle*, June 2005, Volume XXXIV, Number 6.

## We would like to hear from you!

If you have an opinion that you would like to share with your CATI colleagues on any of the ideas expressed in this article, please write to the editor,

G. David Heath, at:

[infoexact@mindspring.com](mailto:infoexact@mindspring.com)

## CATI Bronze Sponsor

CATI gratefully acknowledges the support provided by the following Bronze Sponsor:

**Bilingual Communications, Inc.**



**English/Spanish**

Bilingual Communications, Inc., has been facilitating communication between Spanish and English in North Carolina since 1989. As an expression of its commitment to the objectives of the Carolina Association of Translators and Interpreters and of its desire to support the organization, Bilingual Communications is pleased to be a Bronze Sponsor.

Bilingual Communications offers services in Spanish and English exclusively. By concentrating its time, energy, and resources on a single pair of languages, the company is able to offer expert services in its specialty areas.

The company's president, Jackie Metivier, is from Mexico and travels there often. This enables her to keep up with her native language and culture, a necessity for service to the local North Carolina Hispanic market, 69% of which is from Mexico.

While most of the company's work is from English to Spanish, Bilingual Communications uses qualified native speakers of English for translation from Spanish to English.

For further information, please visit our Website at

[www.bicomms.citysearch.com](http://www.bicomms.citysearch.com)

## Membership news

### CATI's new Administrative Manager

**Amanda Lynch** has been named the new CATI Administrative Manager, replacing **Shelley Williamson** who recently moved to Rhode Island. Amanda received her BA in Spanish at the University of Kentucky in 2003. Currently, she is pursuing her MA in Spanish (focus: Translation and Translation Studies) at UNC Charlotte. The *CATI Quarterly* welcomes Amanda and sincerely thanks Shelley for all that she has done for CATI during the past 5 years.

You can contact Amanda at [CATI\\_adminasst\\_help@hotmail.com](mailto:CATI_adminasst_help@hotmail.com).

### New members

CATI welcomes the following new members who have joined the association in the past 3 months. Individual CATI membership (not counting corporate and institutional membership) now totals 199. The new members are listed here with their language pairs and preferred fields (as indicated on their Member Profile Questionnaires):

**Men Tchaas Ari**, Charlotte, NC. Spanish>English I. Title VI compliance, Human Services.

**Mabel Flasterstein**, Charlotte, NC. English>Spanish T/I, Spanish>English I. Politics, psychology, family planning, health care, medicine, telecommunications.

**Bill Hite**, Asheville, NC. Spanish>English T. Geography, health care, biology, ecology, photography.

**Sonia Rodriguez**, Raleigh, NC. Spanish>English T/I, English>Spanish I. Law, food/nutrition, health care, dentistry, radiology, accounting.

### News from members

**Claudia Lugo** told the *CATI Quarterly* that she recently attended the "Continuing Education Course" through Chang-Castillo Seminars. She said that it was a two-day course, they worked every day from 9 am to 6 pm, and it was an exhausting but very rewarding experience. The first day, June 11, they worked on consecutive interpretation exercises, as well as note-taking techniques. The second day, which was exclusively for English and Spanish, they worked on sight translation, consecutive interpretation exercises, and simultaneous interpretation.

Claudia reports that the exercises were very interesting and challenging at the same time. She told the *CATI Quarterly* that the instructor, **Pablo C. Chang-Castillo**, was excellent, very professional, and encouraging. She said that the seminar was directed particularly to interpreters who work for the Court System, but that any person interested in improving his or her interpretation and translation skills could benefit from it. She really enjoyed it and learned a lot.

## CATI Bronze Sponsor

CATI gratefully acknowledges the support provided by the following Bronze Sponsor:



Durham Technical Community College is a charter member of the North Carolina Community College System. When the North Carolina General Assembly authorized a small appropriation to establish a limited number of area schools to be known as industrial education centers in 1957, Durham already had a vigorous program in adult education through the Vocational and Adult Education Department of the Durham City Schools.

A Practical Nursing program had been established in 1948; other programs included training in mechanical drafting, architectural drafting, and electronics technology. In addition, literacy skills training was offered for adults. Courses to upgrade the skills of workers were also offered in a variety of trades.

The Community Spanish Facilitator Certificate Program offered by the College prepares students to act as paraprofessional Spanish interpreters in the community. Courses are taught within a cultural context and include community service projects. This is a day and evening program. The required courses are offered during lunchtime and evening hours to accommodate working students.

For information, visit the College's Website at [www.durhamtech.edu/html/prospective/programsofstudy/spi.htm](http://www.durhamtech.edu/html/prospective/programsofstudy/spi.htm).

## Upcoming events

### Wake AHEC English-Spanish Community/Healthcare Interpreter Training

Wake AHEC is offering English-Spanish Community/Healthcare Interpreter Training in Cary, North Carolina in August. Class 1 (Fundamentals) will be held on August 17-19 and Class 2 (Anatomy & Physiology) on August 25 and 26. The instructor will be Eta Trabing. For full details, go to the CATI Web site.

### CATI events

**Jackie Metivier**, CATI President, will host the CATI potluck summer social starting at 4 pm on August 27 at her home, 121 Queensferry Rd, Cary, NC 27511. All CATI members and their guests are invited. Please bring a covered dish to share. We will have drinks and snacks.

To RSVP please reply to Jackie Metivier and tell her what you'll be bringing so we may plan accordingly.

Telephone: (919) 380-7066 or e-mail:

[bicomms@mindspring.com](mailto:bicomms@mindspring.com)

CATI is also planning:

- A Medical Interpretation Seminar in Charleston, SC in the Fall

- A Translation Memory Tools presentation in November, 2005 in the Raleigh-Durham area.

- Several community outreach opportunities for volunteer interpreters throughout the year.

**Junko Gilbert** will hold a potluck social at her home at 149 Whitehead Dr., Advance, NC 27006 (phone: 336-940-5944) on Saturday, August 20 starting at 5 pm. If you are coming, please bring a dish to pass and let Junko know.

### CATI Board Meeting

The CATI Board Meeting will be held on September 17, 2005 in Charleston, SC.

### The Business of Translating and Interpreting Seminar

This seminar will be presented by the American Translators Association on September 24, 2005 at Sheraton City Centre, Salt Lake City, Utah.

ATA will provide a full day of high-quality sessions, including a continental breakfast. The seminar will earn 6 ATA Continuing Education Points.

To learn more, go to [www.atanet.org/pd/business](http://www.atanet.org/pd/business)

### Registration rates

Early-bird (before September 16):

- ATA & UTIA members \$145  
- Non-members \$260

Onsite (after September 16):

## CATI Bronze Sponsor

CATI gratefully acknowledges the support provided by the following Bronze Sponsor:

### Triangle Speech Services

#### Breaking the "Accent Barrier"

Professional translators and interpreters whose native language is not English have, of course, demonstrated their mastery of English. However their accented speaking patterns may impair their intelligibility.

Triangle Speech Services specializes in foreign accent modification for non-native speakers of English in business and the professions.

Speech-Language Pathologist Judith L. Bergman MA CCC has over 35 years of experience and specialty certification as a P-ESL (Pronouncing English as a Second Language) instructor from the Institute of Language and Phonology.

For more information please visit the Triangle Speech Services Web site at [www.trianglespeech.com](http://www.trianglespeech.com).

- ATA & UTIA members \$215  
- Non-members \$330

### ATA 46th Annual Conference

This will be held at The Westin, Seattle, Washington, November 9-12, 2005. Look for the Preliminary Program with the July *ATA Chronicle*.

## Calendar of other upcoming events

8/4/05	8/7/05	Tampere, Finland	FIT	17th World Congress of the International Federation of Translators
8/14/05	8/26/05	Cambridge, UK	CCIC	21st Intensive Course in the Practice of Simultaneous Interpretation.
11/2/05	11/5/05	Montreal, Canada	ALTA	28th Annual American Literary Translators Association Conference

# Cultural competency and translation for research

## Latinos in North Carolina: healthcare and research

### Part 1: The pilot stage of a pediatric project

By Alejandra E. Koval



North Carolina has the fastest growing Latino population in the country, and today there is a growing interest on the part of researchers to study their health-care issues. Although a good amount of paperwork (in-take questionnaires, forms, instructions, educational brochures, etc.) is available in Spanish, many of the renderings circulating today are alarmingly sub-standard. This is so because these documents have probably been “translated” by under-qualified individuals. However, even if materials were translated into grammatically correct Spanish, research interventions need to reach the Latino population with cultural appropriateness.

A pediatrician consortium has expressed their concern by stating that “Lack of suitable, valid research instruments for Latino children is recognized as a concern by all consortium members. Such instruments **rarely are designed with Latino children in mind** or in consultation with Latino researchers and so are **unsuitable for Latino children** because they are **not culturally or linguistically appropriate**. For example, ... **initial Spanish translations were too awkward, culturally inappropriate, insufficiently idiomatic, frequently lacking in conceptual equivalence, and at an inappropriately high reading level for the target population** (Ref. 1, my emphasis).

### Case study: A pediatric project

From December 2001 to June 2002, I participated in a pediatric study, both as a researcher and translator. The study is a violence prevention and safety intervention. It was conducted at doctors’ offices and was targeted to parents of children 2-11 years of age, 20% of whom were Latinos. One of the goals of the study was to evaluate if the intervention has different effects in different cultures or ethnicities. If the parent agreed to enroll his or her child in the study, he or she completed a survey prior to seeing the doctor. The questions were designed to test how much information parents

have and what they think about discipline, the media, firearms, and violence. The study also included a post-visit survey, a 1-month follow-up telephone survey, and a 6-month follow-up telephone survey.

Examples in this paper are illustrated in English except when it is relevant to present the Spanish rendering.

### Stage 1

During the pilot stage, I pre-tested the Spanish instrument and collected follow-up data via telephone interviews. The survey had been translated into Spanish, but contained many instances of inaccurate Spanish renderings as illustrated below:

**“Although a good amount of paperwork ... is available in Spanish, many of the renderings circulating today are alarmingly sub-standard. This is so because these documents have probably been ‘translated’ by under-qualified individuals.”**

#### A) Lexico-semantic and spelling problems

Survey item: *Me preocupa que mi hijo es más agresivo que otros jóvenes de su edad.*

Respondent’s comment:  
*“¿Jóvenes? No tengo hijos grandes.”*

Survey item: *Yo tengo*

*intenciones de usar el medidor de tiempo para hacer tiempos de enfriamiento* for “I intend to use the timer for cool-down periods.”

Survey item: *Yo tengo intenciones de usar el medidor de tiempo para hacer el seguimiento de la referencia comunitaria* for “I intend to use the timer to follow-up on the community referral.”

“[G]uardian” was translated *guardián* and *guardían*.

#### B) Terminology used was inconsistent and not culturally appropriate

“[S]panking” was translated as *zurra*, *tunda*, *palmada*, *paliza* and *nalgada*. Some Mexicans found *zurra* taboo. The most commonly used word reported was *nalgada*.

#### C) Notation problems

*niño/a*, *hijo/a*, and *2a.*: gender options and this numbering system were difficult to understand.

#### D) Convoluted and lengthy translations, and high-register terms

*Cuando usted era niño/a, ¿era la televisión la actividad y el entretenimiento principal o más usual para la familia?* for “When you were a child, was television the main form of family entertainment?”

*Cuántas veces le explicó usted alguna escena o cuestión que el menor vió en TV para aclararle la diferencia entre como son las cosas en la TV y como son en la realidad?* for “How often did you explain [to your child] what something on TV really meant?”

High-register terms included *treguas* for “time-outs,” *el menor* for “the child,” and *salvaguardar* for “to store.”

**E) Some items were not translated.**

**First testing round**

I conducted cognitive interviews, a method of assessing how people respond to questions, what they are thinking while they answer, what thoughts are triggered by the questions, and what hindrances to comprehension they encounter. On average, it took 30 minutes to complete the survey, which was technically designed to take 15 minutes. It was a painstaking and exhausting experience, and many (40%) participants gave up half way through. The main difficulties I observed were: poor comprehension of the text, inability to understand the format, lack of experience with surveys, and cultural inappropriateness of the instrument.

**A ) Poor comprehension** of the instrument was due to:

- Very low reading grade level of subjects. They actually read aloud grappling through the words.
- Complexity, lack of clarity, and length of the questions. Some questions were not clearly written in English, and they were translated following the pattern in the original. (Example: “My friend and family think I should watch TV with my kids.” One mom asked, “What does the question mean; that I should do it; that I should do it with them?”)

Terminology issues: *referencia comunitaria*, (a poor translation for “community referral”), *tundas*, *zurras*, and *paliza*, (for spanking), and *penitencias* (for “punishment”), for example, were not understood across the board.

**B ) Inability to navigate the survey**

The first survey was printed on a *teleform*, which created “sight flow” issues. The respondents did not realize that the categories for response were on the right and that the circles underneath the categories were to be marked

and they were confused when they couldn’t find the place to answer. Every other row was shadowed, which created more confusion. For example, see Figure 1.

Further, they encountered these other problems:

- Questions were broken up. The first part of the question was typed as the header for a few questions and the remainder of the question was typed on different lines.

- Notation issues: “2a.” format for question numbering.
- Lack of consistency between the heading and the questions asked. For example, see Figure 2.

The grid requires information on other activities aside from watching TV. Some respondents filled out the information for the TV/videos column and ignored the rest, moving on to the next question. In addition, the introductory paragraph forced them to do a lot of reading.

- Skip patterns

Skip pattern refers to the instruction given to the respondent to skip certain questions, depending on his or her previous answer. Skip patterns were seldom understood.

**C ) Lack of experience with surveys**

Reading is not a common activity among Latinos, let

**“The main difficulties I observed were: poor comprehension of the text, inability to understand the format, lack of experience with surveys, and cultural inappropriateness of the instrument.”**

Figure 1

*Continued on page 9*

Over the past month ...	Never	Rarely	Sometimes	Often	Always
a.) How often did you discipline your child by using time-outs?	○	○	○	○	○
b.) How often did you discipline your child by taking away privileges?	○	○	○	○	○

alone responding to an 8-page printed survey.

**D) Cultural inappropriateness of the instrument**

The instrument was not culturally appropriate for the reasons explained above. It was time demanding and labor intensive. It required an additional skill to marking a response: reading fluently. Introductions increased the length of time required to fill out the survey and some questions did not reflect the nature of the target culture.

Two major stages of change followed. Many questions underwent numerous modifications (minor and otherwise) and we produced several “transitional” iterations of the survey between the second and third designs. Note that the format was modified as well.

**Reference:**

1. Flores, Glenn et al. “The Health of Latino Children. Urgent priorities, unanswered questions, and a research agenda,” *JAMA*, Vol. 288, pp. 82-90, 2002.

*Alejandra Koval holds a BA in Teaching of English as a Foreign Language from the National Superior Teachers’ Training College, Argentina, a M.A. in Spanish Translation from Kent State University, and a Master’s of Public Health from The University of North Carolina at Greensboro. In her dual role of translator and researcher of health issues among the local Hispanic population, she has developed an interest in cultural competence topics, specifically what works and doesn’t work when minority populations are presented with surveys and other research instruments. Ms. Koval has over 13 years’ experience as a translator and interpreter. She can be reached at: [AlejandraKoval@msn.com](mailto:AlejandraKoval@msn.com).*

*Parts 2 and 3 of this article will be included in future issues of the CATI Quarterly. They will deal with the development of a tutorial and third survey design, cultural competence and conceptual congruency, recommendations, and conclusions .*

**Figure 2**

**“Some kids watch a lot of TV and some kids a little. We are interested in how many hours your child watches television.”**  
**During the WEEKDAYS, when your child is at home, about how many hours does he/she:**

	Watch TV / videos	Play computer games / gameboy	Play outside	Read / someone reads to child	Structured activities (ex. dance, sports)
Before noon/before school	□□ hrs	□□ hrs	□□ hrs	□□ hrs	□□ hrs
Noon - 5 pm/after school	□□ hrs	□□ hrs	□□ hrs	□□ hrs	□□ hrs
After 5 pm/before bedtime	□□ hrs	□□ hrs	□□ hrs	□□ hrs	□□ hrs



From the Editor's desk

## A matter of direction

By G. David Heath

**W**e had just moved house and were surrounded by boxes in various stages of being unpacked when the phone rang. It was a client for whom I had undertaken several large French > English translations in the past year or so. This client had originally contacted me because of my ATA certification in this language pair and my areas of specialization.

I value this client. They understand that it takes time to do accurate, high-quality work, well-researched where necessary and carefully proofread and checked by my business partner. We had established a

good working relationship and I wanted to be as responsive as possible, despite the situation I was in. They had about 12,000 words and they really needed the translation by the end of the month – about 10 days away. That was possible, but only if I stopped unpacking and lived surrounded by near-chaos for the next 10 days.

My office wasn't set up yet, but I plugged the fax in and told them to send it. To

my surprise, the fax dutifully printed out 40 pages of English. I called the client and explained the importance of native language. The client had limited experience of working with translators, and had assumed that if I could provide them with an accurate, professional translation in one direction, then I would be just as capable of doing it in the other direction.

I explained to them that I could not accept the assignment, and I set about trying to find them a suitably qualified English > French translator.

For information that is complex, important, or critical, I would not attempt to translate into anything except my native language. I know that there are many translators who do, and I have a great deal of admiration for those who are able to

translate in both directions and provide work that does not read like a translation. I have even more admiration for those translators who are able to pass the ATA certification exam in both directions.

But I have also read many translations into English that were obviously undertaken by translators with limited English-language writing skills. Sometimes it is something very subtle. In the French > English language pair it is often the punctuation.

Frequently, the client who is actually paying for the translation has no way to evaluate its quality. But the intended user of the information often will form an opinion, maybe even subconsciously, that may affect his or her perception of the quality or accuracy of the product, service, evidence, expertise, etc.

I could have provided my client with a translation that would have been accurate and perfectly understandable, but probably it would have read like a translation. Was I right to refuse and try to identify another translator?

I would welcome comments from other CATI members. If you have an opinion that you like to express and share with your CATI colleagues, please write to me at [infoexact@mindspring.com](mailto:infoexact@mindspring.com).

**“For information that is complex, important, or critical, I would not attempt to translate into anything except my native language.”**

**“Was I right to refuse and try to identify another translator? I would welcome comments from other CATI members.”**

### The CATI Quarterly

The *CATI Quarterly* is a publication of the Carolina Association of Translators and Interpreters, a nonprofit organization to promote the recognition of translating and interpreting as professions in the Carolinas. Opinions expressed herein are the author's and not necessarily those of the Editor, the Association, or its Board of Directors.

Reader submissions are welcome. Suggested length limits are:

- Articles 1500 words
- Reviews 500 words
- Letters 300 words

Submissions become the property of the *CATI Quarterly* and are subject to editing. For details, see the “Submission Guidelines” at

[www.catiweb.org/guidelines.htm](http://www.catiweb.org/guidelines.htm)

If you have questions or would like to submit an article, please contact the editor, G. David Heath, at

[infoexact@mindspring.com](mailto:infoexact@mindspring.com)

Please contact CATI at (919) 577-0840 for advertising information.

tion for non-native speakers of English. We look forward to doing business with her.

If you have not visited the CATI website recently, **David Heath**, our webmaster, has added a direct link to the list of certified Spanish court interpreters and non-certified interpreters of other languages working in the North Carolina Court System. I know several attorneys who will consult this list often.

Don't forget that we have two social

events coming up, one in the Winston-Salem area and one in Cary. I hope you can join us and meet some of your fellow CATI members. We are also planning a

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medical interpreting seminar in Charleston, South Carolina on September 17 and a translation mem-

ory tools seminar in November, taking into account the feedback provided by some of you. If you replied to the informal survey thank you, on behalf of the Board, for your opinion. Regarding CATI Board elections, we will have two Director positions up for re-election this Fall. We look forward to your vote and opinions. For the latest news, please check the Website. I hope you enjoy the 2005 summer issue of the *CATI Quarterly*.

Sincerely,

*Jackie Metivier*



CAROLINA ASSOCIATION OF  
TRANSLATORS & INTERPRETERS

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