

THE CIRIN BULLETIN

Conference Interpreting Research Information Network

An independent network for the dissemination of information on
conference interpreting research (CIR)

BULLETIN n°48

July 2014

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This Bulletin aims at contributing to the dissemination of information on conference interpreting research (CIR) and at providing useful information to members of the CIR community worldwide. It is intended to achieve maximum coverage of research into this sub-field of interpreting, and only occasionally refers to research and publications in other sub-fields. The *Bulletin* is published twice a year, in January and July. For further information and electronic or paper copies of early issues (the last issue is available on the Web site at any time), please contact D. Gile.

Note: the mini-abstracts may be followed by the initials of the contributors who sent in the information, but the text may also be written or adapted from the original text by D. Gile, who takes responsibility for the comments and for any errors introduced by him.

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EDITORIAL

Misperceptions and misrepresentations

A French acquaintance of mine, who spoke Japanese with a near-native accent, once went to visit a family in a small Japanese town and got lost. She saw a man lying on his back under a car presumably fixing it and asked him – in Japanese – whether he knew where that family lived. “Just a minute please. I will tell you.” The man came out from under the car and stood up. When he saw her, his face fell and he blurted out “Solly, no English”.

A few weeks ago, I was on a doctoral defense jury and told the candidate *inter alia* that she was a theorist rather than an empiricist, that I acknowledged that her work included empirical studies, but they did not necessarily comply with the norms of canonical empirical science. A few minutes later, it was the turn of the colleague who was sitting next to me to speak. He started by saying that he was going to contradict me, because unlike me, he did not consider that the candidate’s work was entirely theoretical with no empirical component whatsoever.

For years, I have been stressing in lectures and seminars that empirical research included experiments *and* naturalistic studies, that in my view, depending on the circumstances, a naturalistic methodology could be more powerful than an experimental approach, that empirical research was not limited to quantitative analysis and that in many cases qualitative studies were more powerful. And yet, time and again, I find my positions on these issues misrepresented and attacked on that basis.

Psychological models of human cognition offer tentative explanations of the fact that we often construct representations of people's personality, opinions and behavior on the basis of some salient pieces of knowledge that we have about them, not on the basis of *all* available evidence – Daniel Kahneman's theories as explained in *Thinking Fast and Slow* are a particularly interesting example of such a model. When the Japanese man fixing his car saw that the person who asked for directions was Caucasian, his immediate reaction was that she could not possibly speak Japanese – in spite of evidence to the contrary. I was trained in mathematics and have been advocating empirical research. This apparently generates in some people the perception that I consider quantitative research an essential feature of scientific investigation despite the availability of evidence that shows otherwise.

The phenomenon is striking enough in everyday life. To me, it is even more striking in the world of research. Aren't we 'scientists' supposed to be particularly aware of the risks it entails in distorting our perception of reality? Especially in the field of Translation Studies, where there is so much psychological and social involvement, which makes us particularly vulnerable to misperceptions? I believe that the best defense lies in systematic skepticism, which should be an essential part of research training, with critical reading exercises.

I also believe that if journal editors have evidence that the author of a manuscript submitted for publication misrepresents seriously the views and/or work of other researchers, it is their ethical responsibility to draw the contributor's attention to the fact and, depending on the circumstances, to demand a correction.

This issue of the *Bulletin* reports on a doctoral dissertation on signed language interpreting in France just defended by Sophie Pointurier-Pournin (in the 'Beyond conference interpreting' section). Sophie is courageous. She tackles sensitive issues such as lexical gaps, and looks critically at the preference interpreters sometimes have for tactics that exclude interference from French but can have a high cost in loss of accuracy and completeness. Many signed language interpreters in France will disagree with her views. Fair enough. But at least one has already started misinterpreting and misrepresenting them in a manuscript. One of the reviewers has alerted the relevant journal editor, and it is hoped something will be done about that.

The one thing which should be fought with determination is deliberate misinterpretations and misrepresentations strategically used to attack rivals, adversaries or competitors. While this strategy is commonplace in politics and in some other 'games' humans play, it is particularly objectionable in science.

The value of individual contributions

This issue of the *Bulletin* is particularly informative thanks to two contributors: XU Ziyun, who has updated his list of Chinese MA theses and has added a list of Western MA theses, many of which come from ETI in Geneva, and YU Dewei, who contributed a list of recent Chinese papers. Their input is particularly valuable, with information which is difficult to access to most of us. It also shows (just as Javier Franco Aixelá's online BITRA shows), how much difference the efforts of committed individuals can make, beyond institutional arrangements.

Daniel Gile

RECENT PUBLICATIONS

ARTICLES

Albl-Mikasa, Michaela. (Zurich University of Applied Science). 2012. The importance of being not too earnest. A process- and experience-based model of interpreter competence. In Ahrens, B., Michaela Albl-Mikasa & C. Sasse (eds). *Dolmetschqualität in Praxis, Lehre und Forschung. Festschrift für Sylvia Kalina*. Tübingen : Narr. 59-92.

Albl-Mikasa, Michaela. (Zurich University of Applied Science). 2013. Developing and Cultivating Expert Interpreter Competence. *The Interpreters' Newsletter* 18. 17-34.

* *The analysis of a corpus of semi-structured in-depth interviews with 10 conference interpreters.*

Bakti, Mária & Judit Bóna. (Univ. Of Szeged, Eötvös Loránd Univ.). 2014. Source language-related erroneous stress placement in the target language output of simultaneous interpreters. *Interpreting* 16:1. 34-48.

* *Four professional interpreters were asked to simultaneously interpret an audio recording from English into Hungarian, four experienced phoneticians determined the location of erroneous stress placements in the Target Speeches, and ESPs (18 to 44 depending on the interpreter, in the simultaneous interpreting of a read speech of 745 words over 4 minutes and 34 seconds) were classified as source-language related (61,5%) or others (38,5%). The authors mention the possibility that, in the framework of the Effort Models, ESPs might be the result of insufficient cognitive resources for planning and monitoring suprasegmentals.*

Bóna, Judit & Mária Bakti. 2009. Erroneous stress placement in the target language output of simultaneous interpreters. *The Phonetician* 99/100(I/II). 29-44.

* *The initial study, which was further developed into Bakti, Mária & Judit Bóna (2014) – above.*

Chabasse, Catherine. 2009 “Eignungstest für das Simultandolmetschen: Erstellung und Erprobung eines Dolmetscheignungstests mit Schwerpunkt Simultandolmetschen”, in M. Albl-Mikasa / S. Braun / S. Kalina (eds) *Dimensionen der Zweitsprachenforschung / Dimensions of Second Language Research. Festschrift für Kurt Kohn*, Tübingen, Narr, 183-194.

Chabasse, Catherine & Stephanie Kader. (Johannes Gutenberg University Mainz). 2014. Putting interpreting admission exams to the test. The MA KD Germersheim Project. *Interpreting* 16:1. 19-33.

* *Correlations between test performance at SynCloze test, cognitive shadowing test and personalized cloze test and exam grades at the end of the second semester were measured. The cognitive shadowing test is considered by the author as the most useful under the existing time constraints at the university. Note that there was relatively high variability in the correlations, and that the highest significant value found, .57 (in one case), only accounts for ca. 32% of the variation, leaving more than two-thirds of the variation unexplained.*

Englund Dimitrova, Birgitta (Stockholm Univ.) & **Elisabet Tiselius** (Stockholm Univ., Univ. of Bergen). 2014. Retrospection in interpreting and translation: Explaining the process? *Monti Special Issue* 1 (2014). 177-200.

* *The purpose of this small exploratory experimental study was to assess the value of retrospective data by relating them to available process data. More specifically, the authors tried to see whether retrospective reports were confirmed by indicators of problems in the process and whether there were process problems that were not reported retrospectively.*

A short English speech from the European Parliament and its transcript were interpreted or translated respectively by 3 student interpreters, 3 student translators, 3 professional interpreters and 3 professional translators into Swedish, their native language. Interpreters worked in the simultaneous mode. Translators were asked to translate rapidly, one sentence at a time. Both translators and

interpreters were asked to retrospect with a transcript of the original text as a cue. Two paragraphs from the source text were selected for analysis. For interpreting, the following process indicators were selected:

- Unnatural pauses
- Change of lag or speech rate, intonation, sighs
- Speech disfluencies: repairs, false starts, fillers
- Unnatural unfilled pauses combined with the other indicators

For interpreting, only one interpreter reported problems that were not also associated with process problem indicator in the data.

Note that for translation, the number of reported problems without the presence of problem indicators in the process was « unexpectedly high » (p.189), at 17.2% for students and 14.3% of professionals.

For both translators and interpreters, indicators found for every reported problem tended to be combination of two or more indicators rather than single indicators.

When starting the analysis from problem indicators and then checking to see whether they corresponded to retrospective problem reports, the authors found that problem indicators with no corresponding problem reports were four times as numerous as problem indicators with associated problem reports.

Gile's comments: A welcome study in that it assesses the efficiency of a particular methodology. Of course, critics could find fault with sample size, with the indicators chosen and with other aspects of the setup of the experiment, but this is an exploratory study, probably the first of its kind, and it opens up an important research direction, which gives it value. Also note that on p. 183, the authors make the important point that even though many of the results they offer are quantitative, they consider their method qualitative.

Macdonald, Philip. 2013. It Don't Mean a Thing... Simultaneous Interpretation Quality and User Satisfaction. *The Interpreters' Newsletter* 18. 35-59.

Martellini, Sara. (freelance interpreter). 2013. Prosody in Simultaneous Interpretation: a Case Study for the German-Italian Language Pair. *The Interpreters' Newsletter* 18. 61-79.

* Six professional interpreters were asked to interpret the same recorded German speech into Italian. Their speech rate and the number of words they pronounced were found to be lower/smaller than in the source speech. There were fewer and longer pauses in the target speeches than in the source speech. The author considers that a deterioration of intonation is inevitable because of the difficulty of managing cognitive resources during simultaneous interpreting.

Russo, Mariachiara. (Forlì). 2014. Testing aptitude for interpreting: The predictive value of oral paraphrasing, with synonyms and coherence as assessment parameters. *Interpreting* 16:1.1-18.

* A longitudinal study on 64 conference interpreting students at Forlì. Correlations were measured between their scores at entrance examination paraphrase tests and their marks at exams as well as the number of sessions it took them to pass. Of the three potentially predictive variables considered in the entrance exam scores (synonyms/equivalents, loss of coherence, admission test score), production of synonyms and equivalents was the one which most clearly distinguished between high and low mark students and fast versus slow students.

Scaglioni, Giulia. (freelance conference interpreter). 2013. Simultaneous Interpreting from German into Italian: the Importance of Preparation on a Selection of Cultural Items. *The Interpreters' Newsletter* 18. 81-103.

Tiseliu, Elisabet. (Univ. of Bergen, Univ. of Stockholm). 2013. Expertise without Deliberate Practice? The Case of Simultaneous Interpreters. *The Interpreters' Newsletter* 18.1-16.

* *An analysis of interviews of 3 Swedish colleague interpreters.*

Wang, Binhua. 2012. From Interpreting Competence to Interpreter Competence: Exploring the Conceptual Foundation of Professional Interpreting Training [J]. *Foreign Languages and Their Teaching*. 2012 (6): 75-78.

Chinese articles published in 2014 (contributed by YU Dewei)

CAO Yan (East China University of Political Science and Law / Shanghai International Studies University). 2014. Practice and exploration of cooperative learning in the interpretation course: An empirical research based on beginner interpreting trainees majoring in English (in Chinese). In *Journal of Xi'an International Studies University*. 22:1. 122-125.

Abstract: In this paper, the author uses the mixed method combining qualitative and quantitative studies. The subjects are 81 English majors, who just start to learn interpreting. The purpose is to find out the effect of cooperative learning in interpreting course. The research shows: cooperative learning effectively improves beginning students' short-term memory, public speaking, figure interpreting, note-taking, coping tactics and other interpreting skills; it helps students to raise their awareness of error correction and reflection after interpreting; it has positive impact on students' interpersonal communication competence. This study is enlightening to the teaching of interpreting for English majors in China.

* Research strategy: an experimental study. (YDW)

CHEN, Jing (Xiamen University) & **FU, Rongbo** (Xiamen University & Ningbo University of Technology). 2014. New developments in corpus-based interpreting studies: A bibliometric analysis of relevant Chinese and overseas literature (in Chinese). In *Chinese Translators Journal* (The Translators Association of China). 35:1. 36-42.

* *An informative overview of corpus-based interpreting studies. The study uses the major publications pertinent to corpus-based interpreting studies within a period of 15 years (1998-2012) as its data and presents a comprehensive survey of the status of corpus-based interpreting research in terms of its history, topics, achievements, etc. In addition, a brief comparative analysis is made of the corpus-based interpreting studies both in China and abroad. On that basis, the authors point out that the problems plaguing corpus-based interpreting research mainly concern its inadequate capacity as well as unsatisfactory depth in data-processing, its lack of empirical studies, and its failure to take interpreting training into consideration. By the end of the paper, the prospects for further development in corpus-based interpreting research are discussed, which include enlargement of the interpreting corpus scale, addition of multi-modality data, highlight of explanation as well as description in corpus-based interpreting research, and integration of interpreting training needs into corpus-based interpreting studies. (YDW)*

CHEN Liwen (College of Science and Technology, Ningbo University). 2014. Synergic teaching mode of interpreting instruction (in Chinese). In *Journal of Ningbo University (Educational Science Edition)*. 36:1. 72-76.

Abstract: This article attempts to develop a comprehensive interpreting teaching mode with multi-space interaction as the main hint and enhancement of professional competence as the major goal in line with the instantaneity, on-siteness and functions of interpreting activity. It emphasizes the "process-oriented

approach” and systems in teaching idea, methodology and practice to train professional interpreters to meet the demand of modern higher education for undergraduate program and export-oriented economic progress of China’s east coastal regions.

* A very general theoretical analysis. (YDW)

CHEN Weihong (Teachers’ College, Beijing Union University). 2014. On cognitive psychology and strategies of memorization in interpretation (in Chinese). In *Foreign Language Learning Theory and Practice*. 145. 85-87.

Abstract: Memorizing, an important cognitive process, plays a vital role in interpreting processing. In order to explore the law of memorizing, this paper tries to analyze the memory mechanism from the angle of cognitive perspective with the help of Interpretive Theory and Schema Theory.

* A very general theoretical analysis. (YDW)

MO Aiping (Guangdong University of Foreign Studies) & **YUAN Hong** (Guangdong Teachers College of Foreign Language and Arts). 2014. The pragmatic principle of the shift of perspective in oral interpretation (in Chinese). In *Journal of PLA University of Foreign Languages*. 37:2. 108-114.

Abstract: In an interpreting activity, the interpreter’s shift of perspective (SP), constrained by the contextualized interactants’ intention, serves as an efficient strategy for the interpreter to achieve smoothness, foregrounding the communicative function of the target discourse. It is argued that: 1) interactional change of relevant images is conducive to better expressing the intended message that is hard to understand but is typical of the original language, culture and society; 2) the bi-relational conversion of person/object can help correctly convey the speaker’s presupposed communicative intention, resulting in efficient combination of objects in reality and subjective notions; and 3) the positive and negative rendering make it possible for the interpreter to adjust his/her own way of interpreting and producing different discourses, intensifying the accessibility and coherence of the target discourse. Therefore, approaching SP in interpreting dynamically has greater implications for research on the interpreter’s discourse act, interpreting and interpreting teaching, etc., in accordance with the principle of Relevance-based Presupposition (RP).

* This study is primarily theoretical analysis, with the principles of Relevance Theory used as its theoretical framework. Altogether, eleven examples of interpretation, most of which are transcripts of consecutive interpreting for the Chinese Premiers’ press conferences, are employed to justify the authors’ arguments. (YDW)

WANG Wenyu & ZHOU Dandan (Nanjing University). 2014. An empirical study of the effect of note-taking on oral interpretation (in Chinese). In *Journal of PLA University of Foreign Languages*. 37:2. 115-121.

Abstract: Analysis of the notes taken by 12 college English majors while doing two (English-Chinese and Chinese-English) consecutive interpretation tasks yielded the following findings: 1) a majority of the notes corresponded to the important points and keywords in the source text, while a few notes were unimportant or repeated source information; 2) over 90% of the notes facilitated the recall of source information and thus led to accurate output at the production stage, yet a small number of notes failed to result in accurate production due to various reasons (e.g., wrong notes, illegible handwriting, etc.). Based on the above findings, several principles are proposed for improving the effectiveness of training of note-taking in the oral interpretation classroom. (YDW)

WANG Yan & LI Li (China Foreign Affairs University). 2014. The interpreter’s notes and the self-reflexive mode of knowledge-generating in the interpretation process (in Chinese). In *Chinese Translators Journal* (The Translators Association of China). 35:2. 27-32.

Abstract: In the process of interpretation the interpreter is constantly confronted with a cognitive

conflict between the demands from the original speaker and those placed by the target audience. To cope with the conflict, the interpreter takes and uses notes throughout so as to transform his or her knowledge of the speaker's tacit meaning into explicit utterances for the target audience and, in so doing, turn uncertain meanings into concrete senses, effecting an integration of the subjective and the objective dimension of interpreting. Such a reflexive mode of dynamic knowledge-generation is capable of significantly mitigating the linguistic risks involved in interpretation. It thus offers a new perspective from which to observe and study the interpretation process.

*Using the Effort Models and the Theory of Sense as its theoretical foundations, this study highlights the importance of the interpreter's notes in knowledge generation in the process of interpreting. The research strategy used in this paper is case study. (YDW)

WANG Yong (Dongguan University of Technology). 2014. An empirical study on motivation of Chinese teachers of teaching English interpretation in Chinese universities (in Chinese). In *Foreign Language Education*. 35:2. 108-112.

Abstract: This empirical study is based on a survey of 147 Chinese teachers of English interpretation from 116 different Chinese universities in terms of self-determination theory by Deci and Ryan. The results show that Chinese teachers teaching English interpretation have stronger extrinsic motivation than intrinsic motivation and there is significant difference between the two. Their genders, academic titles, educational background, majors and age have no direct effect on their extrinsic teaching motivation. However, the teachers majoring in oral interpreting have stronger intrinsic motivation than those majoring in other subjects, the teaching assistants have stronger intrinsic motivation than lecturers and associate professors and the teachers holding Ph.D. degrees have stronger intrinsic motivation than the ones with bachelor degrees. Their intrinsic motivation factors are their preference and interest, and their extrinsic motivation factors are not lack of interest, nor making up their workload, nor expecting others' appreciation but result from the fact that the teaching helps them do better in interpretation to earn more money. This paper is trying to make an initial study on teaching motivations of English interpretation teachers in Chinese universities, hoping to offer empirical evidence for their motivations.

* Research strategy: a survey. The study is based on internet surveys which take the form of a questionnaire being sent as an attachment to an email. (YDW)

ZHANG Jingyuan & SHI Li (University of Science and Technology Beijing). 2014. The consistency and deviation of choice of themes in C-E consecutive interpretation (in Chinese). In *Contemporary Foreign Languages Studies*. 397. 44-48.

Abstract: As the essential part of a clause, Theme and its choice in Chinese-English consecutive interpretation (CI) concern the quality and speed of interpreting. Based on Halliday's theory of Theme and Rheme, this paper studies the similarities and differences between Chinese and English Themes, discusses the ways to maintain or change the Themes, and probes into the underlying reasons in this process. The findings of this research is believed to be useful in providing reliable methods and assessment for CI.

* A case study. The data are from transcripts of consecutive interpreting for the Chinese Premiers' press conferences. (YDW)

ZHONG Weihe & DENG Jie (Guangdong University of Foreign Studies). 2014. Information loss in C-E simultaneous interpreting of technical conference: A cognitive perspective (in Chinese). In *Contemporary Foreign Languages Studies*. 397. 40-43.

Abstract: Information loss is categorized as interpreting error in SI, but recent study shows that "saying it all" is hardly possible. In technical conferences, information loss is more frequently observed due to the increased complexity of cognitive processing. This case study analyzes SI transcription of

professional conference interpreters, aiming to find out triggers and impacts of information loss, as well as interpreters' compensation strategies.

** The interpreter's unfamiliarity with technical terms, lack of background knowledge, source language information density, and speech errors or ambiguity on the part of the source speaker are listed as the primary triggers of information loss in the interpreting output. (YDW)*

M.A. AND GRADUATION THESES

Beijing Foreign Studies University MA theses on interpreting Contributed by XU, Ziyun

Chen, Fute. 2008. *Non-note taking problem triggers of listening and analysis in consecutive interpreting* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(jiao ti chuan yi zhi zhong ting bie guo cheng de fei bi ji wen ti you yin)

**Abstract:* The thesis examines non-note taking problem triggers of listening and analysis in Consecutive Interpreting (CI) and makes comparisons between experienced interpreters and untrained students, in the hope that solutions can be found to such problem.

Chapter 1 briefly introduces interpreting and stresses the importance of study on CI. Chapter 2 describes the role of schema in CI and problems triggers based on speech comprehension model, memory theory, schema theory and Gile's effort model. Chapter 3 deals with the experiment's methodology. Chapter 4 lists four major non-note taking problem triggers based on the results of the experiment, errors made in anticipation, word choice, numbers, and background information, and analyzes them in terms of schema theory and the effort model. Chen's conclusions and broader contributions find home in Chapter 5.

Schema theory holds that top-down and bottom-up information processing are interconnected in interpreting, and that memory plays an important role in the whole process: it provides a psychological framework for identifying context; it helps with allocating attention; it improves memory and the ability to retrieve information; and finally it enables better anticipation. Working with Schema theory, the Effort Model and interviews, Chen analyzes the performances of experienced interpreters and students and generalizes four major problem triggers; she posits that it is therefore essential that schemas be employed far more extensively in interpreter training, on top of basic skills.(ZX)

Chen, Hao. 2011. *A comparative study of simplification in Chinese-English simultaneous interpreting with and without text* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(zhong ying dai gao yu wu gao tong chuan zhong xin xi jian yue chu li ce lue de dui bi yan jiu)

**Abstract:* The present thesis draws upon both theoretical and empirical studies in staging outcomes of Chinese-English simultaneous interpreting (C-E SI) when simplification is sought with and without textual aid. With the current literature landscape in mind, Chen introduces the Gile's Effort Model, comparing efforts and problem triggers of C-E SI with and without textual aid. In suit, the author broaches the information selection theory of SI, which in turn offers a platform on which to exemplify simplification and make reference to pertinent research. SI standards will too be reviewed.

In an empirical study, eight second-year student interpreters of GSTI were invited to participate in an SI experiment, four with text and four without. Checkpoints are examined both quantitatively and

qualitatively.

The findings of the study suggest that simplification strategy can improve translation quality. Due to the differing natures of SI with and without texts, simplification strategy is used differently in the two modes.(ZX)

Chen, Shanggan. 2007. *Impact of problem triggers on Chinese-English simultaneous interpreting* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(kun nan you yin dui han ying tong chuan zhi liang de ying xiang)

**Abstract:* High density of information is one of the most common and challenging triggers of problem in C-E simultaneous interpreting (SI). By means of experiment Chen studies the links between such information, effort coordination and performance. She posits that high-density information is very likely to affect an interpreter's performance, but the negative effects can be mitigated if some effective tactics are applied.

The paper consists of five parts:

Part 1 is a brief introduction to SI and its possible difficulties. Part 2 is a brief introduction to Gile's Effort Model which comprises three key ideas: 1) The process of SI involves interpreters making a continuous effort to coordinate Listening and Analysis, Short Term Memory and Production; 2) SI is possible only when the interpreter has more capacity available than requirements; 3) Problems caused by density of information or external factors can affect SI performance.

Part 3 sees Chen leaving no stone unturned in exploring high-density information in greater depth. After bringing the concept Density of Information and Valid Information into the spotlight, the author sheds further light on the relationship between information and SI. In C-E SI, high-density information commonly manifests itself three-fold: through (1) complex Chinese syntax (2) concurrence of numbers (3) technical information. All three can very well lead to a loss of factual integrity of information and fluency of expression in the target language. Chen follows up with suggestions to help interpreters circumvent and tackle these problems.

Part 4 details the experiment: design, data analysis, and findings. The author gives useful tables to track, record, and analyze the negative impact of high-density information on interpreter performance. Finally Chen explains the experiment's theoretical and practical relevance as well as its weaknesses.(ZX)

Chen, Yu. 2009. *The importance of logical analysis in note-taking during long consecutive interpreting sessions* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(chang jiao chuan zhong bi ji luo ji de zhong yao xing)

**Abstract:* In cognitive psychology, memory storage is usually divided into three parts: sensory, short-term, and long-term. Short-term memory is characterized by its limited capacity and brief duration. However, capacity can be increased using a process called 'chunking,' whereby the brain automatically groups certain semantic items together.

Degrees of memorability over time have been shown to follow 'deeper semantic' processes - a phenomenon known as processing effect. Longer sessions of consecutive interpreting (CI) rely on short-term, working memory. What to take away from these studies is that interpreters' logical analyses of speech can not only facilitate later recall but too, effectively increase memory capacity. In longer

sessions of CI, note-taking has become understood as a fundamental aspect of successful recall; note-taking, thus, being a conduit of said logical analysis, as attested to by senior interpreters. Chen's paper introduces studies on memory centering and its relevance to note-taking during long CI sessions. The author ultimately delivers an empirical study of how logic in an interpreter's notes governs the accuracy of their performance.

Six trainees of the Graduate School of Translation and Interpreting at Beijing Foreign Studies University were invited to participate as subjects; their consecutive interpretations of an English speech were recorded and subsequently transcribed. A quantitative study was carried out to examine the influence of logic in interpreters' notes on their accuracy by analyzing the ideas and link between ideas taken down in their notes and how truthful they are to the speaker. The effects of logical analysis in notes were highlighted by comparing the above results as evaluated by two markers. Four parts of the speech were sampled to observe microscopically how the logic in notes impacts on translation. In each part, the notes of the best and the worst performers were studied to show their differences in notes.

Chen's study presents convincing evidence of the positive impact of logical analysis in interpreters' notes on their accuracy. Notes which clearly illustrate the logic of a speech can help interpreters improve their accuracy.(ZX)

Chen, Yufeng. 2008. *Problem triggers and coping tactics in simultaneous interpreting* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(tong sheng chuan yi zhong de kun nan you yin yu dui ce)

**Abstract:* This paper examines things which trigger problems in Chinese-English simultaneous interpreting (SI). With a basis in Gile's Effort Model, an experiment was conducted to analyze the causes of information loss in the process of SI. Coping tactics to improve interpreter performance are then proposed.

Chen wastes little time in ushering in the characteristic nuts and bolts of SI, to include quality standards and drawbacks as well as the gravity of topic selection.

In Part II she gives the theory behind Gile's Effort Model, explaining the following three aspects in detail. (1) The two basic ideas of the Model: SI requires a type of mental 'energy' which is limited in supply: information loss ensues when the amount of energy required exceeds that which is available (2) The SI process involves three basic efforts in addition to the coordination effort: the listening and analysis effort, the short-term memory effort, and the production effort. Interpreters need to coordinate these three basic efforts to fulfill an interpreting task within a given time frame. (3) Problem triggers such as high-density information and signal vulnerability (including numbers) may very well color an interpreter's on-the-spot performance.

Part III of the paper deals with the experiment itself. The subjects were four student interpreters from the Graduate School of Translation and Interpreting at BFSU, each with one year's training in consecutive interpreting and six months' in SI, participated. Chen's objective stands to identify the problem triggers in SI which are consistent in their diminished quality.

In the penultimate section the author analyzes the results of the experiment and proposes coping tactics to circumvent and tackle those aspects of the SI process which trigger problems in performance before offering her conclusions in the fifth and final part.(ZX)

Gao, Nuoli. 2011. *Omission and misinterpretation in English-to-Chinese simultaneous interpreting* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(lun ying han tong sheng chuan yi de lou yi wu yi xian xiang)

**Abstract:* This thesis explores omission and misinterpretation in English-to-Chinese simultaneous interpreting (SI) by means of theoretical and empirical studies based on Gile's Effort Model which, as the author explains, holds that SI involves four stages: Listening and Analysis, Production, Memory, and Coordination. She goes on to review previous studies of omission and slips of the tongue in SI.

Gao next provides a case study with qualitative and quantitative analyses of omissions, misinterpretations, slips of the tongue, and quality of delivery. The quantitative analysis indicates that high-density information and difficult structures in the source language have a direct negative impact on interpreter performance. Qualitatively speaking, the condition of effort distribution is shown vis-à-vis close investigation of subject performance, to which Gao offers little counterargument. . It is crucial that interpreters remember at all times the three R's of message delivery: rapid response, rapid interpreting, rapid clearance.(ZX)

Gao, Yi. 2010. *Influence of abbreviations on Chinese-English simultaneous interpreting performance, and tactics for their handling* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(lun suo lue yu dui han ying tong chuan zhi liang de ying xiang ji chu li ce lue)

**Abstract:* This paper explores, through theoretical and empirical studies, the impact of abbreviations on Chinese-English (C-E) simultaneous interpreting (SI) performance, and tactics for handling them. In opening, Gao refers to Gile's Effort Model in demonstration of how abbreviations can indeed trigger problems and lead to misnomers. She also reviews Nida's Functional Equivalence Theory to show that translation barriers are commensurate with the irreconcilability of the cultural gaps between the target languages. Seleskovitch's Theory of Interpretational School, moreover, emphasizes deverbalization - a useful technique in interpreting Chinese-style abbreviations. Apropos, Gao additionally introduces the SI reader to Chinese abbreviations, drawing especially on fields of politics and economics - to include origin, features, types, and translation tactics.

Following her theoretical analysis Gao moves on to the empirical study designed to examine the effect of abbreviations on effort management, and tactics for coping with them. She divided her twelve SI graduate subjects into prepared and unprepared groups; developed criteria for evaluating the quality of their interpretations based on previous studies, and subjected their work to statistical analysis. Both quantitative and qualitative analyses reveal that unfamiliar abbreviations can mitigate performance quality; the accuracy of interpreting abbreviations is not positively correlated with its quality.

The author concludes that abbreviations, particularly when they occur in volume and are unfamiliar to the interpreter, tend to undermine SI performance. Interpreters can employ various strategies for dealing with them: these include using, in descending order of popularity, equivalent forms, omission, glossing, and generalization.(ZX)

Gao, Yidan. 2011. *Benefits of good note-taking layout in English-Chinese consecutive interpreting* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(lun he li de bi ji kong jian bu ju dui ti gao ying han jiao chuan zhi liang de you xiao xing)

**Abstract:* This paper explores, through theoretical and empirical studies, the benefits of good note-taking layout in English-Chinese (E-C) consecutive interpreting (CI).

Gao starts by expanding on Liu Minghua's theories on CI note layout to demonstrate that it does indeed have a significant influence on interpreters' performance. She also quotes Gile's Effort Model to provide theoretical support for the close relationship between layout and performance. The paper also includes a review of the existing Chinese literature on the subject how it has inspired the author.

Gao developed a person-centric study in which subjects were grouped into high- and low-scoring elements; these scores were calculated per their cumulative performance across our aspects of CI note layouts. . Quantitative and qualitative analysis revealed that note layout played a key role in each subject's performance. Gao analyzes the causes for this and suggests ways of improving layout.

The author concludes that there is, generally, a positive correlation between the quality of an interpreter's note layout and his or her accuracy, fluency and speed of delivery in E-C CI.(ZX)

Ge, Fei. 2009. *Impact of unfamiliar words on English-to-Chinese simultaneous interpreting, and strategies for their handling* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(ying han tong chuan zhong sheng ci de ying xiang yu chu li)

**Abstract:* Unfamiliar English words are an unavoidable problem for any English-to-Chinese (E-C) interpreter. This paper examines the impact of different types of unfamiliar word on interpreting quality, and specifically how to handle them in an E-C simultaneous interpreting context. The author selected five senior graduate students from the School of Interpreting and Translation as experimental subjects. After the experiment, Ge made transcripts and interviewed each subject.

Gile's Effort Model, Interpretive Theory's Deverbalization and Bertone's 5 W Parameters Theory form the theoretical basis of the paper. Discussion of the results capably flesh out the Effort Model, while the remaining two theories - "de-verbalization" and "5 W Parameters" - bring ground-level insight to how an interpreter copes when overcoming unfamiliar words.

Ge concludes that a high density of unfamiliar words triggers problems, and causing interpreter performance to deteriorate interpreters' first line of defense is macro-response; and lastly, an accumulation of knowledge buoys performance in interpreting.(ZX)

Ge, Weihong. 2006. *Handling reference in English-to-Chinese simultaneous interpreting* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(ying han tong sheng chuan yi zhao ying cheng fen fen xi: tong chuan an li ge an yan jiu)

**Abstract:* This paper examines how simultaneous interpreters handle reference in English-to-Chinese simultaneous interpreting (E-C SI). Halliday & Hasan contextualize reference as one of the five main cohesive devices in English; they further elucidate it as the network of lexical and grammatical relations which link various parts of a text. It is the interpreting of referential items and referents themselves within text that gives rise to clear logic, well-organized structure and natural flow of information.

English and Chinese differ in their use of reference as the two languages are dramatically different in such areas as writing systems, lexical morphology and grammatical function. Source texts can be better understood and produce more coherent and logical translations if interpreters stay mindful of the

references in both languages. SI differs from translation in that interpreters have to transfer source-language references into target-language ones in a very short time, all the while doing so with fragmented information.

To explore how interpreters handle reference in E-C SI, Ge used Halliday & Hasan's theory as a base to examine the recorded performances of three professional interpreters at the Beijing Olympic Security Seminar in September 2005 and conducted comparative analysis of the recorded performances from SI points-of-reference in the third person, first person, elided clausal subjects and definite articles. Her results show that in E-C SI interpreters tend to convert English pronouns into the corresponding Chinese ones, or to omit pronouns in Chinese where they are mentioned in English using the full nouns they refer to instead. They also tend to add pronouns when converting long English sentences into short Chinese ones.

Ge's study also demonstrates that interpreters and translators handle the definite article *the* in the same way: both tend not to translate it except when it is required for emphasis. The author's aims to champion the handling of reference in E-C SI, pooling interdisciplinary relevance from translation, which will in turn enrich interpreting performance as well as both theoretical and practical systems of translation.(ZX)

Geng, Jiamin. 2007. *Influence of interrogative sentences on Chinese-English simultaneous interpreting performance, and handling strategies* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(shi lun yi wen ju dui han ying tong chuan zhi liang de ying xiang ji chu li ce lue)

**Abstract:* As a student majoring in interpreting, Geng found that interrogative sentences were highly problematic in simultaneous interpreting (SI), especially when working from Chinese to English, because it is not always easy to identify an interrogative sentence at its beginning and because the structure of such sentences differs markedly in the two languages.

Geng opens with a brief discussion on the aforementioned structural differences. The author puts forward assumptions following Gile's Effort Model for simultaneous interpreting, problem triggers and failure sequences. Her aim is to answer the following questions: (1) To what extent do interrogative sentences cause difficulty in SI? and (2) How do interpreters handle such sentences, and what are the best ways of dealing with them?

The speech Geng used in her experiment contains various types of interrogative sentence. After selecting five SI students as subjects she simulated the real-world SI conditions and had them interpret the text. Their performances were transcribed, and analyzed quantitatively and qualitatively in the light of relevant theories. Her conclusions are that interrogative sentences do indeed cause difficulties in SI, to the extent of impacting output quality; that interpreters adopt different strategies for different types of sentences; and that certain overarching remedial strategies can be employed to improve interpreting quality.(ZX)

Gu, Cuicui. 2009. *Short consecutive interpreting: With or without notes?* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(ying han duan jiao chuan: ji bu ji bi ji?)

**Abstract:* In this paper Gu sets out to answer the previously unasked question, "To take notes or not to

take notes: which is the best option? or is it dependent on the individual interpreter?” in the context of English-Chinese short consecutive interpreting (SCI).

She devised an experiment to recapture field interpreting: the subjects interpreted a video excerpt and an audience evaluated their performance. As the audience in this case could not hear the original speech, researchers stepped in to evaluate the quality of the interpreting. The experiment methodologically employed a vertical comparison, in which the video excerpt was divided into two roughly equal parts; subjects took instruction to take notes in the first half but not the second; the two halves of their performance were then collectively compared and assessed. By so doing, it became clear which option worked better for each interpreter.

In the event, both audience and researchers thought note-taking would help most interpreters do a better job. In hindsight, Gu, however, reasoned that his subjects - to include trainee interpreters familiar with note-taking - may have inaccurately portrayed the interpreting community as a whole. For this reason she refrained from drawing a definitive conclusion, but hoped that her experiment would serve to inspire further similar investigations and the teaching of SCI.(ZX)

Guo, Honglian. 2004. *Analysis of functional noun-to-verb conversion in English-Chinese simultaneous interpreting* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(fen xi ying han tong chuan zhong de ming ci zhuan hua wei dong ci xian xiang)

**Abstract:* Guo's paper deals with parts of speech in functional conversion when interpreting from English to Chinese - a process with results underpinned by only a lack of uniformity. The author focuses on token-type nouns (or noun phrases) to verbs (or verb phrases).

Guo's hypotheses are as follows. The first concerns differences of sentence structure between English and Chinese: from the perspective of Contrastive Linguistics, the foremost of these is that English stresses hypotaxis while Chinese stresses parataxis: nouns and prepositions play a dominant role in English, while verbs predominate in Chinese. The second concerns the unique characteristics of English-to-Chinese SI. English headwords are usually followed by long modifiers: memory and time pressures make it impossible for the interpreter to translate after hearing the complete modifier, therefore the part of speech of the headword needs to be changed to an open structure for the purposes of linear translation and fragmentation.

To demonstrate her hypotheses and work out the rules governing noun-to-verb conversion, Guo had four senior students majoring in SI to interpret a given text. Analysis and comparison of their versions with the original proved her theories true. Furthermore, the two reasons for these conversions proved to be interrelated and complementary. Further analysis of the experimental results, along with examples from other sources, showed that nouns are converted into verbs under the following conditions, among others: nominalization; words sharing identical noun and verb forms; nouns being followed by adjectival modifiers; verbs having double objects; gerunds. Guo believes that the findings of her study will serve as a useful reference in SI training and practice.(ZX)

Guo, Liangliang. 2007. *Effect of EN/CH word order difference on SI trainees' accuracy, and the coping tactic of segmentation* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(ying han yu xu cha yi dui tong chuan xue yuan ying dao zhong chuan yi zhun que xing de ying xiang ji

qie fen ce lue)

**Abstract:* Guo's thesis, based on related theories and an empirical study, explores the effect that differences of word order between English and Chinese have on the accuracy of English-to-Chinese SI performances by students, and proposes coping tactics whereby trainees can improve their accuracy. She starts by using Gile's Effort Model to explain the effect, and goes on to analyze how comprehension, memory, and production interact in its creation, before presenting a possible coping tactic, namely segmentation.

After a brief introduction of related theories Guo moves on to the empirical study she designed to identify the effect. Six second-year students at GSTI, each with around five months' training in SI, were asked to simultaneously interpret an excerpt from former UN Secretary-General Kofi Annan's farewell address. Profiles of participatory students are two advanced-level, two upper-middle and two lower-middle. Criteria for accuracy were laid bare and statistical analysis was conducted where quantitative analysis suffered under inaccuracies due to syntactic discrepancies; qualitative analysis ultimately proved the segmentation tactic effective.

Guo's findings demonstrate the considerable effect word order differences on trainees' performance. Further implications include positive substantiation of lexicalizing constituents in a Noun Phrase + Verb Phrase formula.(ZX)

Hao, Yanjing. 2008. *Audience evaluation of consecutive and simultaneous interpreting performance* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(qian tan jiao ti chuan yi yu tong sheng chuan zhi ting zhong ping jia)

**Abstract:* As service-providers, interpreters face both customers and end users simultaneously. Audiences' opinions matter: trainee interpreters need to be able to view their performances from the audience's perspective.

Each mode of interpreting (consecutive, simultaneous) has its own advantages: one or the other mode may be best suited to a particular type of speech -- and be of most service to the audience. Hao's speech to be used in the experiment was meticulously content-driven in selection. Audiences evaluated either consecutive (CI) or simultaneous (SI) interpreting - their preference. Predictions based on speech content culminated in the audience showing both personal and professional partiality to CI.

Based on Nida's function equivalence theory and Gile's effort model, Hao conducted an analysis to compare CI and SI. She found that practitioners of CI enjoy numerous advantages that their SI counterparts lack, including the ability to employ sophisticated word usage, make all sentences complete and, generally, translate with a high degree of accuracy. However, SI has one crucial advantage which CI does not: it is faster. On analyzing the audience's evaluations, Hao found that the majority of them preferred CI, just as she had expected. She allows that her experiment and paper may have their limitations, but hopes that they will serve as a springboard for future researchers on the subject.(ZX)

He, Fen. 2007. *Theoretical basis and practical effectiveness of penetration-noting symbols* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(P xing bi ji fa fu hao de li lun ji chu ji qi shi jian you xiao xing)

**Abstract:* There are numerous note-taking techniques for Chinese-English consecutive interpreting:

they share similar features and are usually covered by the umbrella term ‘P-note’ (penetration-noting). The P-note system, a set of concise symbols by nature, has been hitherto subject to little research. The aim of He’s paper is to explore the system’s theoretical basis and practical effectiveness from the perspective of the Conceptual Metaphor Theory.

The author begins by briefly introducing the P-note system and its employment of symbols, and, after a survey of the Conceptual Metaphor Theory and its three models, goes on to identify the system’s theoretical basis. He’s empirical study of P-note goes a long way toward categorically proving the system’s practical effectiveness.

In closing, the author points out that the more familiar one is with P-note symbols, the quicker they will recognize the symbols meaning; thereby, enabling the delegation of saved energy to comprehension and output during interpreting.(ZX)

Jin, Yuexi. 2011. *Culturally loaded languages in Chinese-English consecutive interpreting* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(han ying jiao ti chuan yi zhong wen hua fu zai ci de chu li)

**Abstract:* Jin’s aim is to analyze, through experiment, how Chinese interpreters handle culturally-loaded words in Chinese-English consecutive interpreting (CI) and how the strategies they use affect their performance. The key of the experiment lies in what techniques they use in understanding the meaning and analyzing the structure of the source language, note-taking, memorization, and finding suitable target-language expressions.

Jin’s paper classically opens in purview of what exactly CI encompasses. In moving forward, the author defines CI by reviewing, amongst others, Gile’s Effort Models for simultaneous interpreting (SI).

For her experiment Jin asked eight students of the same level majoring in interpreting to consecutively interpret a Chinese-English speech containing culturally-loaded words. Afterwards the subjects were given questionnaires to complete and interviewed briefly. Jin analyzed their interpretations according to established criteria, scored them, and drew her conclusion, which was that those who used the strategy of deverbalization performed better when handling culturally-loaded language.(ZX)

Li, Cunmei. 2006. *Visual information: cue or interference? A comparative study of SI with text, without text and with PPT* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(tong chuan zhong shi jue xin xi de ti shi yu gan rao zuo yong: dai gao dai huan deng pian he wu gao)

**Abstract:* Li’s thesis is an empirical study based on Gile’s Effort Model. An experiment was carried out to determine whether the presence of visual information acts serves as a cue (or source) of interference for SI practitioners; further, also whether interference can be reduced by familiarizing bespoke visual materials. Li hypothesizes that when interpreters have a general understanding of the topic, and the speaker speaks at a comfortable speed (around 100-120 words per minute): (i) their accuracy is at its lowest in those working with text, higher in those working with PPT, and highest in those with no text; but that (ii) their fluency decreases in the same order.

Eight senior students from the Graduate School of Interpreting and Translation at BFSU took part in the experiment. It consisted of three SI passages (with-text, with-PPT, and without-text), each lasting around five and a half minutes. The results showed that the subjects performed more accurately in the

with-text passage than in the other two, while there is was no noticeable difference between their performances in with-PPT and without-text. Insofar as fluency is concerned, five subjects that is, over 50% experienced a deterioration of delivery, as captured in the following descending ranking: with-text > with-PPT > without-text. The remaining three conversely performed better without-text than with-text. In the post-experiment interview most subjects confirmed that familiarizing visual materials could play a decisive role in reducing any interference they might cause. Finally, Li also attempted to prove Gile's problem trigger hypothesis by examining and analyzing the subjects' performances in certain problem areas in all three passages. Her analysis showed that an absolute majority of the problem areas did indeed trigger problems.(ZX)

Li, Minqi. 2010. *English-to-Chinese simultaneous interpreting: the differing needs of different listeners* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(ying han tong chuan zhong bu tong bei jing shou zhong de jie shou yan jiu)

**Abstract:* Li believes that insufficient research has been carried out on the needs of listeners and that, as the 'end users' in the simultaneous interpreting (SI) process, these needs are deserving of more attention.

The author begins with a brief introduction to SI, touching on modern concepts such as quality assessment. Her underlying idea is that listeners from different backgrounds might have very different needs from those of interpreters, her aim to reveal and identify those needs with a view to finding solutions for handling them.

Li has Jauss' Esthetics of Reception and Nida's readers' response theory take center stage next. The author attempts to resurrect simultaneous interpreting as a topic of focus but uncommonly pursues such from more trialed traditional theories. In jointly introducing AICC Work Ethic Standards and UN quality standards, the author effectively footnotes previous studies in argument favorable to paying mind to listeners' and audiences' backgrounds. Within the empirical research section, Li tests her hypothesis by calculating each evaluation indicator by voice, completeness, coherence, fluency, accuracy of terms et cetera.

Li concludes in sum that her findings ultimately serve a referential end for interpreters and their trainers; humbly, she also concedes her experiments' limitations and hopes such to inspire future research.(ZX)

Li, Qiaoqiao. 2008. *Translating numbers in simultaneous interpreting: a comparative study of note-taking in English-Chinese and Chinese-English interpreting* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(tong chuan zhong de shu zi chu li: bi jiao bi ji zai ying han tong chuan he han ying tong chuan zhong de zuo yong)

**Abstract:* In simultaneous interpreting (SI), which some professionals refer to as 'crisis management', numbers are a notorious cause of problems. A great number of SI reference works have sections dedicated to relevant coping tactics note-taking almost always features as one of the more effective. However, there has been little empirical investigation in these works, even less any comparative study of interpreting from language B to language A and vice versa. Using Gile's Effort Model as her base, Li devised an experiment for comparing [the effectiveness of] note-taking when numbers are translated

in E-C and C-E SI by interpreters who's Language A is Chinese and B English.

Li begins by introducing the Effort Model, following this with a brief examination of the difficulties in translating numbers, the most frequently suggested coping tactics and the differences between interpreting from B to A and vice versa.

She then moves on to the experiment. She divided her interpreter subjects into four groups: two groups translating E-C, one taking notes, the other not; and two similarly-tasked C-E groups. Two recorded speeches of identical content, one in English, the other in Chinese, were used. The interpretations were recorded, transcribed, and analyzed.

The results showed that note-taking plays a mainly negative role in E-C SI, and the less dense the numbers, the more prominent it is; while in C-E SI, note-taking impairs interpreters' performance when numbers come thick and fast, but enhances it when they are relatively sparse.

More detailed analysis reveals a likely explanation for this discovery in light of the Effort Model. When working into their A language, interpreters usually find the capacity requirements for listening and analysis (LR) are higher; conversely, bare-minimum capacity for successful production (PR) runs relatively high - except in segments with a high density of numbers and when 'signal vulnerability' demands undivided attention. Whenever LR is high, note-taking, if inadequately prepared, may diminish the interpreter's output by diverting their available capacity for listening and analysis. This consequentially leads to irrecoverable message loss. When PR demand is high, however, they still have the opportunity to shorten lengthier EVS by speeding up production in the segments that syntactically follow. Therefore, Li concludes, when LR is high, interpreters are better placed to produce high-quality interpreting without taking notes; in other circumstances they may take down some notes to relieve the burden on their memories and thereby ensure more accurate output.(ZX)

Ma, Yina. 2008. *Simultaneous interpreting: background information and skills* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(tong sheng chuan yi: bei jing zhi shi yu ji qiao)

**Abstract:* Using the Comprehension Equation, the Effort Model, the Sequential Model of Translation, and the Schema and Relevance Theories as her theoretical basis, Ma analyses how important background information is in/to English-to-Chinese simultaneous interpreting (SI).

The Comprehension Equation holds that comprehension requires extra-linguistic as well as linguistic knowledge. The Effort Model holds that SI comprises four concurrent processes: listening and analysis, short-term memory, speech production and coordination, all of which compete for the finite mental resources available to interpreters. The Sequential Model of Translation shows that a wide base of knowledge is vital to comprehension and reformulation. The Schema Theory argues that discourse cannot be properly understood if schemata cannot be activated. And the Relevance Theory states that background knowledge can help interpreters reason and predict. Ma that background information gives interpreters a fuller understanding of a speech and its context, and helps them focus on short-term memory, speech production and coordination, thereby making use of their skills and delivering better results.

To prove her theory she conducted an experiment in which three students, each with a year and a half's SI study to their credit, were asked to interpret three speeches. The speeches were technical and were of similar linguistic difficulty. The subject matters, however, required different level of background

knowledge . Comparison of the resulting interpretations showed variations in quality, leading Ma to conclude that, all other things being equal, it is not interpreting skills but knowledge of subject matter that determines an interpreter's performance.(ZX)

Ma, Yuan. 2006. *Techniques for translating numbers in Chinese-English simultaneous interpreting* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(zhong mei tong chuan zhong shu zi chu li ji qiao chu tan)

**Abstract:* Simultaneous interpreting (SI) is a process fraught with difficulties and problems: a 'crisis' can occur at any time. Some language phenomena have a tendency to impair interpreters' performances -- not least of these is numbers. Ma analyzes how numbers affect interpreters and suggests four key strategies for coping with them (anticipation, note-taking, omission, simplification). Based on Gile's Effort Model, she explains why numbers trigger problems.

After the theory section, Ma describes the experiment she conducted: four grade-two students from the Graduate School of Translation and Interpreting at Beijing Foreign Studies University were asked to simultaneously interpret a speech delivered by Ms. Ma Xiuhong at the opening ceremony of the China-Caribbean State Seminar for Ministerial Economic Management Officials; note-taking was allowed. According to quantitative and qualitative analyses of their performances, numbers does indeed impair target-language quality. To better cope with them, interpreters should first anticipate and shorten their EVS. As numbers are relatively isolated from the knowledge in interpreters' long-term memory, they tend to be forgotten easily; this makes note-taking indispensable. When numbers are coming thick and fast, omitting them in whole or in part can ensure the interpreter maintains a high level of fluency and general performance. Last but not least, interpreters can save themselves both time and energy by simplifying numbers in a particular way. The best overall approach is to use the above-mentioned techniques comprehensively. Anticipation is the most important of the four, while the effectiveness of the others will vary according to the different habits and styles of individual interpreters.(ZX)

Meng, Yue. 2009. *Redundant information in simultaneous interpreting* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(tong sheng chuan yi zhong de rong yu xin xi yan jiu)

**Abstract:* The purpose of simultaneous interpreting (SI) is to communicate and exchange information across cultures. Full cooperation between speaker, interpreter and audience is the way of guaranteeing that information will be transmitted smoothly. However, it often happens during SI that redundant information crops up to affect efficiency and quality.

Meng's thesis analyzes how information is transmitted in SI borrowing the information transmission model. Concepts such as communication load and channel capacity are of great importance when studying redundancy in SI. Arriving at the correct level of communication load ensures that key information is transmitted effectively, thus making the audience's task of understanding that much easier.

Gile's Effort Model sheds light on the causes and types of redundancy and on omission techniques. Redundant information often blocks information channels to the extent that it prevents key information being transmitted As part of noise, redundancy requires interpreters to adopt omission techniques or make better use of redundancy parts in light of contextual analysis.

The empirical study of this paper aims at exploring the testee interpreters' capacity and technique in

handling and identifying redundancy, on the basis of which, we try to give suggestions for future interpreters in dealing with redundancy in simultaneous interpreting.(ZX)

Qu, Xiang. 2011. *Influence of quoted classical Chinese on Chinese-English simultaneous interpreting quality and interpreting strategies* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(wen yan wen yin yu dui han ying tong chuan zhi liang de ying xiang yi ji fan yi ce lue)

**Abstract:* Through theoretical and empirical studies, Qu examines how quotes from classical Chinese affect the quality of Chinese-English simultaneous interpreting (SI), and strategies for coping with them.

The author begins her theoretical analysis by using Gile's Effort Model to demonstrate that quotes from classical Chinese triggers problems, thus creating failure sequences and reducing accuracy. She also reviews the Theory of interpretational School as represented by Seleskovitch.

Qu designed her experiment to answer two questions: (1) Do quotes from classical Chinese affect interpreting quality? If so, how and when does this manifest itself? (2) What coping strategies do simultaneous interpreters adopt to deal with such quotes?

Quantitative and qualitative analyses led the author to conclude that: firstly, quoted classical Chinese does indeed affect SI quality, manifesting itself in failure sequences and a drop-off in accuracy. When the classical Chinese takes the form of long sentences or is quoted repeatedly, the effect is noticeable even. Secondly, she identified a total of six coping strategies (in order of frequency): explanation, equivalent form, generalization, omission, abandoning and adding. For long sentences explanation is preferred. For repeated short quotes equivalent form is preferred. For repeated long quotes a 'portfolio' of generalization, explanation and omission is preferred.(ZX)

Shao, Yinghong. 2006. *English-to-Chinese interpreting strategies in use* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(shi fen xi ying han tong chuan ji qiao zai fan yi shi jian zhong de ying yong)

**Abstract:* It goes without saying that the use of interpreting strategies will lead to better performance and can save time and effort if employed wisely, and that teaching such strategies is therefore an important ingredient in conference interpreter training. Previous studies of interpreting strategies, however, have been largely based on laboratory experiments. By contrast, Shao's paper examines what happens in the real world, asking two basic questions: Do seasoned interpreters use particular strategies in particular ways? And do they have any preferred strategies? She asked two experienced interpreters to translate an extract from a conference and carefully compared the original English with their Chinese versions. Having examined how often they employed ten regularly used strategies (segmentation, delaying response, conversion, repetition, adding, omission, supplementation, transposition, paraphrasing, anticipation and condensation), she found that reducing strategies (omission and condensation), and adding strategies (repetition and supplementation), are the most frequently used. This finding confirms Gile's claim that interpreters endeavor to maximize both the communicative impact of a speech and the information recovered from it. However, on closer analysis of the experimental material she realized that, while most of the aforementioned strategies are generally used when translating isolated sentences, her two subject interpreters had not translated the speech sentence by sentence. Instead they had put several logically related sentences together, condensed the message,

and expressed it in perfectly natural Chinese, especially when the speaker was speaking quickly. She therefore opted to use the term macro-interpreting strategies to better explain the phenomenon. In her cited examples, the macro-interpreting strategy of condensation was used 61 times, accounting for one quarter of all occurrences of all the strategies. The - wide use of macro-strategies justifies its inclusion in simultaneous interpreter training. After all, it is the message that most counts not words or sentences.(ZX)

Shen, Fei. 2007. *Conjunction in English-to-Chinese consecutive interpreting* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(ying han jiao ti chuan yi zhong lian jie cheng fen de chu li)

**Abstract:* Shen begins with a definition of consecutive interpreting (CI), before going on to talk specifically about the use of conjunction in English-to-Chinese (E-C) CI. After explaining what is meant by conjunction she details the different categories of conjunctive element as identified by experts in both interpreting studies and linguistics. (Generally speaking, the former's categories are simpler than those of the latter). Shen then analyzes the link between conjunction and coherence. She points out the importance of taking notes in E-C CI, detailing what ought to be written down, and emphasizing that interpreters should adopt a principle of clarity and simplicity when taking notes and pay special attention to conjunction.

The aim of Shen's experiment was to find out if interpreters are sensitive to conjunction in E-C CI and how they handle it in such a way that audiences can easily follow speakers' logic. For categorizing and counting conjunctive elements in the source text Shen adopted Halliday & Hasan's four-fold categorization: additive, adversative, causal, and temporal. She, then, lists sentences in the source text that contained one such target element and compared the five test subjects' interpretations, ultimately analyzing their notes in the hope of pinpointing connections between notes and elements. Shen concludes that awhile most English sentences are syntactically connected by the aid of conjunctive elements, Chinese sentences rely more in fact on semantics than syntax; interpreters need be mindful of this contrast because of its transference to the interpreter's end product.(ZX)

Shi, Hui. 2008. *Deverbalization in consecutive interpreting* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(jiao ti chuan yi zhong “ tuo li yuan yu yu yan wai ke ” xian xiang zhi tou xi)

**Abstract:* The interpretive theory (or “Paris School”) postulates that once an interpreter has comprehended source language, he then deverbalizes it, i.e. strips it of its linguistic form and retains only the sense, which he then reformulates in the target language.. Shi's thesis focuses on this theory and its relevance to the practice of consecutive interpreting (CI), particularly the extent to which trained interpreters use deverbalization and its effect on CI quality.

Five students from the Graduate School of Translation and Interpreting at Beijing Foreign Studies University were invited to participate as test subjects: their consecutive interpretations of a Chinese speech were recorded and subsequently transcribed. Shi performed a quantitative analysis of the results: to examine how linguistic form influenced the interpreters she examined their translations of traditional Chinese idioms and poems and analyzed how they went about restructuring sentences and completing the close test. Two markers compared [the above results] with the subject's overall

performances to determine the effects of deverbilization on interpreting quality. Four sentences were sampled to observe the subjects' attempts to deverbilize and the resulting impact on their interpretations. Four segments of the best performer's notes were studied to trace the mental processes she went through between comprehension and re-expression. In the final part of the experiment, the subjects were asked four questions related to the study.

Shi's study presents convincing evidence that deverbilization is used at various levels of discourse: words and phrases, sentences and paragraphs. Deverbilization is one of the foundation stones of interpreting: it can, when used adroitly, improve interpreters' delivery, accuracy, and overall quality. . (ZX)

Tang, Xiachuan. 2011. *Topic-comment structure in E-C simultaneous interpreting* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(shi lun han yu zhu ti: shuo ming jie gou zai ying han tong chuan zhong de ying yong)

**Abstract:* The Interpretive Theory of Translation, which now stands as one of the most prominent theoretical frameworks for interpreting studies, introduced the core concept of deverbilization, a process summed up as Language1—Sense—Language2. When properly employed, it is a technique which can significantly improve the quality of simultaneous interpreting (SI). The precise nature of the process, however, remains difficult to pin down. Tang's thesis characterizes deverbilization vis-à-vis a three-part grammatical analysis, spanning (1) discarding source-language form (2) automatic processing (3) free expression in the target language. The Topic—Comment (TC) structure prevalent in Chinese serves as a textbook case to undergo English-Chinese SI analysis. Tang compares the Subject-Verb-Object structure of English and TC structure of Chinese, before explaining the cognitive processes involved in deverbilizing the former to produce the latter. She also employs examples of TC structure to analyze actual interpreted text at both sentence and paragraph levels. Chinese TC structure realizes in “language blocks”. These blocks are functionally compatible with the Macro-Meaning Unit's definition of deverbilization. . Based on actual transcript, the thesis describes the process of establishing TC structure in EC simultaneous interpreting, which includes identifying a “定指结构” as topic; setting this topic as the center of attention; and adding comments to this topic based on “aboutness” of meaning. (ZX)

Tang, Xuan. 2011. *Chinese interpreters' self-perception and their social background* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(zhong guo kou yi yuan zi wo jiao se ren zhi yu she hui bei jing guan xi yan jiu)

**Abstract:* Tang's paper explores, through empirical studies, Chinese interpreters' self-perception. The paper's objectives stand to substantiate a notion of *visibility*, which will be determined statistically in big-picture juxtaposition of interpreters' social backgrounds and respective self-perceptions.

Tang first provides an overview of the role of interpreters in ancient times both in China and the West to explain why they were expected to be invisible, then introduces the *Social Turn* of Interpreting Studies and its relevance to research into the interpreter's role. Claudia V. Angelelli (2004) drew up the *Interpreter's Interpersonal Role Inventory* (IPRI) to analyze the connection between the interpreters' self-perception and the social background (including gender, age, work settings etc.), believing that the first depends largely on the second. Using empirical research methods, Tang measures interpreters'

visibility, and demonstrates that it is impossible for interpreters to remain invisible in the communication process.

Tang revised the IPRI questionnaires to better suit Chinese interpreters, and invited professionals from different social backgrounds to take part in the survey. The data was analyzed using SPSS software. Some subjects were interviewed after testing was completed.

The study demonstrates that there is indeed a connection between an interpreter's self-perception and his social background. Negative correlation is reported between the age of the interpreters and their visibility. Of no statistical understatement are the mismatches found between self-perception and work settings and/or modes. We can, thus, predict within reason an interpreter's visibility, role variety and to lesser extent, occupational nuances. (ZX)

Wang, Bing. 2011. *Impact of long sentences on C-E simultaneous interpreting quality, and handling tactics* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(lun nian gao fa yan zhong chang ju dui han ying tong chuan zhi liang de ying xiang ji qi dui ce)

**Abstract:* Wang's thesis explores the impact of long Chinese sentences on simultaneous interpreting (SI) by using theoretical analysis and empirical research, and proposes problem-specific measures for improving performance quality.

The author begins by describing previous research into the subject and laying the foundations for her thesis. She analyzes the impact of long sentences by [drawing on?] Gile's Effort Model and, quoting the Interpretive Theory, demonstrates the need for and performance-enhancing benefits of using tactics to handle them; she also gives examples to illustrate the effects of employing such tactics.

After the theory section Wang details the empirical experiment she performed to find out whether long sentences have a negative effect on SI quality and whether the three tactics (segmentation, omission and summary) can help improve translation. Remarks made by the environmental minister Zhou Shengxian at the 2010 Shanghai World Expo ~~are~~ were used as material for the experiment. The subjects were six Grade 2 students ~~of~~ from GSTI with seven months' SI training to their credit. Their interpretations were subjected to statistical analysis. Quantitative analysis showed that long sentences definitely impair interpreting quality. Qualitative analysis revealed that different students were affected differently, and that those who delivered the better performances used the above tactics most frequently and actively. (ZX)

Wang, Chenyan. 2010. *Anticipation in simultaneous interpreting* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(qian xi tong sheng chuan yi zhong de yu ce ce lue)

**Abstract:* SI professionals face severe constraints of time and processing capacity which make coping strategies indispensable. One of the most commonly used -- anticipation -- is the subject of this paper.

Anticipation occurs when the interpreter produces a word (or string of words) in the target language before or at the same time as the speaker is producing it (or them) in the source. Previous studies deemed the concept lexical and syntactic in nature, associating it accordingly, and thus by character, with extralinguistic features; this approach licensed greater discussion cross-referentially into the interpreting field.

There is far more to it than meets the eye: it is a mental process that starts even before the interpreter enters his booth. The author's dialogal projections derive from language competence and background knowledge as well as task preparation - all three of which ultimately enriching his global understanding and information delivery. Wang's paper draws heavily on the Paris Interpretive and Schema Theories to explore the impact of anticipation on comprehension during the interpreting process.(ZX)

Wang, Dan. 2011. *Schema theory in E-C simultaneous interpreting: an experimental study on background knowledge* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University. (tu shi li lun zai ying zhong tong chuan zhong de ying yong: yi xiang guan yu bei jing zhi shi tu shi de shi zheng yan jiu)

**Abstract:* Since it was first proposed in 1932 Schema Theory has been used widely in research on reading and listening comprehension, but relatively little in other fields: simultaneous interpreting (SI) is just one of those neglected fields. In light of these facts, Wang set out to develop a study catering to SI from a perspective of Schema. After an introduction to both the theory (definition, forms and characteristics) and historical evolution of SI, the author takes his readers into theoretically deemphasized waters; here, the author elaborates on application from the perspective of anticipation, comprehension, memory and output, respectively.

She talks about several ways Schema Theory can be applied to improve performance in these four tasks, and uses experiments to ascertain when and how it can best be applied. In sum, schema theory is instrumental in elevating SI skill-sets of predicting, comprehension, memory and output. This paper is authored with long-term intentions of acting, firstly, as a guide to or reference point for future studies and secondly, as a surveying broadcast to the greater communities of the current interpreting training landscape. (ZX)

Wang, Fan. 2006. *Information processing in simultaneous interpreting* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University. (tong chuan zhong xin xi de xuan ze yi ji chu li)

**Abstract:* Practitioners of simultaneous interpreting (SI) always work under enormous pressure. The three tasks the work involves, and the effort of coordinating them are non-automatic and require the interpreter's full processing capacity, which can easily become strained or even saturated. He is always 'on the spot' and must take whatever measures are appropriate to deliver the message the speaker intends to express: he has to select and process the right information, and properly manage central and supporting ideas based on his understanding of the content. The central idea needs to be identified and delivered to the audience: if there is conflict between it and supporting ideas, it should be given priority. Correctly delivering the central idea is the key to successful SI. In her thesis Wang reviews the development of theory of information processing in SI and introduces some relevant skills and strategies. Through experiment she demonstrates the importance of such strategies: if information is appropriately selected and delivered, pressures on the interpreter will be reduced and interpreting will be successful.(ZX)

Wang, Hui. 2007. *Waiting: a necessary tactic in Chinese-English simultaneous interpreting* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(han ying tong sheng chuan yi zhong de deng dai ji qiao)

**Abstract:* Simultaneous interpreting (SI) is a highly efficient process in that it does not interrupt the continuous speech of speakers, and it enables audiences to follow the target-language rendition with ease. It is, for this reason, increasingly widely used at conferences. Learning and becoming proficient in SI cannot, however, be learned overnight: the process must needs be gradual. Qualified interpreters have to master the required tactics and techniques, which include chopping, waiting, conversion, omission, summarization, prediction, addition and supplementation.

Wang's paper analyzes SI from theoretical and empirical perspectives. Each interpreter views the tactic of waiting differently. Some believe it necessary and effective because more information comes in during the waiting period, enabling them to better grasp the logic of the discourse and thus deliver more fluent target-language 'product'. This group prefers to start interpreting only when they have fully understood the speaker's logic. Others hold that since they have to perform multiple tasks in their the blinking of an eye, not least of which is deciding when to start interpreting and when to pause, waiting would be an added burden for them, leading to the mismanagement* of efforts and low-quality output.

Wang finds that proper use of the tactic of waiting is of benefit for interpreting. Her analysis of the impact of waiting on SI output is based on theories, and Gile's Effort Model. She pinpoints where and why the tactic is employed through experiment, and analyzes if its use is indeed necessary.(ZX)

Wang, Pei. 2008. *Comparison of two models of consecutive interpreting* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(jiao ti chuan yi zhong liang zhong fan yi mo shi de bi jiao)

**Abstract:* Wang compares two models used in consecutive interpreting (CI), analyzing the differences and drawing some lessons for future practice.

She begins with a brief introduction to CI, in particular to its long and short modes. She then uses Gile's Effort Model to the constraints on interpreters' available energies and the importance of their appropriately allocating those energies to the various efforts. Working from this base she aims to identify the features and conditions for the use of short and long consecutive.

For the second part of her paper the author performed a small-scale experiment to compare interpreter performances in the two modes. Six interpreters were divided into two groups, one doing long CI, the other doing short. The two groups' performances were evaluated and analyzed both quantitatively and qualitatively.

Wang came to the conclusion that the long CI group outperformed the short group in terms of both accuracy and expression.(ZX)

Wang, Xiaojing. 2010. *Flexible sentence patterns in Chinese-to-English simultaneous interpreting* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(shi xi han ying tong sheng chuan yi zhong ying yu ju xing de ling huo shi yong)

**Abstract:* Wang's thesis explores, through theoretical, observational and experimental study, the need for producing flexible sentence patterns in C-E simultaneous interpreting (SI) with a view to inspiring student interpreters and helping them improve their performance.

She begins by describing the huge differences between Chinese and English and the problems they cause to interpreters. She then uses Gile's Effort Model to demonstrate how necessary and important it is to be able to construct flexible English sentence patterns when interpreting complex Chinese sentences, which typically involve a high density of information or numerous colloquial phrases. She uses examples to illustrate the difficulties this entails and some possible coping strategies. For her observational study Wang analyzed the performances of five student interpreters from GSTI, who were asked to interpret two passages of differing styles but the same speed. 16 sentences were selected from the two passages; the students were graded on their performance each one, for both use of flexible sentence patterns and general delivery. She found that the more flexible were the subjects in producing English sentences, the better they performed in terms of general delivery. There was no doubting that the more complex and difficult the Chinese sentences, the worse the interpreters performed. Wang concludes by proposing two methods for students to improve their handling of complex Chinese sentences and to enhance their flexibility in constructing English sentences.(ZX)

Wang, Yinqing. 2011. *English-to-Chinese simultaneous interpreting with original text but limited preparation time: impact and coping tactics* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(lin chang huo de fa yan gao dui ying han tong chuan zhi liang de ying xiang yu yi yuan ying dui ce lue)

**Abstract:* Wang's thesis explores, through theoretical and empirical studies, the impact of limited preparation time on performance in English-to-Chinese simultaneous interpreting (SI) with text, and corresponding coping tactics.

She begins by introducing some relevant theories including Gile's Effort Model, 'problem triggers' and 'failure sequences', and the theory of interpretational School represented by Lederer and Seleskovitch. She goes on to summarize the previous research findings on three related areas underperformance in SI with text caused by limited preparation time; the advantages of SI with text, and problem triggers in SI without text; the impact of limited preparation time on performance in SI with slides.

Wang conducted a two-fold empirical study

Her first goal was to demonstrate that accuracy and fluency are more likely to be compromised in SI with text but limited preparation time than in SI with text after sufficient preparation and in SI without text. After quantitative and qualitative analyses, she proposes three coping tactics: (1) Focus on numbers, proper names, quotations, and parallels in the limited time; (2) Properly adjust ear-voice span (EVS); and (3) Deverbalize sentence restructuring.

Wang's second aim was to examine the validity of the above-mentioned tactics. Her results demonstrated that, interpreters perform better when they employ tactics. In addition, interviews she conducted with interpreters indicated that knowledge and a detail-oriented approach to one's work are also important.(ZX)

Wang, Yuan. 2011. *A comparative study of simultaneous interpreting with transcripts and with slides* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(ying han dai gao tong chuan yu dai huan deng pian tong chuan de shi zheng dui bi yan jiu)

**Abstract:* Transcripts or slides are sometimes not made available to simultaneous interpreters until a conference begins. Given the limited time available to them for preparation, which of the two will most benefit their performance? Wang's thesis seeks to answer this question by means of an empirical study comparing the two.

She begins by reviewing previous studies on the subject Gile's Effort Model, problem triggers, failure sequences, and tactics.

For her empirical study conducted an experiment to compare the impact of transcripts and slides on interpreters' performance. Eight GTSI students majoring in simultaneous interpreting were asked to interpret a speech given by BIS expert on the global economy on May 28th, 2008. Half had transcripts, the other half slides.

Quantitative analysis of their interpretations showed that the transcript group had a much higher degree of accuracy than the other, but that the slide group fared better in terms of delivery.

Qualitative analysis showed that the transcript group handled high-density information, technical terms and the speaker's slips of the tongue better, while the slide group was better at handling English/Chinese structural differences.(ZX)

Wang, Yuanyuan. 2007. *Simultaneous interpreting on technical subjects: Impact of different levels of preparedness* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(zhun bei cheng du dui ji shu xing hui yi tong sheng chuan yi zhi liang de ying xiang)

**Abstract:* Using Gile's Comprehension Equation and Effort Models, Wang's thesis deals with how different levels of preparedness affect the quality of simultaneous interpreting (SI) on technical subjects. She seeks to demonstrate the importance of materials supplied for interpreters to prepare from in advance of a job, and to suggest countermeasures for when such materials are meager.

Wang identifies four types of preparatory material interpreters are supplied with, as follows: (A) Text of the whole speech; (B) Technical terms contained in the speech; (C) Outline of the speech; (D) Title of speech only. She designed an experiment to find out how the resulting levels of preparedness affect the quality of SI on technical subjects, using an English financial article as her material. The subjects were eight students of consecutive and simultaneous interpreting from the School of Interpreting and Translation at Beijing Foreign Studies University.

Wang drew three conclusions: firstly, preparation is crucial; secondly, each level of preparation has its strengths and weaknesses -- interpreters need to be fully aware of what the weaknesses are in order to compensate for them; thirdly, preparation is not a panacea -- regular on-the-job practice and accumulating a broad knowledge base are still the foundations of good SI performance.(ZX)

Wu, Kangping. 2006. *Understanding and communicating source-language meaning: the core principle of interpreting* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(li jie he chuan da yuan yu yi si: kou yi de he xin yuan ze)

**Abstract:* In her paper Wu delineates the guiding principles for the study of consecutive interpreting (CI) by distilling the essence of interpreting itself. Borrowing from Gile's Effort Models, she begins by talking about how important it is for interpreters to correctly allocate the limited energies available to them to the various efforts. By analyzing the content and form of language, Wu determines that

meaning is the bridge between source and target languages. Therefore the essence of interpreting is to understand source-language meaning and communicate it in the target; and because understanding meaning is so crucial to the process, CI interpreters should focus their energies on that particular effort. For her experiment Wu compared the interpretations of three groups of students who expended varying amounts of energy on note taking, Wu learned that more copious note-taking does not necessarily guarantee better interpreting. Rather, allocating more energy to understanding will produce better performance results, and a large percentage of problems that occur when too much energy is devoted to note-taking can be solved easily by diverting more attention to understanding meaning. This proves that understanding source-language meaning is the core task of interpreting and that it should take precedence in the allocation of energies. Finally, Wu shows that dedicating more energy to understanding will actually make the other efforts involved in CI easier. She concludes that beginners in CI should adhere to the essence of interpreting -- understanding and communicating source-language meaning -- and use this as their guiding core principle.(ZX)

Wu, Wei. 2010. *Text cohesion and coherence in English-to-Chinese simultaneous interpreting* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(yu pian xian jie yu lian guan zai ying zhong tong sheng chuan yi zhong de ying yong)

**Abstract:* Using Hu's theoretical framework of text cohesion and coherence, Wu's thesis examines, through empirical study, the impact of different types of cohesive ties on the quality of English-to-Chinese simultaneous interpreting (SI).

The author begins by reviewing the literature on relevant theories and how they are applied. Generally speaking, in the field of text cohesion and coherence there have been far more theoretical than empirical studies, most of them focusing on translation. Wu approaches the subject from the perspective of SI.

She goes on to outline the theoretical basis of her research. For her quantitative analysis she selected some interpreting transcripts to measure against established criteria for accuracy. She then subjected the transcripts to qualitative analysis understand the causes of similarities and differences they revealed. Her conclusion, based on the two analyses, was that cohesive ties can help interpreters better grasp not only a speaker's train of thought but the framework of an entire speech, and consequently raise the quality of their performances.

Cohesive ties are, however, by no means the only determinant of interpreting quality. Other factors such as interpreters' understanding wider context and knowledge of the topic under discussion all contribute to performance quality. Wu finishes by stressing that cohesive ties themselves can also influence an audience's perception of interpreting quality.(ZX)

Xiao, Jianke. 2011. *Coping with slow or rapid speech in E-C simultaneous interpreting* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(fa yan yu su dui ying han tong chuan de ying xiang ji ying dui ce lue)

**Abstract:* Xiao's paper explores, through theoretical and empirical studies, the impact of speed of delivery on performance in English-Chinese (E-C) simultaneous interpreting (SI) and corresponding coping tactics. It demonstrates that speed of delivery can trigger problems and affect interpreters' performance in various respects including interpreting speed, quality, de-verbalization, stress levels,

and accuracy rates. The corresponding tactics include segmentation, omission, summarization, and deverbilization; educating clients, adjusting EVS and accelerating interpreting speed can also be effective in dealing with fluctuating speed of delivery.

Xiao begins by introducing Gile's Effort Models and two important concepts namely problem triggers and failure sequences. She also reviews Seleskovitch's Interpretive Theory of Translation, which provides a theoretical basis for her empirical study, in particular its design and analytical methods. Improving on former research into the subject, Xiao carried out an empirical experiment in which, for the first time, the performances of interpreters working with varying speeds of delivery were compared vertically; subsequently, post-testing evaluation and peer review were used in conjunction to assess the impact of speed of delivery on performance quality.

The author's results led her to the following conclusions: (1) Changes in speed of delivery have no fundamental effect on the quantity of interpreted 'product'; (2) When speakers speed up, interpreters do not necessarily extend their EVS: those with short EVS maintain the same length, while those with longer ones tend to extend it; (3) Interpreters tend to accelerate their own delivery when a speaker's speed increases; (4) When speakers speak slowly, interpreting quality does not necessarily improve, while when speakers speed up, it suffers greatly; (5) The faster a speaker's delivery, the greater the pressure on the interpreter; (6) Speakers' speed has little bearing on interpreters' fluency; (7) The faster the speed of a speaker's delivery, the less deverbilization there is in the interpreting; and finally (8) Interpreting accuracy decreases when the speed of a speech increases.(ZX)

Xiao, Pu. 2011. *The influence of text, or lack of text, on the quality of English-to-Chinese simultaneous interpreting* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(ying han tong chuan zhong dai gao yu wu gao dui yi yu zhi liang de ying xiang)

**Abstract:* Xiao's thesis is a theoretical and empirical exploration of the influence of text -- or lack of text -- on the quality of English-to-Chinese simultaneous interpreting (SI). For the purposes of the paper, she considers SI with text in two aspects according to how long ahead of time the interpreter gets to receive the text.

Xiao begins by giving the basic definition, classification and significance of SI, as well as her reasons for choosing to focus on English-to-Chinese SI.

She then moves on to describe the theoretical framework for her paper, which is based on Gile's Effort Models (in particular the concept of problem triggers), and recommends solutions.

Next Xiao details the purpose, design and process of her empirical experiment. Two assessors separately graded the performances of six interpreters. Evaluation of the results showed that when supplied with text well in advance, the subjects scored 69.63% for accuracy; when supplied with it immediately beforehand, they scored 61.85%; without any text the score was 61.11%. (ZX)

Xing, Yingying. 2009. *CH-EN consecutive interpreting of poems in diplomacy: The sense-based theory* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(lun wai jiao chang he shi ge fan yi zhong shi yi li lun de ying yong)

**Abstract:* Consecutive interpreters face enormous problems when translating Chinese poems into English on diplomatic occasions. Xing believes that the Paris School's sense-based theory has much light to shed on the subject. In her paper she analyzes the features of such poems, and details the

School's triangular interpreting process and definition of 'sense'. Her aim is to study the implications of these theories on poem interpreting, and consequently provide some coping strategies for translation and interpreting students.

Xing begins by listing the general features of diplomatic interpreting, before going on to analyze the features of the poems cited by Premier Wen Jiabao at his press conferences. Next she introduces the Paris School's triangular interpreting process and elaborates on their definition of 'sense' by focusing on the meaning types of Bao Gang. After analyzing the features of the poems cited on diplomatic occasions and the sense-based theory, Xing provides some basic strategies for interpreters. She then moves on to an analysis of how seasoned interpreters from the Ministry of Foreign Affairs interpret poems to see whether and, if so, how much each strategy is used, and to what extent each meaning type (explicit information, sensibility information, culture information and style information) is interpreted. Xing's study shows that the poems cited on diplomatic occasions are predictable, i.e. the subjects are fixed and explicit. It is important for interpreters to get a panorama of the speech as well as its social background so that major blunders can be avoided. As the Chinese state interpreter's mission is to facilitate communication and present the country's policies to the world, he should focus mainly on the explicit information and sensibility information instead of the style information.(ZX)

Yan, Shanfeng. 2011. *Usefulness of texts and slides received immediately before a speech in English-Chinese simultaneous interpreting* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(lin chang huo de de yan jiang gao he huan deng pian dui ying han tong chuan yi wen zhi liang de ying xiang)

**Abstract:* It often happens that simultaneous interpreters do not receive the speaker's texts or slides before entering the booth, therefore they have to read them at the same time as interpreting simultaneously. The visual presence of the information reduces the interpreter's problems of analysis and memory but puts more pressure on their coordination efforts. Whether and to what extent visual information can improve the quality of an interpreter's performance is a subject worthy of study.

Based on a controlled experiment and the Interpreting Quality Assessment and the Effort Models theories, Yan's paper is a study of whether unprepared texts and slides received immediately before a speaker speaks can effectively improve the quality of simultaneous interpreting, with a view to providing guidance to interpreters as to the best strategy to adopt in such circumstances.

Yan's analysis of her experimental results shows that texts received immediately before a speech can effectively enhance interpreting quality and listener satisfaction, unlike slides which can, on the contrary, slightly reduce the accuracy and structural completeness of interpreting, though they may assist interpreters in producing detailed information.(ZX)

Yin, He. 2011. *The Effort Models and number processing in English* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(ying dao han tong sheng chuan yi zhong shu zi fan yi de jing li fen pei mo shi)

**Abstract:* Because they contain low levels of redundancy, are difficult to predict, and have high information content, numbers represent one of the numerous problem triggers interpreters can encounter in speeches. Balancing and coordinating the efforts of comprehension, short-term memory

and production (as described in Gile's Effort Models theory) could be hampered by numerical information.

An item of numerical information consists of four elements: unit, context, exact amount, and magnitude. In her paper Yin asks and seeks to answer the following questions: Which elements require the most processing capacity? What types of number cause the most problems in simultaneous interpreting? And how can interpreters respond to the challenges numbers present?

The author conducted a comparative study in which three groups of four interpreters each were asked to interpret the same English speech. For each number mentioned, Group A were given the context, and Group B were the exact amount; Group C (the control) were given no 'prompts' at all.

Quantitative and qualitative analysis of the resulting interpretations revealed that numbers representing ratio or proportion (e.g. percentages) were more problematic and called for more effort than other types. And that when translating large numbers into another system of magnitude, exact amounts demand more capacity.(ZX)

Yu, Li. 2009. *Understanding and note taking in EN-CH consecutive interpreting* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(lun ying han jiao chuan zhong de li jie yu bi ji)

**Abstract:* Yu's thesis explores, through theoretical and empirical studies, the relationships between understanding, note-taking and memory and their roles in EN-CN consecutive interpreting (CI), in particular the role understanding plays in improving interpreting quality; she also proposes ways for interpreters to improve their performance.

She begins with an analysis of note-taking in CI, then in her theory section draws on Gile's Effort Models and theories on memory to demonstrate that interpreters should pay more attention to understanding than to note-taking; she suggests tactics for achieving this.

Yu designed an empirical study to examine how a better understanding of source text affects CI quality. Eight second-year interpreting trainees from GSTI were asked to consecutively interpret a speech given by Hillary Clinton at a press conference. Criteria for evaluating their performances were established. Quantitative analysis showed that those who took a lot of notes (i.e. devoted most of their attention and energies to note-taking) did a worse job than those who took fewer (i.e. expended most of their attention and energies on analyzing and understanding the source text). Qualitative analysis confirmed Yu's theory that better understanding of source text at the note-taking stage can greatly improve interpreting quality. Qualitative analysis confirms that better understanding of the source text at the stage of note-taking can greatly improve the quality of interpreting.(ZX)

Yuan, Mu. 2007. *Impact of changes of theme-rheme structures on English-to-Chinese simultaneous interpreting* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(zhu shu wei jie gou de bian hua dui ying han tong sheng chuan yi de ying xiang)

**Abstract:* Yuan's thesis is an empirical study based on Theme/Rheme theory. The author conducted an experiment to examine the impact of changes of Theme/Rheme structures on English-to-Chinese simultaneous interpreting (SI). Six senior students from the Graduate School of Interpreting and Translation at BFSU were divided into two groups. Both groups interpreted a speech given by U.S. Secretary of State Condoleezza Rice at the 60th session of the U.N. General Assembly:

Group A had the speech verbatim; Group B had a version in which a few sentences had had their Themes altered. Their recorded interpretations were analyzed and compared to ascertain whether: (1) Theme indicated what direction the discourse was taking and so helped the interpreters keep track of the speaker's thoughts; and (2) the introduced changes of Theme/Rheme structure had affected their performance in terms of correctly interpreted translation units, accuracy and fluency. Statistical methods were also adopted to analyze the interpreters' performances, and the subjects were interviewed to investigate how the changes affected their perceptions of the text.

The results revealed that there were differences between the two groups' performances. Group A's interpreting was more accurate and fluent than that of Group B; statistical analysis demonstrated that scores of the interpreters in translating Themes have positive correlation with the accuracy and fluency of their rendering, ($r=0.756$, $P<0.1$) ($r=0.811$, $P<0.1$).

Yuan concludes that in English-to-Chinese SI interpreters should pay specific attention to the Theme of each message, which acts as the speaker's point of departure and reveals how he builds up the text. She also finds that if the Themes of a discourse progress in an inappropriate manner, the flow of information will be upset and interpreters' performances negatively influenced.(ZX)

Zhang, Haiyan. 2010. *The interpreter's role: visible or invisible?* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(kou yi yuan zi wo jiao se ren zhi yan jiu)

**Abstract:* Interpreters have been playing an important role in facilitating communication across cultures and languages since earliest times, but they have often been regarded as invisible. In recent years the field of interpreting studies has been paying more attention to the sociological aspects of interpreting and its practitioners.

Zhang's thesis is based on a survey designed to explore interpreters' perception of their role. She begins by introducing and questioning the traditional perceptions of the interpreter's 'invisible' role. This is followed by a brief historical overview of how the role of interpreter has evolved in Western countries and in China, and an introduction to current studies on the subject. Zhang then details how the survey was constructed: initial considerations, target population, content and reliability analysis. The survey results were analyzed according to four independent variables (gender, age, education, and interpreting experience) and one dependent variable (visibility).

Zhang's theoretical analysis revealed that interpreters regard their role as a visible one: they see themselves as a vital component in facilitating cross-language communication, transmitting affect as well as message, building up mutual trust and respect, and bridging cultural divides.(ZX)

Zhang, Jingjing. 2009. *Amplification in CH-EN consecutive interpreting: a cross-lingual difference perspective* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(cong han ying cha yi kan han ying jiao chuan de zeng yi ce lue)

**Abstract:* Zhang's thesis explores, through theoretical and empirical studies, the effect of amplification on the performance of CH-EN consecutive interpreters, and demonstrates that its use helps improve interpreting quality.

She starts by introducing cross-lingual differences, then leads into the concept of amplification, emphasizing how necessary [a tactic] it is, and detailing how it functions from the perspective of loose translation, before describing the various ways it can be used in CH-EN consecutive interpreting (CI). For her empirical study Zhang designed an experiment in which four second-year student interpreters from GSTI, each with one year's training in CI, were asked to consecutively interpret a speech on the financial meltdown and SMEs. Quantitative analysis of their interpretations revealed a considerable positive correlation between the use of amplification tactics and interpreter performance; qualitative analysis confirmed that amplification can ensure better communication.

Zhang concludes that interpreters should compensate for the differences between Chinese and English by using the tactic of amplification.(ZX)

Zhang, Lan. 2006. *A comparative study of numbers in partnered and partnerless SI* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(shi bi jiao du li tong chuan yu jie ban tong chuan chu li shu zi xin xi de zhun que xing)

**Abstract:* Zhang's thesis explores why numbers represent such a headache for simultaneous interpreters: are any of the various coping tactics effective? And are they easier to handle in partnered SI than in partnerless? She devised an experiment which employed quantitative and qualitative analysis, a questionnaire and recorded interviews to compare the accuracy levels of the aforementioned SI modes in conveying numbers and their contexts.

The aims of the experiment were:

1. To analyze the comparative difficulty of translating numbers and their contexts in partnered and partnerless SI and to analyze interpreters' performance in rendering different categories of numbers and information with a high density of numbers.
2. To investigate whether interpreters can improve their real-world performances based on the findings of this experiment.

The sample consisted of nine second-year students from the Graduate School of Translation and Interpreting at BFSU. One third interpreted a recorded speech without partners, a second group did so with partners (the third group). Their interpretations were recorded and transcribed. Each subject also filled out a questionnaire and was interviewed.

Zhang also evaluated the subjects' performances with three particular categories of numbers and with information dense in numbers

The results revealed that general information (numbers plus their context) was correct in 68.96% of cases in partnerless SI and 58.75% in partnered. Likewise, the number-rich information and three different categories were more accurately interpreted in partnerless SI. The questionnaires and interviews indicated that when dealing with information with a high density of numbers it is only when interpreters grasp the context that they can correctly convey the numbers. Under the same conditions interpreters can spare hardly any time to refer to their partners' notes. it is therefore advisable that partners to remind or correct the active interpreters orally if the method is properly applied.

Zhang proposes the following solutions to the conundrum of numbers

1. Interpreters should when numbers occur in speeches; it is better to generalize if there is no time to take notes.

2. In partnered SI the passive partners should ensure that their help is relevant and effective.
3. It is the skills and capacities of interpreters which make the difference, not their partners.(ZX)

Zhu, Lina. 2011. *On omission in EN-CH simultaneous interpreting for interviews* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(fang tan jie mu ying zhong tong sheng chuan yi zhong de sheng lue ce lue)

**Abstract:* This thesis focuses on the scenario-based impact of omission in the performance of English-to-Chinese simultaneous interpreters; scenarios include interviews and student tactics.

This central theme of this thesis is Gile's Effort Model. This work demonstrates the necessity of omission in simultaneous interpreting in light of Gile's approach. While omission is the current thesis' focus, it should not be without mention that equally employable facets of interpreting exist; namely, simplification and generalization.

Theoretical analysis will be followed by heuristics on the performance of six student interpreters of GSTI; materials of interest thereto include interviews of economist Clyde Prestowitz, as conducted by Wharton professor Stephen J. Kobrin. After quantitative and qualitative analyses, it becomes evident that omission is effective in improving the quality of interpreting.(ZX)

Zhu, Ling. 2010. *Deverbalisation in EN-CH simultaneous interpreting* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(ying han tong chuan zhong "tuo li yuan yu yu yan wai ke" li lun de yun yong)

**Abstract:* Interpretive theory, colloquially known as the *Paris School*, postulates a three-stage process in interpreting: (1) comprehension (2) deverbalization (3) expression. Deverbalisation, stage 2 specifically, refers to the interpreter decontextualizing linguistic forms of a source text, in the name of understanding a greater message, however implicit. Based on this theory, the thesis attempts to measure its application in English-Chinese simultaneous interpreting and its effect on the quality of interpreting.

An empirical study was established with this query in mind. Participants of the study consisted of eight trainees from the Graduate School of Translation and Interpreting, Beijing Foreign Studies University. Said participants' outputs, all of which recorded in and transcribed from MP3 format, were based on the simultaneous interpreting of an English speech. A quantitative look followed up which calculated the number of key message points in each respective interpreting output. The impact of deverbalization on translation quality is brought to the fore when anchoring comprehensive competence to employment of interpreting strategies. Based on the Kintsch and van Dijk model, three paragraphs are sampled to observe subjects' attempts to deverbalize including any and all consequences of which. The subjects are interviewed post-study and asked to answer four carefully designed questions to elicit relevant responses.

Ultimately, the study successfully illustrates the significance of deverbalization in English-Chinese simultaneous interpreting. Concluded is that effective and flexible application of deverbalization as a fundamental principle of interpreting can help improve delivery, accuracy and quality of interpreting.(ZX)

Zhu, Yaqin. 2011. *An analysis of learning anxiety among students of interpreting in China* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(zhong guo kou yi xue xi zhe xue xi jiao lv qing kuang yan jiu)

EDIT: (title works)

**Abstract:* An interpreter should actively apply his/her own knowledge of language and culture to process source-language information and quickly produce clear and standard-conforming target-language text. Learning the art and science of interpreting is as challenging as the work itself. Pressures that emerge in the process of learning may cause anxiety if not handled properly.

Anxiety is a manifestation of tension, discomfort and fear, amongst other response factors. Etymologically speaking, anxiety can be divided into state anxiety and trait anxiety. Its influences can be divided into facilitation and debilitation. Studies have shown that excessive anxiety impacts foreign-language study. In an effort to study anxiety amongst Chinese learners of interpreting, the authors designed a survey on *learning anxiety* and invited students of interpreting from Beijing, Shanghai, Wuhan, Changchun and Chengdu to take part.

Results showed that among “practice of interpreting”, “peer pressure”, “teachers and teaching style”, “family relations” and “pressure from the society”, the first two categories generated the highest levels of anxiety. Interesting for our purposes here is peer pressure traversing the area of interpreting competence; meaning in sum, learning anxiety among students of interpreting chiefly stems from the worry over their competence of interpreting. Results further show conversely that learning anxiety can vary among different groups of learners.

With attention and respect to the triggers of learning anxiety and aforementioned learner groups, teachers and students of interpreting alike should seek out the most appropriately tailored solution in assuaging anxiety; this, in turn, will improve learning efficiency and maintain both physical and mental health. (ZX)

Zi, Tao. 2011. *How cardinal numbers impose on the quality of Chinese-English simultaneous interpreting* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(han ying tong sheng chuan yi zhong shu zi dui yi wen zhi liang de ying xiang)

**Abstract:* Numerous problematic triggers exist throughout the process of Chinese-English simultaneous interpreting. The first aspect to suffer is the quality of interpreting and nothing stands more culpable than that of interpreting cardinal numbers.

This thesis consists of altogether six Chapters. In Chapter 1 the author introduces the key argument of the paper as well as its research significance. Chapter 2 briefly clarifies the fundamental theories of this paper. Chapter 3 focuses chiefly on cardinal numbers and Gile's Effort Model. Chapter 4 introduces an experiment designed to document and divulge the influences of numbers on the quality of interpreting. Chapter 5 houses both qualitative and quantitative analyses as pertaining to the aforesaid experiment. Chapter 6 summarizes the findings and addresses shortcomings.

The paper's central hypothesis is based on theories of Daniel Gile - to include Effort Model, Problem Trigger and Failure Sequence. The paper's background staged real-world conference conditions of Chinese-to-English SI; this setup was naturally controlled insofar as irrelevant variables were minimized and objectiveness maintained. During the experiment, the author played an original recording from a real-world conference; the performance of all subjects was then recorded in MP3-format and thereafter viewed by three judges. The author, lastly, carried out a detailed questionnaire to encapsulate any findings. Results of the experiment are as follows:

Cardinal numbers are one of the most pervasive problem-triggers in Chinese-English simultaneous interpreting. Numbers leave a markedly multi-leveled impression on *effort*, touching upon listening, analysis, short-term memory and speech production. Chief amongst causes are information gaps, flawed translations and failure sequences. The influences are, moreover, not limited to numbers-rich information in their sequentially bleeding over into any ensuing information, leading ultimately to failure sequences. Of note is also that the higher the density of numbers present, the higher the likelihood of capacity saturation and failure sequences.(ZX)

Zou, Guihu. 2007. *Characterizing the Role of Sermon Simultaneous Interpreters: A Multiparametric Model* (In Chinese) (Unpublished master's thesis). Beijing Foreign Studies University.

(ying yong duo can shu mo xing miao shu zheng dao tong chuan yi yuan jiao se)

**Abstract:* This thesis serves to capture and present the medium of sermons for simultaneous interpreters from four perspectives: user expectation, product-based role performance, interpreter perception and speaker expectation. This medium-defined role of interpreters will ultimately be scaled against the “invisibility/visibility” continuum.

Many traditional synonyms of the interpreter’s role prompt references to a “conduit” or “channel”, which in turn disingenuously allude to percepts of “invisibility” or “disengagement”. More recently, interpreting researchers have broken away from tradition and begun to question not only the present-day accuracy and relevance of such synonyms but too, any hitherto inalienable metaphorical characterizations resulting from which.

The studies spurred by such inquiries proposed hypotheses on the “visibility” of interpreters and illustrated their findings via models and tableaux. Few of those studies, however, evaluated their data from more than one perspective and critically failed to touch upon the medium of sermons in simultaneous interpreting. For our purposes here, these oversights render any findings and respective graphic representations prematurely insufficient.

With these shortcomings serving as impetus, this thesis defines the data presented within four parameters and a multifaceted methodology of questionnaire, interview and non-interference observation. Findings discussed are that the role of sermon-based simultaneous interpreters tends to cross-pollinate with our four target parameters in mind.(ZX)

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**Western MA theses since the year 2000
List compiled by XU Ziyun**

Ageenkov, Maxim, & Candaele, Michael. 2012. *Cognitive research for conference interpreters: Making the latest findings accessible and relevant to student interpreters* (Unpublished master's thesis). University of Geneva.

**Abstract:* Ce mémoire a pour objet d'étudier les contributions les plus récentes dans le domaine des sciences cognitives sur le sujet de l'attention et de la concentration. L'objectif des auteurs est de rendre plus accessibles des travaux qui sont susceptibles d'aider des étudiants en interprétation de conférence ou des interprètes actifs à mieux comprendre les mécanismes qui sous-tendent les fonctions cognitives pendant l'interprétation simultanée. Ces mécanismes sont encore trop souvent mal compris ou mal interprétés alors que pour les étudiants interprètes et les interprètes ils sont un des facteurs clés de leur réussite professionnelle. Les auteurs de cette contribution passent d'abord en revue les principales

théories relatives à l'interprétation, ensuite ils présentent les bases de l'approche cognitive. La mémoire et l'attention, des fonctions intégrales, sont analysées en détail en lien avec l'interprétation de conférence. (ZX)

Aldea, Bogdan. 2004. *The language of notes in consecutive interpreting* (Unpublished master's thesis). University of Geneva.

**Abstract:* This paper has been drawn up in response to interpreting students' questions concerning the choice of language for interpreters' notes. As such, after a brief survey of the basic principles governing note-taking in consecutive interpreting and drawing on the available literature, the study proceeds to isolate two selection criteria, one that favours the target language and thus simplifies the production stage while compelling the interpreter to properly analyse the source message rather than take mechanical notes, and another that favours the source language and thus provides for a more judicious allocation of resources. Finally, the study comments on the results of an experimental study that indicates a dominant preference of interpreters not for the source or the target language, but for their A-language, results that are compared with the statements of the author's own students. The general conclusion is that students must be presented with the advantages of all possible alternatives and allowed to choose according to the specific problems that they face in the various stages of their training. (ZX)

Alvar, Pablo & Tanzella, Duccio. 2011. *Interpreting at the european institutions: Interpretation ad personam* (Unpublished master's thesis). University of Geneva.

**Abstract:* This thesis was conceived to present a general view of the way interpretation is provided at the European Institutions, focusing particularly on a recently created service: Interpretation ad Personam. The paper explores the place of interpretation within European policies on multilingualism, including the challenges related to enlargement. Secondly, our work describes the interpreting services of the three main institutions: the European Parliament, the European Commission and the Court of Justice of the European Union, supported with recent data related to demand and languages. As students, we also paid considerable attention to employment, language profiles and training, with a section dedicated to the interpreting market. Finally, the chapter on IAP provides an interesting and comprehensive overview on this new individualised service, based on information collected by submitting a questionnaire to the EP. The aim here was to understand the way IAP is provided and what kind of impact it could have not only on interpretation at the EP, but also on employment policies and interpreters. (ZX)

Amos, Rhona & Gillet, Cecile. 2014. *Simultaneous interpreting and improvised ensemble playing: The role of anticipation* (Unpublished master's thesis). University of Geneva.

**Abstract:* This thesis compares cues which may be used for anticipation in simultaneous interpreting and improvised ensemble playing. Previous research by academics has found links between music and language. We have narrowed the focus to simultaneous interpreting and improvised ensemble playing because both disciplines involve listening to and producing sound simultaneously. The focus of the thesis is on the cues present in music and speech that could allow musicians and interpreters respectively to speed up the rate at which they process what they are hearing, and thus improve their performance. The cues used in the two disciplines are compared using the Harvard method. This thesis is an attempt to provide a theoretical framework on which to base further experimental research. The literature review regroups cues that may be used for anticipation in simultaneous interpreting and cues that may be used for anticipation in improvised ensemble playing. The subsequent practical analysis of two sample corpora shows that in both music and speech, the cues we identify are both interconnected

and complementary. Furthermore, it shows that some cues may be more useful than others, and that the relative importance of the different anticipation cues is similar in both disciplines. The view that similar cues may be used in both tasks is thus substantiated. (ZX)

Angerer, Barbara & Favret, Cristina. 2011. *Analisi comparata della domanda di servizi d'interpretariato a livello istituzionale nelle regioni a statuto autonomo friuli-venezia giulia e trentino-alto adige/südtirol* (In French) (Unpublished master's thesis). University of Geneva.

**Abstract:* Le présent travail de recherche vise à mettre en lumière la demande de services d'interprétation de la part des principales institutions publiques et semi-publiques dans deux régions italiennes à statut autonome : le Frioul-Vénétie Julienne (FVG) et le Trentin-Haut Adige/Südtirol (TAA). Ces régions, situées aux frontières nord de l'Italie, jouissent d'une large autonomie territoriale, largement due à la présence de minorités ethnolinguistiques sur leur territoire. Elles entretiennent des contacts réguliers avec les pays voisins, notamment l'Autriche et la Slovénie. Après une présentation des deux régions du point de vue historique, juridique et sociolinguistique, nous avons discuté la demande hypothétique de différentes institutions analysées, divisées en quatre macro-catégories : organes politiques, organisations/programmes transfrontaliers, institutions économiques et établissements de recherche. A travers un questionnaire, la demande réelle a été vérifiée. L'analyse empirique des données de 17 institutions du FVG et 14 institutions du TAA a permis d'analyser la demande d'interprétation sous différents aspects, notamment la demande pour les minorités locales et pour les contacts transfrontaliers, la quantité approximative de journées de travail en 2010, les principales langues demandées et les conditions générales de travail. Ainsi, le présent travail donne un aperçu, bien que partiel, du marché de l'interprétation dans les régions analysées. (ZX)

Arumi, Marta, Dogan, Aymil & Mora Rubio, Begonya. 2006. *Metacognition in interpreting: Tools towards self-regulation* (Unpublished master's thesis). University of Geneva.

**Abstract:* This seminar paper aims to study the use of metacognition in interpreting training and introduce some metacognitive tools that may facilitate interpreting teaching and learning, promote learner autonomy and enhance the quality of education. The first part introduces the concept and gives an overview of previous studies on metacognition. Some examples of metacognitive tools that can be used in interpreting training are provided: teacher feedback, tutorials, self-assessment sheets, peer feedback, journals and portfolios. The second part of the paper presents concrete examples of how three of these tools (namely self-assessment sheets, portfolios and journals) have been developed and applied by three teachers in three different universities and draws conclusions in the light of the contribution these tools made to interpreting learning. Finally the paper briefly discusses the potential benefits of these tools in a virtual learning environment. (ZX)

Babayeva, Lyeyla, Hamilton, Sandra, Matesic, Sanja & Tockner Glova, Dijana. 2008. *Directionality in interpreter training: Towards a differentiated approach* (Unpublished master's thesis). University of Geneva.

**Abstract:* The interpreting profession is currently faced with a dynamic context of constant changes and new market demands as a result of political developments (such as EU enlargement and the emergence of the newly independent European states) and revised attitudes toward interpreter training, particularly interpreting into the B language. Although AIIC (The International Association of Conference Interpreters) and traditional schools of thought - especially in Western Europe - had for a long time held that interpreters should only interpret into their mother tongue, the changing market situation is making interpreting into B more of a requirement, if not a necessity. Interpreting schools need to take account of the current market situation in the design and delivery of their training programmes. This study sets out to determine whether there is a difference in approach to teaching

interpreting into the B language as opposed to training into the A language. In other words, the aim was to find out whether trainers employ different methods as a function of directionality. No prescriptions for trainers are provided; rather, an attempt has been made to present the current situation as it stands as the authors believe that this is a largely unexplored field that is worthy of being targeted for further more in-depth research. (ZX)

Balciunalte, Ieva. 2008. *Strategies of conference interpreting* (Unpublished master's thesis). Vytautas Magnus University.

**Abstract:* The present thesis aims at investigating the situation of conference interpreting in Lithuania, focusing on the interpreting strategies, used by interpreters-practitioners. The thesis consists of two parts, theoretical and practical, after which conclusions and recommendations are presented. In the theoretical part interpreting studies and the phenomenon of simultaneous interpreting as an example of conference interpreting are introduced and analyzed. First of all, the thesis presents the concept of interpreting. Later on, the overview of interpreting studies is introduced with regard to its interdisciplinarity and the major problems of research. Hereafter, simultaneous interpreting is analyzed from the point of view of its basic elements, in relation to the fact that their complicated interaction forces an interpreter to develop certain strategies to cope with the task of simultaneous interpreting, which, in addition, is influenced by a number of factors, such as the symmetry between the languages involved or the speech rate of the speaker. Subsequently, the strategies of conference interpreting are analyzed, presenting simultaneous interpreting as a goal-oriented activity and strategies as instruments to achieve the goal of producing quality interpretation. Hereupon, the anticipation as a universal strategy of conference interpreting is introduced and described. The practical part of the thesis consists of the descriptive analysis of the higher education institutions which provide programs for interpreter training and statistical analysis of the data obtained in a survey of conference interpreters practitioners working in Lithuania. Afterwards the results are presented, providing general information of conference interpreters in Lithuania, ways of their professional development, factors influencing interpreter's work and the frequency of strategies most widely used by Lithuanian conference interpreters. In the last part conclusions and recommendations are presented, emphasizing the need for more interpreter training programs and for reducing the gap between theory and practice in the field of conference interpreting in Lithuania. (ZX)

Baraldi, Sara & Guido, Elenora. 2010. *L'interprétation simultanée des films dans le cadre des festivals de cinéma* (In French) (Unpublished master's thesis). University of Geneva.

**Abstract:* Selon une des nombreuses définitions, l'interprétation est un service qui rend possible la communication dans un contexte multilingue. En tant que service, elle est soumise à des contrôles de qualité. De plus, il s'agit d'un domaine en pleine évolution grâce aux (et à cause des) évolutions technologiques, qui créent des nouveaux besoins et défis. Dans ce contexte, la question de l'évaluation de la qualité en interprétation a pris une importance croissante, à laquelle la question des coûts n'est pas indifférente. Ce mémoire a comme objectif de proposer un modèle de recherche pour évaluer la qualité dans un domaine spécifique : l'interprétation simultanée des films dans le cadre des festivals du cinéma. Etant donné la nature complexe et variée de cette typologie d'interprétation, notre modèle analysera d'un côté le point de vue du public et de l'autre celui des interprètes, afin de tenir compte des facteurs internes et externes qui peuvent influencer la qualité de l'interprétation. (ZX)

Behrens, Nina, Lin, Dorothy W. & Onishi, Hisayo. 2010. *Collaborative learning and interpreter training* (Unpublished master's thesis). University of Geneva.

**Abstract:* In this study, the authors examine the possibility of reconciling the two seemingly opposing

approaches of Instructionism and Constructivism in SI skill acquisition pedagogical training. The authors propose a Collaborative Learning integrated model that builds on the foundations of the Instructionist trainer-oriented approach which has proved its effectiveness in transferring declarative knowledge to learners. The proposed integrated model leverages the valuable elements of the Constructivist learner-centered approach that gives learners a voice in learning while allowing them to build on their individual strengths. The authors think an integrated model provides a balance between the approaches. Such balance is deemed to be suitable to respond to the global reality of the twenty first century. The Paper provides an overview of the various pillars and elements in SI learning and training process, a review of the historical development of SI training, and a look at the Kobe College OJT program that provides training in a real audience setting. The results suggest that the weaknesses of the Instructionist Approach can be remedied by the structured and thoughtful blending of the Instructionist and constructivist approaches in the Collaborative Learning environment. (ZX)

Bissiere-Whiting, Marie. 2010. *Intégration des interprètes dans le secrétariat des commissions techniques de la conférence internationale du travail* (In French) (Unpublished master's thesis). University of Geneva.

**Abstract:* Ce mémoire s'adresse en particulier aux interprètes et aux organisateurs de la Conférence internationale du Travail, et en général aux interprètes et organisateurs de toutes les réunions internationales. Il s'agit de vérifier que les interprètes ne sont pas indûment isolés des autres membres du Secrétariat de la Conférence, dans lesquels ils comptent notamment de nombreux collègues linguistes. Leur besoin d'information concernant les réunions dans lesquelles ils travaillent, avant et pendant l'événement, et leur nécessité de se procurer à l'avance les discours que les délégués lisent à toute vitesse amènent à se demander s'ils ne gagneraient pas à se rapprocher, dans une certaine mesure, des équipes de secrétariat. Un questionnaire, distribué aux interprètes affectés à la Commission pour la discussion récurrente sur l'emploi de la 99^e session de la Conférence internationale du Travail ainsi que la réalisation d'une expérience de prise en compte des interprètes par le secrétariat de la commission ont permis une analyse de la situation actuelle et l'élaboration sommaire de quelques propositions. (ZX)

Calamita, Ottavia. 2004. *Teaching simultaneous interpretation with text: Analysis of the learning process and syllabus design* (Unpublished master's thesis). University of Geneva.

**Abstract:* This study sets out to identify the difficulties that advanced students encounter when they perform simultaneous interpretation with the written text available in the booth and it is also aimed at designing a syllabus for a training course specific to this technique. Simultaneous interpretation with text (SIM T) is performed under different cognitive constraints and conditions if compared to sight translation and simultaneous interpretation. This study describes the learning process of a small group of subjects during a short intensive introductory course to SIM T by the analysis of their journals. Results show that trainees analyse their preparation strategies and face different difficulties in the booth. SIM T emerges as a complex technique with learning and teaching processes that need to be included in a comprehensive interpreter training programme and to be fixed in a structured syllabus. (ZX)

Cammoun, Radwha, Davies, Catherine, Ivanov, Konstantin & Naimushin, Boris. 2009. *Simultaneous interpretation with text* (Unpublished master's thesis). University of Geneva.

**Abstract:* This observational research paper devoted to Simultaneous Interpretation with Text (SI+T), a mode of interpreting which is becoming increasingly common in international meetings, studies the attitudes of practicing conference interpreters and their teachers with regard to (1) strategies used by

interpreters in dealing with text in SI, and (2) both the cognitive constraints and benefits of SI+T, paying special attention to possible variations of these attitudes depending on the moment at which interpreters receive the text: (1) long before (hours, days, weeks) - the 'ideal' scenario; (2) shortly before (15 to 30 minutes) - the 'normal' scenario; (3) just before (less than 15 minutes) - the 'rush' scenario; and (4) after the speaker has begun - the 'crisis' scenario. To this end, an email enquiry was conducted among various conference interpretation schools to study their approaches to the teaching of SI+T, four colleagues were interviewed in person and a special SI+T survey was run among interpreters working in a selection of different meetings. For the latter, survey constructs and their measurements for strategies and cognitive constraints and benefits in SI+T were developed and, on that basis, a questionnaire on SI+T was designed, piloted, refined and finally distributed among 100 interpreters, with 50 returned completed. The results of the survey are presented and analysed in tabular, graphic and narrative form. The conclusions of this research aim at providing a sound foundation for developing a well-structured SI+T module for advanced students of conference interpreting. (ZX)

Carrion Valencia, Paloma & Bismuth Niouky, Julie-Marie. 2011. *Derniers entraînements de simultanée avec texte* (In French) (Unpublished master's thesis). University of Geneva.

**Abstract:* Comme toute compétence, la simultanée avec texte s'apprend progressivement et *par la pratique*. Même si la traduction à vue est l'Exercice à pratiquer régulièrement dès que l'étudiant maîtrise la consécutive, un apprentissage *progressif de la simultanée avec texte est indispensable pour parvenir à préparer vite et bien le texte et aborder l'exercice sans peur et en confiance*. Le présent travail s'adresse *en particulier* aux étudiants en troisième semestre d'études en maîtrise universitaire en interprétation de conférence à l'ETI, à quelques semaines de leurs examens finaux. Il ne s'agit pas de dire *aux étudiants comment annoter ou repérer telle ou telle difficulté mais de proposer quatre exercices, assortis de commentaires, qui permettront aux étudiants de préparer en 20 minutes un texte lu de 15 minutes et d'aborder plus sereinement l'épreuve*. Ce travail s'inscrivant dans la préparation des examens de l'ETI, l'orateur lit l'intégralité du texte donné à l'étudiant 20 minutes avant l'examen. (ZX)

Clayburn, Peter. 2010. *Le module de pratique de la prise de notes de ruë et Ahuja Lacasa (2008) aide-t-il l'utilisateur ciblé à surmonter les difficultés que les auteurs abordent ?* (Unpublished master's thesis). University of Geneva.

**Abstract:* In their teaching module for consecutive note-taking, Ahuja Lacasa and Ruë (2008a) discuss four areas which pose difficulties for the student of conference interpreting. They then offer solutions to the specific problems commonly encountered and provide exercises through which to 'apply' them. A matched-pairs design was adopted to assess performance in consecutive note-taking before and after use of the module and compare it against a control group with no module exposure. Overall, the data lend support to the suggestion that the teaching module enhances the user's performance in the areas of difficulty it addresses. Variation across areas of difficulty was nonetheless considerable. Quantitative data were interpreted in light of qualitative data obtained through interviews and questionnaires. This led to questions and recommendations regarding the most effective means of using Ahuja Lacasa and Ruë's (2008a) material. It seems that students should stagger deliberate practice (Ericsson et al., 2003) in the areas of difficulty in question across initial consecutive training, though it is as yet unclear whether there is an optimal configuration applicable to all students. In general, deliberate practice with a view to implementing the solutions identified is of vital importance, and the teaching module could be expanded to deal with this more exhaustively, as well as to cover new areas of difficulty. Further research is necessary to confirm and hone such suggestions. (ZX)

Cotur, Bahar, Dailidenaite, Alina, De La Fuente, Maria, Demirakin, Isil & Mackeviciute, Olga. 2006. *Directionality and types and frequency of repairs in SI: A comparative study with two language pairs* (Unpublished master's thesis). University of Geneva.

**Abstract:* The aim of this paper is to look into repairs in simultaneous interpreting in relation to directionality. The authors tried to test some hypotheses in the light of the literature available and the findings of an experiment designed specifically for this purpose and carried out in Vilnius, Lithuania, and Istanbul, Turkey, with a total of eight students at two interpreting schools in the language pairs Lithuanian-English and Turkish-English. The authors have tried to find out whether directionality affects the types and frequency of repairs made by the interpreter, and whether the impact of directionality regarding repairs varies according to the language pair. Although it is difficult to extrapolate the results to the larger interpreting population, the authors have observed different repair patterns by direction and language. The most obvious results were that error repairs outnumbered by far any other type of repair in any direction; the number of stylistic repairs was significantly higher when working into the mother tongue; repairs were always more frequent when working into the A language; and the language pair influenced the type of repairs made. Some pedagogical implications have been drawn based on these findings. Further progress in this research field could be made by including speed as a variable, and comparing interpreting students with professional interpreters to see whether the more experienced use of strategies affects repairs. (ZX)

Crisp, Edward M. & Pantani, Francesca. 2012. *Multilingual financial reporting glossary for the conference interpreter* (Unpublished master's thesis). University of Geneva.

**Abstract:* This paper presents a multilingual financial glossary for the conference interpreter who is preparing to work in meetings whose agendas contain discussion of the financial reports of companies. The vocabulary used in three types of financial reports (balance sheets, cash flow statements, profit and loss--or income--statements) are presented in five languages (English, French, German, Italian and Spanish). There is also introductory and explanatory material for the uninitiated. Likewise, we discuss some extra linguistic and semantic field material, both in the form of explanations and glossaries. (ZX)

Delgado Luchner, Carmen. 2008. *Memory performance in consecutive interpretation* (Unpublished master's thesis). University of Geneva.

**Abstract:* The process of interpreting relies heavily on an adequate use of memory. The Present Study aims at looking into memory performance in consecutive interpretation without note-taking before and after the acquisition of a note-taking technique as well as into subjects' general memory performance. The Study is based on the question whether variations in general memory performance and consecutive memory performance can be observed between the beginning and end of subjects' first semester of the MA course at ETI. General memory skills were evaluated using the Wechsler Memory Scale (3rd Edition) and consecutive memory performance with a self-constructed testing instrument. The results indicate that student general memory skills increased considerably between the beginning and the end of their first semester of interpretation training. However, regarding their level of memory performance in consecutive without note-taking, no general tendency between the first and second testing series could be established. (ZX)

Dose, Stefanie. 2010. *Patterns of growing standardisation and interference in interpreted German discourse* (Unpublished master's thesis). University of South Africa.

**Abstract:* This study compares simultaneously interpreted German speech to non- interpreted German discourse in order to determine whether interpreted language is characterised by any of the laws that

have been found to feature in translated text, i.e. the law of growing standardisation and the law of interference. It is hypothesised that interpreters typically exaggerate German communicative norms, thereby producing manifestations of growing standardisation. In order to test this hypothesis, comparative and parallel analyses are carried out using corpora of interpreted and non-interpreted discourse. During the comparative phase, two types of interpreted German speech are each compared to non-interpreted language and to each other in order to determine how interpreted speech differs from non-interpreted discourse. During the parallel analysis, the interpreted German segments are compared to their source language counterparts with the aim of determining the reasons for the production of the patterns discovered during the first phase. The results indicate that interpreters do not produce patterns similar to those that characterise translated text: neither the law of growing standardisation nor the law of interference is manifest in the data. Instead, a different feature, namely an increased degree of generalisation, is discovered in the interpreters' output. This feature appears to be the result of the use of strategies that enable interpreters to deal with time, memory and linearity constraints inherent in SI. It can hence be confirmed that interpreted German differs from non-interpreted German discourse in certain respects. (ZX)

Doubalova, Jana, Lumbreras, Marta & Vianna, Branca. 2010. *Working into a "B" language* (Unpublished master's thesis). University of Geneva.

**Abstract:* This research paper focuses on simultaneous interpreting into a "B" language, a mode of interpreting which has become increasingly common in interpreting markets worldwide. We attempt to analyze the features of this mode of interpreting and to establish differences and similarities between cognitive processes of SI when working into an "A" language versus working into a "B" language. For this purpose, we describe and analyze the evolution of interpreting into a "B" language, features in bilingualism, differences and similarities between bilinguals and interpreters, cognitive process involved in simultaneous interpreting, advantages and disadvantages of interpreting into a "B" language and strategies for this specific mode of interpreting. The conclusions of this research have a two-fold aim: to provide a general perspective of what interpreting into a "B" language is and to offer material for teachers to be able to design exercises in light of the strategies they wish their students to hone when training for this mode of interpreting. (ZX)

Drummond, Jennifer & Motta, Manuel. 2005. *Continuing education certificate for interpreter trainers* (Unpublished master's thesis). University of Geneva.

**Abstract:* EVITA© (ETI Virtual Interpreter Training Archives) was launched in May 2005 and a 1-month pilot project was carried out with ETI interpreting students. It was designed as an e-complement to the regular face-to-face training groups that students attend with Assistant Trainers in an attempt to provide the students with more individualised feedback. EVITA© combines the following technological tools: a digital speech library and database, double track digital recording facility and a server to upload and download speeches/interpretations. Pedagogically speaking, this innovative e- project embodies the concepts of individualized feedback, self-evaluation, peer tutoring and interactive learning. Students fill out a personal on-line "journal" in which they set themselves objectives before embarking on an interpreting exercise. Assistant Trainers and peers provide constructive on-line feedback to the student performance as uploaded to the server and propose exercises to remedy problems. Feedback during and after the one-month trial phase as well as the overall response to the virtual archives has been resoundingly positive. The combination of verbal and electronic feedback has created an exciting synergy at the ETI where student profiling as an essential tool in ongoing student assessment and progress tracking represents the cornerstone of expertise development in interpreting. (ZX)

Du Toit, Ina-mari. 2010. *Educational interpreters and the Tomatis Method: A mixed methods study at the North-West University* (Unpublished master's thesis). North-West University.

**Abstract:* On the Potchefstroom Campus of the North-West University, where the predominant language of instruction is Afrikaans, non-Afrikaans speaking students are accommodated due to the use of interpreting services. Educational interpreting implies in-class simultaneous interpreting of Afrikaans lectures into English by trained under- and postgraduate students. The aim of this research was to determine the impact of the Tomatis Method, a method of sound stimulation, on educational interpreters and explore their experience of the Tomatis programme. The research set out to answer the following questions: (i) Will attendance of a Tomatis programme impact educational interpreters by: improving interpreting performance; enhancing attention, concentration and personality functioning; reducing negative mood states; and enhancing the positive mood state vigour? (ii) What will participants report about their experience during and after the Tomatis programme? To study the TM's effects on participants, quantitative and qualitative data were combined using a mixed methods triangulation design. After obtaining informed consent, participants were randomly assigned to an experimental (n = 9) and control group (n = 9). Participants comprised of nine male and nine female, under- and postgraduate students between the ages of 19 and 36. The experimental group attended 60 half-hour sessions, during which they listened to gradually filtered music, followed by a two-month break for integration of the sound stimuli and, finally, another 60 half-hour sessions of audio-vocal training. A panel of interpreting experts and a speech therapist evaluated both groups' interpreting performance (IPE) pre- and post-program. Both groups also completed assessments on personality (NEO PI-R) and concentration and memory (WAIS III) pre- and post programme, while the experimental participants additionally completed the Profile of Mood States (POMS) pre-, in- and post-programme. Three focus group discussions during the course of the Tomatis programme enabled participants to verbalize their experiences of the programme and how it impacted their interpreting process. Despite a bias in favour of the control group during the interpreting performance post-assessment, findings suggested that interpreters benefited from the Tomatis programme in several areas of interpreting and in regards to personal experiences. Regarding interpreting performance, a significant improvement concerning Interpreting Technique occurred in favour of the experimental group. This advance can be explained by participants' qualitative responses regarding improved interpreting efficiency, speech production and listening skills. Experimental participants' decreased Fatigue-Inertia; increased Extraversion, Activity and Vigour; and experiences of enhanced relaxation possibly contributed to improved interpreting performance. Moreover, the experimental group's positive feedback about the enriching effect of the Tomatis programme on their personal lives strengthened the value of the TM for individual growth and psychological well-being. The control group showed some enhancement in aspects of interpreting and sub-domains of personality, but only managed to outperform the experimental group on one subscale, namely Feelings, a facet of the domain Openness of the NEO-PI(R). Thus, it appears that the Tomatis programme had a significantly positive impact on interpreters' performance and that their experience of the interpreting process was enhanced during and after the programme. (ZX)

Esteve, Carmen & Chazal, Axelle. 2010. *Les études en interprétation de conférence à l'ETI : Avant, pendant et après.* (In French) (Unpublished master's thesis). University of Geneva.

**Abstract:* Ce mémoire est conçu comme un 'mini-guide' destiné à toute personne intéressée par les études en interprétation de conférence à l'ETI. Il s'adresse à deux types de public: les futurs étudiants d'une part et les étudiants et les nouveaux diplômés d'autre part. Pour les premiers, il s'agit de fournir des informations condensées au sujet de l'interprétation, de la profession d'interprète, de l'enseignement de l'interprétation et de tout ce qui concerne la maîtrise en interprétation de conférence de l'ETI ; pour les derniers, le mémoire offre des conseils pour le début de carrière et les résultats d'une enquête sur les perspectives d'emploi des diplômés de l'ETI. Le but de l'enquête est d'analyser le

parcours professionnel des anciens étudiants en interprétation de l'ETI afin d'offrir une vision globale des devenir des étudiants sur les vingt dernières années : combinaison linguistique, certificat complémentaire, examen d'accréditation, début de carrière, mode d'obtention des emplois, profils d'activité et description de la situation professionnelle. (ZX)

Fedorova, Alexandria & Del Castillo, Adrien. 2012. *Manuel de survie pour interprètes. L'Union Internationale des Télécommunications (UIT): Secteur des Radiocommunications (UIT-R)* (In French) (Unpublished master's thesis). University of Geneva.

**Abstract:* Pour tout interprète n'y ayant jamais travaillé, et peut-être encore plus pour ceux qui la connaissent, l'Union Internationale des Télécommunications peut représenter un véritable défi. À la difficulté inhérente aux sujets techniques dont elle est chargée s'ajoute en effet la complexité de ses structures. Or, bien que de nombreux documents soient disponibles sur cette institution, il est difficile de trouver une véritable synthèse, et aucune ne s'adresse aux interprètes en particulier. C'est ce que ce vade-mecum cherchera à fournir, afin de servir de boussole dans les méandres de l'UIT. Étant donné l'ampleur de l'organisation, de ses attributions, et du vocabulaire technique employé, nous avons choisi de concentrer nos efforts sur le Secteur des Radiocommunications (UIT-R). On trouvera donc ici une introduction générale à l'UIT, mais aussi et surtout une explication détaillée de la structure de l'UIT-R, de la procédure de travail, de ses textes, avec une attention particulière accordée aux difficultés de traduction qui peuvent se présenter. Les grands organes de décision de l'UIT-R seront abordés, et notamment la Conférence Mondiale des Radiocommunications (CMR/WRC), les Réunions de Préparation à la Conférence (RPC/CPM), leur mode de travail, ainsi que les textes adoptés dans chacune des instances. Une fois cette première difficulté levée, il s'agira de se pencher sur les sujets techniques concrets abordés à l'UIT-R, sans toutefois prétendre à l'exhaustivité qui rendrait ce travail peu maniable. Pour combler les lacunes que cette exigence pratique nous enjoindra de laisser, une série d'annexes seront fournis afin que chacun puisse compléter ses connaissances: entre autres, guide d'utilisation des ressources technologiques de l'union et index multilingue. (ZX)

Galindo Almohalla, Ramon. 2013. *Training conference interpreters in Spain: A comparative analysis* (Unpublished master's thesis). University of Geneva.

**Abstract:* The Training of interpreters, and in particular, the training of conference interpreters is a relatively recent practice. In Spain, where the training of interpreters started to be organized in the form of University degrees in the 1970's, there exist a wide variety of training programs, including masters and 4-year degrees. The training offered varies a great deal from one University to another, both in the content and in the structure. This thesis looks into the general situation of the training of interpreters in Spain and compares it to that of a network of conference interpreting training programs: the EMCI. The aim is to pinpoint the main differences among training programs in Spain to offer a wide overview of the situation and see whether some elements could be harmonized. (ZX)

Gurianova, Antonina. 2010. *Neutrality in conference interpreting: Influence of mode (simultaneous versus consecutive) on the neutrality of the interpreter* (Unpublished master's thesis). University of Geneva.

**Abstract:* In the paper I reflect upon the problem of neutrality in conference interpreting. It is argued that there can be limits to neutrality in conference interpreting, especially in face- to-face interactions (consecutive mode) where direct contact between the interpreter and the parties involved might encourage the interpreter to identify and side with one of the parties. In general, we see a parallel between the issue of neutrality in mediation on the one hand and in the field of interpreting on the other. Mediation is not necessarily a conflict-management process and can be simply aimed at the facilitation of understanding between the disputants. Conference interpreters thinking of themselves as neutral still have their own means of intervening in the interaction. Before proceeding with the analysis

of the consecutive and simultaneous modes in terms of possible threats to interpreters' neutrality, I discuss different definitions of the notion of neutrality itself. The main difficulty with the term 'neutrality' lies in the fact that there is no universal definition for it. For the purposes of my analysis I derived four criteria of neutrality on the basis of definitions of neutrality used in mediation and applied them to the context of conference interpreting. (ZX)

Haidar Ahmad, Cherine. 2011. *Journal de la première année d'un interprète à l'ONU* (In French) (Unpublished master's thesis). University of Geneva.

**Abstract:* Le présent mémoire se propose de suivre le parcours d'un interprète qui commence sa carrière à l'ONU à Genève. Il passe en revue une partie des difficultés rencontrées et des défis relevés durant la première année en poste permanent, en se penchant notamment sur trois organes principaux : le Conseil des droits de l'Homme, la Conférence du désarmement et la Conférence des Nations Unies sur le commerce et le développement. Il cherche à mieux connaître ces organes du point de vue de l'interprétation et à proposer quelques astuces pour surmonter les obstacles qui y sont liés tout en analysant les difficultés. Ce travail s'intéresse aussi aux aspects pratiques qui accompagnent le processus d'interprétation sans en faire, pour autant, partie intégrante. Il énonce quelques fondamentaux sur le savoir-vivre en cabine et expose quelques solutions concrètes à des problèmes quotidiens. Inspiré par une expérience personnelle et par les interrogations fréquentes des interprètes débutants sur la difficulté du travail d'interprète à l'ONU nous nous pencherons sur quelques étapes de ce parcours. (ZX)

Hammacher, Astrid & Tuccio, Chiara R. 2011. *Guidelines for recent graduates in conference interpreting* (Unpublished master's thesis). University of Geneva.

**Abstract:* While conference interpreting MA programmes such as the one provided at ETI may offer perfect conditions for students to acquire interpreting skills, graduates often leave school with a diploma but only limited knowledge about which steps to take next in order to start a career as conference interpreters. This paper is designed as a manual which shall help recent graduates to understand the practical and administrative implications of the profession they have chosen and thus complement the knowledge and skills they have acquired during the training programme. (ZX)

Herring, Rachel, Liao, Min-Hsui & Wintringham, Christine. 2012. *Teachers as learners: An enquiry into the needs of novice interpreter trainers* (Unpublished master's thesis). University of Geneva.

**Abstract:* Interpreting has been a field of plentiful research over the last decades and has established itself as a scientific discipline of its own. However, the role of the interpreter trainer in the process of conveying the skill has often been touched upon in an accessory manner. In order to close this gap, this study seeks to explore which skills and knowledge novice interpreter trainers are in need of at the beginning of their career. The study is methodologically conceived as a perception-based analysis of surveyed opinions amongst active trainers via an online survey. Many commonalities and a few areas of difference have been identified in the needs of conference and community interpreter trainers. The results point towards a lack of support for novice trainers by their institutions as they begin their teaching career. We have noted a strong emphasis on interpreting skills, pedagogy, and aspects of personality. Relatively low support for the importance of theory has also been explored. The findings indicate that, ideally, all interpreter trainers should have interpreting and teaching skills. Another subdomain-specific finding for conference interpreter trainers points towards the need for more training in pedagogy. (ZX)

Jiang, Hiang & Norvele, Ilze. 2007. *Skill transfer from CI to SI* (Unpublished master's thesis). University of Geneva.

**Abstract:* This paper discusses the transferability of skills between two forms of interpreting: consecutive and simultaneous. The research is informed by studies of expertise, and task analysis in particular. The authors use hierarchical task analysis as an analytical tool to break down the processes of CI and SI into sub-tasks as the basis for the comparison of skills and for exploring transferability. In the course of these analyses, the paper also calls into question the standard training sequence of starting from CI and progressing to SI. The research is a non-empirical investigation, which aims to lay the theoretical foundation for future studies in the field. (ZX)

Kherbiche, Leila. 2009. *Interprètes de l'ombre et du silence: Entre cris et chuchotements* (In French) (Unpublished master's thesis). University of Geneva.

**Abstract:* Ce travail vise, par le biais d'un rapport de mission, à rendre compte du travail quotidien des interprètes exerçant sur le terrain auprès du Comité international de la Croix-Rouge (CICR). Le contexte actuel, notamment en raison des nombreux scandales révélés par la presse concernant les enlèvements et les assassinats d'interprètes en Afghanistan et en Irak, commence à mettre en lumière un métier autant méconnu qu'exigeant, et parfois dangereux. La méconnaissance de ce métier est à l'origine d'une forme de dévalorisation et de problèmes de perception. Pourtant, qu'ils s'appellent linguistes, interprètes ou traducteurs, les agents de la communication multilingue constituent désormais un maillon incontournable dans la chaîne de l'aide humanitaire. Il conviendrait dès lors de leur assurer une formation minimale qui permette de garantir un service de qualité tout en leur donnant les moyens de faire connaître et respecter les principes du métier qu'ils exercent. Un interprète formé, et non pas engagé uniquement pour ses connaissances linguistiques, est un interprète qui est à même de véritablement faciliter la communication et d'aider l'institution pour laquelle il exerce à s'acquitter de son mandat dans le respect du droit. (ZX)

Landgraf, Françoise & Strasser, Fernanda. 2006. *Delivery skills in consecutive interpreting: Recommendations and best practices* (Unpublished master's thesis). University of Geneva.

**Abstract:* Interpreters working in consecutive mode must master a number of skills, amongst which: technical skills (discourse analysis, note-taking, etc.) and delivery skills (verbal communication – expression, voice and non verbal communication – body language, gestures) In an attempt to shed light on the challenges and potential solutions associated with the acquisition of delivery skills in consecutive interpreting, a pilot study (in the form of questionnaires, for the teachers, and interviews, with the students) was conducted at the Interpretation Department of ETI, Geneva, the findings of which led to the development of a series of pedagogical recommendations. The relevance of delivery skills was recognised by all, students and teachers alike. They did not seem to share the same opinion on what constituted the biggest challenge in learning CI skills, with students seeing technical skills as a major source of stress, eventually causing difficulties with the delivery, and teachers insisting on the importance of the student's personality and life experience, and psychosocial factors such as shyness or lack of confidence. Some of the recommendations address the broader context of teacher-student interaction by reminding teachers not to underestimate the psychological aspects of consecutive interpreting skills, by encouraging them to foster a climate of positive feedback and confidence and involving students in the choice of delivery-specific exercises, and by tailoring some exercises to individuals and their difficulties; others have to do with the timing and method of delivery skill training and suggest to start presentation-specific training before CI-specific training, provide regular delivery-specific training sessions and offer students regular comments focused on delivery. Additional recommendations delve into the choice of pedagogical tools and advice, such as the use of video recordings and tips about audience, voice, expression and non verbal communication. (ZX)

Natbieva, Natalia. 2010. *Les défis linguistiques auxquels font face les interprètes et les délégués russisants du CICR dans le domaine de la détention* (In French) (Unpublished master's thesis).

University of Geneva.

**Abstract:* L'objectif du mémoire est de présenter les spécificités linguistiques des contextes russophones pour les interprètes travaillant au sein du département Détention du Comité International de la Croix-Rouge (CICR), dans les pays de l'ex-URSS. Le passé commun de ces pays et leur développement ces dernières décennies rendent ces régions comparables en ce qui concerne le fonctionnement de leurs systèmes pénitentiaires et l'usage des styles de langue particuliers: le dialecte de prison et le jargon interne du personnel des lieux de détentions. Ces modes d'expression, peu connus en dehors des milieux spécifiés, créent des difficultés pour les interprètes dont le russe n'est pas la langue maternelle. (ZX)

N'Daw, Barbara. 2011. *La voix de l'interprète* (Unpublished master's thesis). University of Geneva.

**Abstract:* Le présent mémoire se propose d'explorer et de mieux connaître la voix de l'interprète. Il rappelle quelques fondamentaux sur la voix humaine et cherche à établir des ponts entre les différentes dimensions de la voix: physiologiques, psycho-sociales et communicationnelles. Ce travail s'intéresse notamment à la voix de l'interprète au cours de cet exercice. Inspiré par le besoin exprimé par des interprètes de conférence de travailler leur voix en vue d'améliorer leurs capacités d'expression et de communication, nous examinerons, par le biais d'une étude empirique, comment la voix de l'interprète, uniquement dans sa composante non-verbale, est perçue par les auditeurs d'une interprétation. (ZX)

Nekic, Emmanuel & Keller, Laura. 2013. *Zonal or word-to-word marking in the booth? How interpreters face the challenge of law meeting football in disciplinary proceedings at UEFA* (Unpublished master's thesis). University of Geneva.

**Abstract:* This MA thesis was written to give beginners in the interpreting profession some points of reference as to what they might have to deal with when working for UEFA disciplinary hearings. In our work we identify the theoretical framework within which interpreting in a sports setting takes place and review the literature on notions such as quality in interpreting. We also look for the sources and philosophies of law characterizing proceedings in UEFA's judicial bodies. We hypothesise that legal knowledge is critical and more important than football knowledge in order to perform well as an interpreter at UEFA disciplinary hearings. The answers given by the users, the interpreters and the Chief Interpreter provide a contrasted and comprehensive picture of users' expectations and the difficulties encountered by interpreters. The information gathered also sheds light on the way interpreters adjust their resources to the task. It furthermore gives insight into the working conditions and an evaluation of the interpreters' output. The reader will furthermore find some practical suggestions, a glossary and a list of abbreviations aimed at helping prospective UEFA interpreters. (ZX)

Noel, Pierre & Song, Stanley. 2006. *Sight translation as a tool to teach anticipation skills in simultaneous interpretation* (Unpublished master's thesis). University of Geneva.

**Abstract:* Sight translation (ST) has long been used in teaching simultaneous interpreting (SI). However, little research addresses what specific skills of ST can be transferred to SI, and how. As a pilot study based upon the assumption that ST and SI have some important features in common in skill development, this paper argues that ST can be used as a valuable tool in teaching anticipation skills in SI. To corroborate the value of ST to SI in anticipation, an empirical experiment, against and around which this pilot study is propped, was carried out in two locations: Sydney and New York with the participation of three groups of subjects: professional interpreters, simultaneous interpreting beginners and interpreting beginners. While the professional group was made of United Nations interpreters who performed ST from English into French, the two other groups were interpreting students from Macquarie University, Sydney, who performed from English into Chinese. The experiment consisted in comparing the ST renditions by those groups of two texts, excerpted from a speech by President Bush

on climate change. One text was given wholly to the subjects, while the second one was externally paced and fed to the subjects in a chunked way. While it appeared difficult to identify clear patterns of anticipation in this specific experiment, this paper offers an insight into a promising methodology allowing a) to observe anticipation in ST; and b) to design teaching tools helping to transfer anticipation skills from ST into SI.

Persaud, Maria. 2008. *Memory in consecutive interpreting: Gile's Efforts Model, exercises and implications for training* (Unpublished master's thesis). University of Geneva.

**Abstract:* Memory is an important component of both Consecutive and Simultaneous Interpreting. There are not many studies focusing on memory and consecutive interpreting, and as Gile's Efforts Model was devised specifically for interpreting this study aims at revisiting Gile's Efforts Model, reviewing the consecutive interpreting process and defining the tasks carried out during the process, their impact on memory and the necessary skills to perform them. The role of notes during the consecutive interpreting process and their repercussion on memory processes are also reviewed. The author also wished to study how the identification of skills could have a role to play in interpreter training and provide suggestions for memory training exercises applied to Consecutive Interpreting. The exercises are taken from the literature as well as from the author's pedagogical practice. Hence, it is important to note that such exercises are mere suggestions and should be empirically tested. (ZX)

Saliba, Nadia, Kircal, Gulsen Z. & Caglayansu Suer, Hande. 2012. *Toolkit for novice interpreter-trainers* (Unpublished master's thesis). University of Geneva.

**Abstract:* The starting point for developing this toolkit was the lack of a practical handbook which can prepare and guide interpreter-trainers in training future generations of interpreters. The authors feel this missing link both from their experience as professional active interpreters and their role as interpreter-trainers. Being an experienced professional interpreter plays an important role in this scenario, but it does not automatically grant the interpreter expertise in, or even familiarity with, relevant pedagogy and processes in order to train students or assess their progress. The toolkit starts with an insight into the theoretical background of pedagogy in interpreting which presents a discussion on the main elements within the interpreter training program's pedagogical framework. This discussion is linked to the importance for the novice-trainer to understand and be acquainted, not only with the content of the assigned course component, but also with the wider institutional setting and its pedagogical framework. However, the toolkit, above all, provides practical ideas and tools to guide the novice interpreter-trainer in approaching the teaching of course components in conference interpreting such as consecutive and simultaneous interpreting. Therefore, we accompany the introductory theoretical insight with practical recommendations on the teaching of consecutive and simultaneous interpreting within a hypothetical 1-year program. The toolkit provides suggestions for training exercises which are useful at the different stages in the process of skill acquisition. It includes tools and suggestions which aid the interpreter-trainer to prepare and plan adequately for training sessions and addresses the aspects of teaching resources, adequate feedback and assessment methods. In the appendices we present examples of material used by interpreter-trainers. The guidance and suggestions in the toolkit are not meant for specific language-pairs since it is meant as a kit suitable for all novice interpreter-trainers, regardless of the language-pair they work with. (ZX)

Saveliev, Pavel. 2013. *The development of interpreter training networks: The case of EMCI* (Unpublished master's thesis). University of Geneva.

**Abstract:* The aim of this thesis is to provide a historical overview of the European Masters in Conference Interpreting (EMCI) and to analyze prior collaboration attempts between the European Institutions and interpreting schools and faculties. The analysis will consider the Consortium's inner structure, its principles and functioning. Comparisons will be made with other academic harmonization

projects within the European Union and elsewhere. Particular emphasis will be given to Virtual Master Classes as an innovative means of teaching and providing remote feedback, and exchange programs among Partner Universities. Based on a consideration of past trends and current shifts towards more demanding linguistic combinations, the conclusion will evaluate how the Consortium and the profession may continue to evolve. (ZX)

Tanner, Adrian & Martinez Gomez, Nicolas. 2013. *L'OIT : Guide pour la préparation des interprètes à la CIT* (In French) (Unpublished master's thesis). University of Geneva.

**Abstract:* L'objectif de ce mémoire est de permettre aux interprètes travaillant pour la première fois pour l'Organisation internationale du Travail, ainsi qu'aux étudiants assistant à la Conférence internationale du Travail dans le cadre du MA en interprétation de conférence de la FTI de se familiariser avec le fonctionnement de l'OIT et de la CIT, afin de pouvoir travailler de manière efficace pour les uns et de tirer davantage profit de l'expérience pour les autres. Ce module d'apprentissage comporte deux parties principales : la première présente l'organisation, et la seconde permettra à l'interprète débutant de se préparer à la CIT et de découvrir la préparation des interprètes professionnels. Nous proposons non pas une analyse quantitative des différentes approches adoptées pour préparer la conférence, mais plutôt un choix dans lequel chacun pourra puiser ce qui lui semblera utile. En annexe est inclus un glossaire multilingue regroupant les termes spécialisés utilisés dans ce travail. (ZX)

Tortosa, David M. & Camacho, Elena P. 2010. *La situation actuelle des études en interprétation de conférence dans les pays hispanophones* (In French) (Unpublished master's thesis). University of Geneva.

**Abstract:* Ce mémoire s'adresse tout particulièrement aux futurs étudiants en interprétation possédant l'espagnol comme langue maternelle mais aussi à toute personne souhaitant mieux connaître la situation actuelle de l'enseignement de l'interprétation dans les pays hispanophones. Il s'agit de décrire le panorama actuel et d'analyser les plans d'études des formations en Interprétation en Espagne et dans plusieurs pays d'Amérique Latine. Les critères de formation de l'Association Internationale d'Interprètes de Conférence et du programme EMCI servent comme référence pour réaliser l'évaluation des formations. Afin d'aider les futurs étudiants avant d'entamer leur formation, suite à l'analyse, une série de recommandations sont apportées pour compléter l'étude. (ZX)

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DOCTORAL DISSERTATIONS

Motta, Manuela. 2013. *Evaluating a blended tutoring program for the acquisition of interpreting skills: implementing the theory of deliberate practice*. Doctoral dissertation, University of Geneva.

** As its title says, this dissertation is an assessment of the blended tutoring program set up at ETI, Geneva. An abstract in French can be read at <http://archive-ouverte.unige.ch/unige:33840>*

BOOKS

Ahrens, B., Michaela Albi-Mikasa & C. Sasse (eds). 2012. *Dolmetschqualität in Praxis, Lehre und Forschung. Festschrift für Sylvia Kalina*. Tübingen : Narr.

Abi-Mikasa, Michaela, Sabine Braun & Sylvia Kalina (eds). 2009. *Dimensionen der Zweitsprachenforschung / Dimensions of Second Language Research. Festschrift für Kurt Kohn*, Tübingen, Narr

... AND BEYOND CONFERENCE INTERPRETING

McKee, Rachel. (Victoria University of Wellington, New Zealand). 2014. Breaking news: Sign language interpreters on television during natural disasters. *Interpreting* 16:1. 107-130.

** A report on the conditions (and reactions from viewers, Deaf and Hearing) under which signed language interpreters were included in television broadcasts to communicate emergency-related information when disasters struck in Australia and New Zealand. Based on interviews with 2 New Zealand interpreters and one Australian interpreter. Not a scholarly paper, no theory or research, but an interesting, informative report, which gives food for thought.*

Pointurier-Pournin, Sophie. 2014. *L'interprétation en Langue des Signes Française: contraintes, tactiques, efforts*. (French Sign Language Interpreting: constraints, tactics, efforts). Doctoral dissertation, ESIT, Université Paris 3 - Sorbonne Nouvelle.

** In its empirical components, this doctoral dissertation investigates tactical behavior in French signed language interpreters working into FSL. It identifies and lists tactics used to cope with various difficulties on the basis of several naturalistic, semi-experimental and experimental corpora, in some cases with retrospection, with the addition of data from interviews and focus groups. It also offers an analysis of the effects of such tactics in terms of rendition accuracy, including errors and omissions in speech segments posterior to those that were translated with certain tactics which require time and probably considerable cognitive effort (the general theoretical framework used by Sophie Pointurier-Pournin is the Effort Model for simultaneous interpreting).*

In her review of the literature, Sophie Pointurier-Pournin shows how Interpretive Theory – ‘deverbalization’ in particular – has been misinterpreted by French signed language interpreters. She points out that most of the academic literature on signed language interpreting in France is about FSL linguistics, not about interpreting or the linguistic behavior of signed language interpreters as such.

The dissertation includes a historical review of signed language interpreting in France, an analysis of its present professional situation and a sociological analysis of the interpreters’ ‘interpreting philosophy’ which, for historical reasons, tends to be subordinated to views of the Deaf community. According to the author, this prompts them to adopt tactics which, as she demonstrates, are not necessarily very efficient in terms of complete rendition of the source speech content, especially when faced with lexical gaps, another sensitive topic in the French signed language interpreting context.

Another contribution of this dissertation, more conceptual in nature, is a fine-grained analysis of the relations between the interpreter and space, both conceptual and physical. Finally, the dissertation includes a suggested adaptation of the Effort Model of simultaneous interpreting to signed language interpreting. According to the author, this model is popular among francophone signed language interpreters, and other adaptations have been suggested in the literature. This reviewer (Gile) considers Sophie Pointurier-Pournin’s version the best so far.

As noted in the editorial of this issue of the Bulletin, Sophie Pointurier-Pournin is likely to encounter opposition within the community of French Sign Language Interpreters. But to a neutral bystander who admittedly is no expert in signed language interpreting, her evidence and views make sense, and this dissertation could turn out to be a milestone in research into French signed language

interpreting.

Sun, Sanjun & Gregory Shreve. 2014. Measuring translation difficulty: An empirical study. *Target* 26:1. 98-127.

** An important topic. The authors tried to see whether readability formulas of source texts could be used to predict the difficulty of translation of such texts. The study was done with 49 3rd year undergraduate students in translation/English and 53 1st year graduate students from Chinese universities. Fifteen short informational English texts were analyzed for readability by a specialized software program, and participants were asked to predict the translation difficulty of passages they read before translating them into Chinese. They also had to rate the difficulty after translation and provide some specific details. Three independent graders also rated each translation. Correlational analyses between readability and translation difficulty pointed to a weak link between the two. Similarly, associations between translation quality score and translation difficulty and between time-on-task and translation difficulty were weak. This reviewer has serious doubts about the methodology of the study, but believes there is merit in the underlying idea and thinks further exploration of the topic is desirable. (DG)*

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