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Conference Interpreting Research Information Network

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This Bulletin aims at contributing to the dissemination of information on conference interpreting research (CIR) and at providing useful information on CIR worldwide. It focuses on 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 copies of early issues no longer posted on the [CIRIN site](#), 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

A colleague recently asked me whether there possibly was bias in the *Bulletin* because of lack of access to some information and a relative abundance of other information. The answer is yes, of course. CIRIN has no funding (hence, no subscription to journals) or institutional support (it did have for a couple of years, at the very beginning, from ISIT, France, plus a onetime financial contribution from Gérard Ilg for which I was and still am very grateful). Most of its data are collected by the editor as he reads the literature to which he has access, personally. Valuable information is also contributed by colleagues, who are acknowledged in each issue of the *Bulletin*. While CIRIN attempts to offer maximum coverage and (gratefully) accepts data from colleagues if relevant to conference interpreting, it obviously cannot be comprehensive with respect to the literature and is necessarily biased because the editor has easier access to some parts of the literature than to others. This fact seemed so obvious to me that I was surprised at the colleague's question, but since it did arise, I thought it might be a good idea to remind readers of how CIRIN collects data – and to remind them that contributions in the form of information about publications are most gratefully accepted.

Speaking of personal access, through personal contacts and when visiting and various countries, I occasionally discover bodies of work of which I was only dimly aware – or unaware. Raising the

awareness of *CIRIN Bulletin* readers of such work so that they can get in touch with colleagues and network with them may be one useful function of CIRIN.

In this issue, through lists of publications presented in their respective sections of the *Bulletin*, I should like to highlight the work done in three places:

In Germersheim, under the leadership of Dörte Andres and now Martina Behr, historical investigations on interpreting in Germany around World War II (see the books section) have been going on for some time and have resulted in interesting publications.

In Zürich, Michaela Albl-Mikasa has been investigating the impact of ELF (English as Lingua Franca) on interpreting. Albl-Mikasa is also interested in the role of intuition in interpreting, and offers an original angle to interpreting cognition theory, based on Sri Aurobindo's theories.

In Granada, besides the substantial work done by Ángela Collados Aís and her group on interpreting quality, widely reported in other issues of the *Bulletin*, there is also work by a group of psychologists (in particular Teresa Bajo) who have shown consistent interest in interpreting and translation over the years. In one section in this issue of the *Bulletin*, two recent papers are presented as an illustration of what psychology can tell us about the way interpreting may change our aptitudes for various tasks over the years, including, perhaps, more efficient processing of the content of texts.

And of course, thanks to the contribution of YU Dewei, this issue of the *Bulletin* offers readers the possibility of getting more insight into CIR in China.

A few months ago, I was asked to remove citations of MA/graduation theses from an article, presumably because MA/graduation theses were not citation-worthy in serious scholarly publications. Indeed, many of them are little more than exercises done by students on their way to doing research, with major weaknesses in their methodology and virtually no 'findings' to speak of. But many others are far more than that, and talented students under the guidance of conscientious supervisors can complete research projects which are rigorous enough in the design and implementation of the methods to make a genuine contribution to the research community. If so, why do they not go on to publish a paper reporting what they have done and achieved for their graduation/MA thesis? Well, many are not interested in the extra work involved, especially because they enrolled in the training program in order to become interpreters (or translators), not academics. Other authors, who are teachers and have not necessarily been trained as researchers but need to publish nevertheless, sometimes write papers of lower scholarship level which are accepted by journal or collective volume editors nevertheless. So why set a rule that MA/graduation theses are not citable material?

Daniel Gile

RECENT PUBLICATIONS

ARTICLES

General

Albl-Mikasa, Michaela. (ZHAW Zurich Applied Sciences University) 2011. Das Integrative Potenzial des kognitiv-konstruktivistischen Forschungsparadigmas für die Translationswissenschaft. In W. Pöckl, I. Ohnheiser, P. Sandrini (Hrsg.), *Translation – Sprachvariation – Mehrsprachigkeit. Festschrift für Lew Zybatow*. Frankfurt am Main. 41–67.

- Abbl-Mikasa, Michaela.** 2012. Interpreting Quality in Times of English as a Lingua Franca (ELF) : New Variables and Requirements. In Zybatow, L. N., A. Petrova and M. Ustaszewski (eds-). *Translation Studies : Old and New Types of Translation in Theory and Practice*. Proceedings of the 1st international conference TRANSLATA. Translation and Interpreting Research : Yesterday ? Today ? Tomorrow ? May 12-14, 2011, Innsbruck. Lang : Frankfurt am Main. 267-273.
* *One of a series of papers on the same topic (see below). The empirical component of the author's work is mostly questionnaire and interview-based.*
- Abbl-Mikasa, Michaela.** 2013. ELF speakers' restricted power of expression. Implications for interpreters' processing. *Translation and Interpreting Studies* 8:2. 191-210.
- Abbl-Mikasa, Michaela.** 2013. Express-ability in ELF communication. *Journal of English as a Lingua Franca* 2 :1. 101-122.
- Abbl-Mikasa, Michaela.** 2013. Teaching Globish ? The need for an ELF pedagogy in interpreter training. *International Journal of Interpreter Education* 5:2. 3-16.
- Abbl-Mikasa, Michaela.** 2014. English as a lingua franca in international conferences. Current and future developments in interpreting studies. *Interpreting and Translation Studies (Korea)* 18:3.17-42.
- Abbl-Mikasa, Michaela.** 2014. Receptivism. An intertraditional approach to intuition in interpreter and translator competence. In: Zybatow, Lew; Ustaszewski, Michael (ed.). *Bausteine translatorischer Kompetenz oder Was macht Übersetzer und Dolmetscher zu Profis*. Innsbrucker Ringvorlesungen zur Translationswissenschaft VII. Forum Translationswissenschaft - Band 18. Frankfurt am Main: Peter Lang. 51-81.
* *An original paper which looks at the role of intuition as experienced by professional interpreters and which suggests receptivism as an integrative intertraditional approach to the relationship between cognition/rationality with a strong input from Sri Aurobindo's views of consciousness.*
- Andres, Dörte.** (Johannes Gutenberg University Mainz/Germersheim). 2015. Easy? Medium? Hard? The Importance of Text Selection in Interpreter Training. In Andres & Behr (eds). 103-124.
- Andres, Dörte, Sophia Boden & Claudia Fuchs** (Johannes Gutenberg University Mainz/Germersheim). 2015. The Sense and Senselessness of Preparatory Exercises for Simultaneous Interpreting. In Andres & Behr (eds). 59-73.
* *A discussion of exercises used to prepare students before they go into simultaneous interpreting proper (dual-task training, shadowing, Cloze exercises, interpreting fairy tales.*
- Baxter, Robert Neal.** 2014. (University of Vigo). Undergraduate Interpreter Training in the Spanish State: An Analytical Comparison. *Sendebär* 25 (2014). 219-246.
<http://revistaseug.ugr.es/index.php/sendebär/issue/>
* *A general overview of 23 undergraduate translation and interpreting courses in Spain, the author uses data from official sources and data collected through private communication with department and staff members to assess the extent to which such programs provide all-round basic interpreter training. Much statistical information.*
- Behr, Martina.** (Johannes Gutenberg University Mainz/Germersheim). 2015. How to Back the Students- Quality, Assessment & Feedback. In Andres & Behr (eds). 201-217.
- Camayd-Freixas, E.** 2005. A Revolution in Consecutive Interpretation: Digital Voice-Recorder-Assisted CI. *The ATA Chronicle* 34. 40-46.
- Chabasse, Catherine.** (Johannes Gutenberg University Mainz/Germersheim). 2015. Aptitude. In Andres & Behr (eds). 43-57.

** The author, who has been working on interpreting aptitude for several years, provides an overview and suggestions for aptitude testing in interpreter training programs and lists recent publications on the topic.*

Chabasse, Catherine & Maren Dingfelder Stone. (Johannes Gutenberg University Mainz/Germersheim). 2015. Capacity Management in Interpretation: Efforts, Directionality, and Language Pair Considerations. In Andres & Behr (eds). 73-102.

** A discussion based on Gile's Effort Models.*

Dingfelder Stone, Maren. (Johannes Gutenberg University Mainz/Germersheim). 2015. The Theory and Practice of Teaching Note-Taking. In Andres & Behr (eds). 145-169.

Dingfelder Stone, Maren. (Johannes Gutenberg University Mainz/Germersheim). 2015. (Self-) Study in Interpreting: Plea for a Third Pillar. In Andres & Behr (eds). 243-257.

** One of the papers in Andres & Behr's collective volume which contribute some innovation to traditional training approaches and methods. It focuses on the students' own contribution to their training, including the use of modern technology such as CAIT (Computer Assisted Interpreter Training) and MOPSI (Moodle Online Platform for Self-Study in Interpreting).*

DOĞAN, Aymil *, Marta ARUMI RIBAS, Begonya MORA-RUBIO** (* Hacettepe Univ, **UAB, ETI). 2009. Metacognitive Tools In Interpreting Training: A Pilot Study. *Edebiyat Fakültesi Dergisi / Journal of Faculty of Letters, Cilt 26 :1.* 69-84.

** Students' metacognition was investigated through a self-assessment checklist facilitating the data from the students' retrospective interviews, self-reports and academic literature, a portfolio with a tutorial preparation guide comprised of various support materials and a journal.*

The self-evaluation reports and feedback received from the students suggested that these tools were useful to both students and teachers.

Ferrari, M. 2002. Traditional vs. 'simultaneous consecutive'. *SCIC News* 29. 6-7.

Ferrari, M. and Hamidi, M. 2007. Simultaneous consecutive revisited. *SCIC News* 124.

Gomes, M. 2002. Digitally mastered consecutive. An interview with Michele Ferrari. *Lingua Franca* 5:6. 6-10.

Hamidi, M. & F. Pöchhacker. 2007. Simultaneous consecutive interpreting: a new technique put to the test. *Meta* 52:2. 276-289.

Kader, Stephanie & Sabine Seubert. (Johannes Gutenberg University Mainz/Germersheim). 2015. Anticipation, Segmentation... Stalling? How to Teach Interpreting Strategies. In Andres & Behr (eds). 125-144.

** On tactics (immediate short-term decisions, which the authors call "strategies") in interpreting and how to teach them.*

Kalina, Sylvia. (Cologne University of Applied Science, Heidelberg University). 2015. Interpreter Training and Interpreting Studies – Which is the Chicken and which is the Egg? In Andres & Behr (eds). 17-41.

** A particularly interesting overview of and reflection on interpreter training and the interaction between research/theory and training by veteran trainer Sylvia Kalina.*

Neff, Jacquy. (Johannes Gutenberg University Mainz/Germersheim). 2015. Professionalisation: A Systematic Didactic Approach. In Andres & Behr (eds). 219-241.

** This paper describes a newly introduced one-semester 'professionalisation course' with three*

sections: Knowing your Markets, Serving your Markets and How to Behave in Markets. A very interesting paper, albeit not a research report, which deals with practical issues of which students are made aware during the course, presumably at Johannes Gutenberg University Mainz at Gernersheim.

Orlando, Marc (Monash University). 2014. A study on the amenability of digital pen technology in a hybrid mode of interpreting: *Consec-simul with notes. Translation & Interpreting* 6:2. 39-54.

** A intriguing new study (and the most recent in the series) on the use of digital pen technology with a recording and faster/slower play-back functionality to help interpreters cope with memory and note-taking and do a "consecutive-simultaneous with notes".*

Orlando, Marc (Monash University). 2015. Implementing Digital Pen Technology in the Consecutive Interpreting Classroom. In Andres & Behr (eds). 171-199.

** A recent study on the topic of the Digital Pen Technology in the classroom, with an empirical study of responses to its use.*

Vivas, J. 2003. Simultaneous Consecutive: Report on the comparison session of June 11, 2003. *SCIC B4/JV D2003*. Brussels. European Commission, Joint Interpreting and Service.

WANG, Binhua & LI, Tai. 2014. An empirical study of pauses in Chinese-English simultaneous Interpreting. Department of Chinese and Bilingual Studies, The Hong Kong Polytechnic University, Hong Kong; School of Interpreting & Translation Studies, Guangdong University of Foreign Studies).

**This empirical study explores the characteristics of and motivations for pauses in Chinese-English (C-E) simultaneous interpreting (SI). The data were collected from a simultaneous interpreting task in which five expert interpreters and five trainee interpreters interpreted an authentic speech from Chinese into English. A bilingual corpus was built comprising transcripts of the speech and the interpretations and pauses were codified for analysis. Retrospective interviews were conducted to stimulate subjects' recall of their motivations for unnatural pauses in SI production. The major findings are: First, pauses are less frequent but longer in C-E simultaneous interpreting than in the original speech. Second, there is a hierarchical distribution of pauses corresponding to syntactic complexity, except that pauses inside phrases are disproportionately frequent. Third, major motivations for unnatural pauses in C-E simultaneous interpreting can be attributed to SI-specific strategies such as waiting, formulating and restructuring. Fourth, compared with trainees, expert interpreters have fewer and shorter pauses and their pauses tend to be more appropriate and occur mainly at major syntactic junctions. Although both groups share major motivations for unnatural pauses, expert interpreters have remarkably fewer pauses due to formulating, waiting, conceptualising and split attention but more pauses due to monitoring and adoption of strategies.*

Articles from China (information contributed by YU Dewei)

Chen, Liwen (College of Science and Technology, Ningbo University) & **Xiong, Qianli** (Shanghai University of Sports). 2014. A conceptual frame for subjectivity synergy in interpreting speech acts (in Chinese). In *Foreign Languages and Their Teaching*. 277:4. 75-80.

**Abstract: This paper aims at exploring a particular conceptual frame for subjectivity synergy in interpreting speech acts from the cognitive perspective of categorical space. Interpreting speech acts, as a way of thinking, involve dual operations from source effector to interpreter, and then to target receptor, representing the experience relevance between cognitive subjects from various categorical spaces. Based on an investigation into argumentative, introductory and associative interpreting genres, the paper argues that interpreting speech acts cover such subjective spaces as a source-effector-dominated one, and that interpreting cognitive processing depends on the on-line construction of a subjectivity synergy platform which works through role mutuality, emotion extension*

and intention recasting to promote the progress of illocutionary acts and realize corresponding pragmatic functions.

* Drawing on cognitive linguistics and previous interpreting research studies, this study is a general theoretical analysis of subjectivity synergy in interpreting speech acts. (YDW)

Gao, Bin (University of International Business and Economics). 2014. Opening dynamic studies on simultaneous interpreting: an interpretation of the cognitive-pragmatic approach (in Chinese). In *Foreign Language Research*. (5): 72-76.

* *Abstract: The cognitive-pragmatic approach of simultaneous interpreting (SI) studies reconciles conflicting theoretical viewpoints in interpreting studies, but its multidisciplinary and complexity have aroused controversial responses. Different from traditional interpretations, this paper adopts an interdisciplinary perspective to analyze Robin Setton's publications against the historical context of cognitive science development. By exploring the theoretical views, the paper identifies the opening of dynamic studies as the most important contribution to SI studies.*

*A very general theoretical analysis. Reviewing the history of and advances in cognitive science as well as Robin Setton's publications, this study examines the contributions by Setton in terms of his initiating dynamic studies in simultaneous interpreting. (YDW)

LI, Hongyu & HE, Gaoda (South China Agricultural University). 2014. On the strategies of interpreting Chinese idioms into English (in Chinese). In *Chinese Science and Technology Translators Journal*. (3): 20-22,19.

**Abstract: Taking Li Keqiang's press conference during the NPC and CPPCC sessions in 2014 as study subject, this article analyzes different cases of idiom interpretation, identifies several strategies appropriate for interpreting Chinese idioms into English and discusses three of them in detail. It argues that in choosing interpreting strategies, the differences that exist between different idiom types should well be taken into consideration so that the accurate meaning can be conveyed and the uniformity of language formality can be maintained on the basis of impromptu interpreting.*

*The study takes case study as its research strategy and focuses on the interpreting strategies involved in interpreting idioms from Chinese into English. (YDW)

LIU, Yuhong (Xi'an International Studies University), **LI Xiangdong** (Xi'an International Studies University) & **He LI** (Taiyuan University). 2014. A comparative study of two CI quality assessment methods in classroom setting (in Chinese). In *Foreign Language Education*. 35:5. 103-108.

**Abstract: This comparative study intends to explore whether discrepancies arise when the same group of students are assessed by the same raters with the same assessment criteria but different assessment methods – on-the-spot and video assessment. The results show that the change of assessment method does have an impact on the marks. Raters are obviously stricter with video method where accuracy is mostly influenced among the three assessment items. This study may provide teachers with substance to consider which of the two assessment methods is more suitable for interpreter education.*

* An empirical study on interpreting quality assessment. The study is based on the statistical analysis of the assessment of five student interpreters by three raters in two different modes of assessment: on-the-spot and video assessment. (YDW)

QIAN, Duoxiu & TANG, Lu (Beihang University). 2014. Reflections on teaching sight translation (Shiyi kecheng jiaoxue sikao) (in Chinese). In *Chinese Translators Journal*. (3): 53-56.

**The paper discusses the pedagogy of sight translation, with its focus on the introduction of the teaching model of sight translation practiced by the first writer in Beihang University (The title of the research paper provided above was translated by YDW, for the contributor was unable to get the original English translation).* YDW

WANG, Binhua (The Hong Kong Polytechnic University). 2014. The trend in which global

interpreting study has gone mirrored by Professor Miriam Shlesinger's academic research progress (in Chinese). In *Shanghai Journal of Translators*. (4): 60-63.

** This study approaches interpreting research by keeping track of the research output of the late researcher, Miriam Shlesinger. In the beginning, the study gives a profile of Shlesinger's life and career. The body of the paper examines Shlesinger's publications over the years, primarily in six areas: cognitive processing in simultaneous interpreting, interpreting product, corpus-based interpreting studies, community interpreting & sign language interpreting, interpreters' identity and status, and methodology in interpreting studies. On that basis, drawing on the interview with Shlesinger by Voinova, the author looks ahead to the prospects of interpreting research around the globe. (YDW)*

WANG, Jianhua (Renmin University of China). 2014. Multifactor evaluations on how interpretation learner's motive influences their performance (in Chinese). In *Foreign Language Research*. (3): 93-97.

**Abstract: The past researches show that the motive of SLA has significant influence on learner's performance. This study applies multifactor evaluation on how interpretation learner's motive influences their performance. Through diagnostic evaluation, process evaluation and conclusiveness evaluation with two rounds of questionnaire and experimental studies, valid data collection and processing were done. This research shows that integrative and instrumental motive both exercise positive effect on learner's performance, in which instrumental motive imposes more influence on learners than integrative motive does. This research provides better instructions on interpretation pedagogy and researches.*

** This is an empirical study that employs experiments as its main research strategy. The theoretical framework of the study is Gardner's motivational model and questionnaires are used as a primary tool for the collection of empirical data. (YDW)*

XU, Qingmei & LIU, Jin (Anhui Polytechnic University). 2014. A tentative evaluation of some major textbooks of sight translation and suggestions for improvement (in Chinese). In *Shanghai Journal of Translators*. (4): 55-59.

**Abstract: Research on the compilation of sight translation textbooks in China seems to have received little attention although four major textbooks have been published. Taking the uniqueness of sight translation into consideration, the paper offers some new analyses into these textbooks and points out their merits and demerits on the basis of the research already done by other scholars in this respect. The findings of the study may hopefully provide some food for thought in terms of a better scenario of how sight translation textbooks can be compiled and used in future.*

**Drawing its data from four sight translation textbooks published in China, the study analyzes the strengths and weaknesses of each book in the hope of exploring some more scientific compilation criteria from the pedagogical perspective. (YDW)*

ZHANG, Jinwei & ZHANG, Liyu (South-central University for Nationalities). 2014. The present teaching of English interpretation and countermeasures (in Chinese). In *Journal of Research on Education for Ethnic Minorities*. (3): 72-76.

** Abstract: Based on the present teaching of English interpretation at ethnic universities, this paper makes an analysis of the existing problems. It also points out that studies on teaching objectives, syllabus, basic education, textbooks with characteristics, curriculum, teaching methods and appraisal system should be enhanced in order to develop a new multidimensional reform model in teaching English interpretation at ethnic universities.*

**The study is a very general theoretical analysis. (YDW)*

ZHAO, Yanqiu (Fudan University). 2014. The study of Soviet-Russian translation theories in China: retrospect and prospect (in Chinese). In *Shanghai Journal of Translators*. (4): 16-23.

** Abstract: Based on the relevant Chinese scholarship of the Soviet-Russian translation theories, this paper reviews the history of the Chinese reception of the Soviet-Russian translation theories, analyzes*

its achievements and weaknesses and makes proposals for the future research in this field. There are four distinctive aspects in the Chinese scholarship, i.e., the translation and reception of twenty-two representative Soviet-Russian translation scholars, the concentration of the seven themes in the Soviet-Russian theories (units of translation, pragmatics of translation, equivalence, the debates between the artistic school and linguistic school, modes of translation, history of translation theories, relations between authors and translators), the exploration of four branches (linguistic school, artistic school, machine translation and interpretation) and the studies of the influence of the Soviet-Russian theories in China and other countries. However, in the Chinese scholarship, there are imbalance in the studies of different branches, blind spots in the Chinese reading of some theoretic themes and neglect of the development of the Soviet-Russian theories in the new century. This paper thus calls for more research on machine translation, interpretation, technical translation and further explorations of such significant themes as transformation in translation, evaluation of translation, criteria for translation, and relations between authors and translators and the influence of the Soviet-Russian theories in China. All of these will contribute to the rewriting of the history of the Soviet-Russian translation theories.

**A very general analysis of the Soviet-Russian translation theories and their reception in China. Among others, the paper examines Chinese attention to Soviet-Russian interpreting research, in particular, Ghelly V. Chernov's relevant researches. (YDW)*

ZHAO, Ying & YANG, Junfeng (Dalian University of Foreign Languages). 2014. The training model and strategies for sight interpretation (in Chinese). In *Foreign Languages in China*. (3): 53-58.

** Abstract: This paper is devoted to the analysis of the skills in sight interpretation in order to explore its training model and strategies. Sight interpretation serves as a preparation course for simultaneous interpretation; therefore, its training model should comply with the course features and lay foundations for simultaneous interpretation training. Based on the process of sight interpretation, the authors try to establish a training model with such steps as ("listening") "reading", "interpreting", and "delivering", and propose some corresponding strategies so as to benefit interpreter training.*

**The paper is a very general theoretical study. Taking Gile's Effort Model in sight translation as its theoretical foundation, the study explores a training model for sight translation, which consists of three major components: reading, interpreting, and delivering. On the basis of the training model proposed, some corresponding training strategies are put forward. (YDW)*

PSYCHOLOGICAL PUBLICATIONS RELATED TO CONFERENCE INTERPRETING

YUDES, Carolina, Pedro MACIZO, Teresa BAJO (University of Granada, Spain). 2013.

Coordinating comprehension and production in simultaneous interpreters: Evidence from the Articulatory Suppression Effect. *Bilingualism: Language and Cognition* 15 (2), 2012, 329-339.

** Undergraduate students, advanced students of interpreting and professional interpreters were asked to study lists of words and pseudo-words under normal study conditions (in silence), standard articulatory suppression condition while continuously producing the syllable "pa") and complex articulatory suppression condition (while continuously producing the words mesa, silla and sillón). They then had to write down as many items as they recalled from the list presented to them. Professional interpreters were the least affected in their recall by articulatory suppression, followed by advanced interpreting students, followed by undergraduate students. This is a typical psychological study which is not performed within an interpreting task and context, but which provides insight into the cognitive abilities interpreters probably acquire in the course of their training and practice. (TB, comment and summary by DG).*

YUDES, Carolina, Pedro MACIZO, Luis MORALES, Teresa BAJO (University of Granada,

Spain). 2013. Comprehension and error monitoring in simultaneous interpreters. *Applied Psycholinguistics* 34 : 1039-1057. doi:10.1017/S0142716412000112 (TB)

* *In the current study we explored lexical, syntactic, and semantic processes during text comprehension in English monolinguals and Spanish/English (first language/second language) bilinguals with different experience in interpreting (nontrained bilinguals, interpreting students and professional interpreters). The participants (English monolinguals, bilinguals with no training in interpreting, interpreting students and professional interpreters with a Spanish A) performed an error-detection task in which they read English texts and tried to identify lexical, syntactic, and semantic errors which were embedded in them. Global comprehension of the texts was assessed by means of a sentence verification task and open/ended questionnaire. The results showed that the interpreters detected more syntactic and semantic errors than monolinguals, nontrained bilinguals and interpreting students. They also had better global comprehension.*

Comment by DG : *This is a particularly interesting study which suggests that interpreters develop over time comprehension strategies which differ significantly from those of non-interpreters.*

M.A. AND GRADUATION THESES

Guggisberg, S. & F. Talirz. 2013. *Effects of ELF verbalization on interpreting performance. A small-scale corpus study.* Unpublished MA thesis. ZHAW Zurich University of Applied Sciences.

Flanderová, Kristýna. 2014. *Formální stránka simultánního tlumočení ve vztahu k tlumočnické praxi (The Interplay of Product Form and Experience in Simultaneous Interpreting: an Analysis of Theory and Practice Pertaining to English-Czech Material)* - in Czech. Director of the thesis: Mgr. Šárka Timarová, Ph.D. M.A. Thesis – September 2014, Institute of Translation Studies, Faculty of Arts, Charles University in Prague (IC)

Abstract:

This thesis addresses the issue of the interplay of product form changes and experience in simultaneous interpreting from English into Czech comparing students and graduates in Interpreting. The purpose of this study is to conduct a systematic overview of language form errors in simultaneous interpretation performed by interpreters on different stages of acquiring interpreting skills. The study is divided into two sections – theoretical and empirical. The theoretical section introduces the current state of knowledge and the findings of previous studies concerning product form changes on a language level in simultaneous interpreting. The present study is based on the assumption that growing experience and regular interpreting exercise improve interpreter's output form achieving thus a smooth and fluent interpreting performance without any language disfluencies unpleasant to the listener. The study also addresses listener's perception of the language form of interpreter's output with all of its potential infelicities.

The empirical section consists of an experiment which is divided into two parts. The first part aims at classifying and quantifying product form changes in simultaneous interpreting performed by three groups of interpreters – beginning students, advanced students and graduates in Interpreting. The second part comprises evaluation of selected interpretations from all the afore-mentioned groups by 30 listeners. Listeners fill in a questionnaire about their perception of the language quality of Czech and their overall impression of the interpreters' output; and compare individual interpreters' performances on a scale better/worse. The results of this study confirm that growing experience reduce the occurrence of language errors on all levels in interpreter's output. The proportion of language error types is dependent on the stage of interpreter's development. Listeners perceive as best the output of graduates in Interpreting whose performances have the lowest occurrence of language errors. The performances of beginning and advanced students are evaluated with similar marks, the relation between the number of errors and the overall mark is not clear in these two groups of interpreters. Listeners perceive as

worst the performances with high occurrence of speech disfluencies and syntactic errors, they mark better the interpretations with frequent lexical and morphological errors.

Hamidi, M. 2006. *Simultanes Konsektivdolmetschen. Ein experimenteller Vergleich im Sprachenpaar Französisch-Deutsch.* Graduation thesis, University of Vienna.

Hiebl, B. 2011. *Simultanes Konsektivdolmetschen mit dem Livescribe™ Echo™ Smartpen.* MA thesis, University of Vienna. <http://othes.univie.ac.at/14608>

Jandová, Pavla. 2014. *Barbara Moser-Mercer a její přínos pro vývoj teorie tlumočení (teoretická studie) – Barbara Moser-Mercer and her Contribution to the Development of Interpreting Studies (theoretical study)* – in Czech. Director of the thesis: Prof. PhDr. Ivana Čeňková, CSc. M.A. Thesis – September 2014, Institute of Translation Studies, Faculty of Arts, Charles University in Prague (IC)

Abstract:

This thesis is a descriptive theoretical study dealing with the work of the Interpreting Studies scholar, teacher and interpreter Barbara Moser-Mercer. This thesis analyses individual stages of her research and follows the development of her opinions and research interests. It looks into Moser-Mercer's dominant research areas – i.e. interpreting expertise, quality and interpreters' working conditions – and also introduces her model of interpreting and outlines its use in teaching. Furthermore, this thesis explores Moser-Mercer's teaching and interpreting projects and, last but not least, addresses her contribution to interdisciplinary cooperation.

Kavínová, Martina. 2014. *Převod zdvořilosti při tlumočení (Conveying Politeness in Interpreting)* – in Czech. Director of the thesis: PhDr. Zuzana Jettmarová. M.A. Thesis – September 2014, Institute of Translation Studies, Faculty of Arts, Charles University in Prague (IC)

Abstract:

While the linguistic concept of politeness has been thoroughly analyzed, the same does not apply to its interpreting. The present theoretical-empirical work describes the means for expressing politeness grouped by G. Leech's maxims of politeness. The empirical part analyzes recordings of simultaneous interpretation from media and European Parliament settings. This is a quantitative study and the outcome is the number of means for expressing politeness which the interpreters conveyed into Czech. On average and in all of the material 65,7 % of means for expressing politeness were conveyed into Czech in compliance with the maxims. The means analyzed are prosody, non-verbal communication, modality, personal reference, etc. An equivalent interpretation of means of politeness was deemed desirable. The thesis verifies the hypothesis whether the level of politeness significantly increased in comparison with the original speeches.

Mistryukova, Ekaterina. 2014. *Vývojové tendence v ruské teorii tlumočení na přelomu 20. a 21. století (Development trends in Russian interpreting theory at the turn of the 20th and 21st centuries)* – in Czech. Director of the thesis: Prof. PhDr. Ivana Čeňková. M.A. Thesis – September 2014, Institute of Translation Studies, Faculty of Arts, Charles University in Prague (IC)

Abstract:

The present Master's thesis Development trends in Russian interpreting theory at the turn of the 20th and 21st centuries is a theoretical study dedicated to the current situation in the interpreting theory in the Russian Federation. The aim of the thesis is firstly to analyze the information available on the development of the Russian interpreting theory within the international context, research being carried out by the current Russian authors, universities providing education in both conference consecutive and simultaneous interpreting, professional organizations associating highly-qualified translators and interpreters, professional journals, and the situation on the market in the field of interpreting, and secondly to draw a conclusion regarding the overall present situation, its probable reasons and assumed future development. Besides the introductory and conclusive chapters, the thesis is divided into

four parts. The first part describes the research resources of the Russian interpreting theory in the international interpreting studies context. The second part is focused on the main research fields of interest of the Russian authors in the initial formation phase of the interpreting theory as an independent scientific discipline. The object of the third part is a comparison of several significant Russian and Western interpreting models. The fourth part represents a critical view of the development trends in the Russian interpreting theory at the turn of the 20th and 21st centuries. Finally, the conclusive part is aimed at the assessment of the current situation of the Russian interpreting theory, its assumed reasons and potential changes to be expected.

Pejchalová, Milada. 2014. *Jesús Baigorri Jalón – profil, dílo, teorie* (Profile, work and theory of Jesús Baigorri Jalón) – in Czech. Director of the thesis: prof. PhDr. Jana Králová, CSc. M.A. Thesis – September 2014, Institute of Translation Studies, Faculty of Arts, Charles University in Prague (IC)

Abstract:

*The central focus of this Master's thesis was to provide a concise overview of the academic work of the contemporary Spanish interpreter and interpreting historian, **Jesús Baigorri Jalón**. We carried out an in-depth analysis of his work, accompanied by the critical reception of his two key publications. In the introductory part of our thesis, we focused on the author's methodology and placement in Spanish and Czech academic contexts. Then, we elaborated a comprehensive, chronological overview of the author's two main monographs and outlined the main topics discussed in Baigorri's studies. We also focused on the author's contribution to the translation and interpreting studies, his research methodology and its potential to serve as an inspiration to Czech researchers.*

Příbylová, Marie. 2014. *Zvládání stresu při simultánním tlumočení (teoreticko-empirická studie) - Stress Management in Conference Interpreting: An Analysis of Theory and Practice* – in Czech. Director of the thesis: Prof. PhDr. Ivana Čenková, CSc. M.A. Thesis – September 2014, Institute of Translation Studies, Faculty of Arts, Charles University in Prague (IC)

Abstract:

The present thesis focuses on stress management in conference interpreting. It explains the biological purpose of stress, stressors – aspects inducing a stress reaction, and the physiological, behavioral, emotional and cognitive symptoms and effects. Special attention is paid to occupational stress, namely in relation to interpreting, to the requirements on an interpreter's personality, and to stressors interpreters generally face. The thesis presents a detailed description of stress management- and coping styles, strategies and techniques. The empirical part explores the positive and negative expectations of interpreting students in the earliest stage of their studies in terms of stress, and aims at discovering whether students of interpreting as well as professional interpreters consider interpreting a stressful activity, whether they feel that stress management- and coping strategies and techniques should constitute an integral part of interpreter training, and whether this is or is not the case. The research concerned university institutes and departments of selected universities in the Czech Republic and abroad. On the basis of the outcomes of this research recommendations for practice concerning stress management, especially in terms of interpreter training, are outlined.

DOCTORAL DISSERTATIONS

Besides new dissertations, this list includes references of dissertations the published versions of which were already reported in previous issues of the Bulletin.

Ahrens, Barbara. 2003. *Prosodie beim Simultandolmetschen*. Doctoral dissertation. Johannes Gutenberg-Universität Mainz/FASK Germersheim. (DA)

* Published as a book in 2005 (see Bulletin n°37, December 2008)

Andres, Dörte. 2007. *Dolmetscher als literarische Figuren*. Post-doctoral habilitation dissertation. Johannes Gutenberg-Universität Mainz/FASK Germersheim. (DA)
* Published as a book in 2008 (see Bulletin n°36, June 2008).

Behr, Martina. 2012. *Aus dem Bauch heraus? Qualität im Simultandolmetschen aus kommunikationswissenschaftlicher und sozialpsychologischer Sicht*. Doctoral dissertation. Johannes Gutenberg-Universität Mainz/FASK Germersheim. (DA)

Chabasse, Catherine. 2008. *Gibt es eine Begabung für das Simultandolmetschen? Erstellung eines Dolmetscheignungstests mit Schwerpunkt Simultandolmetschen*. Doctoral dissertation. Johannes Gutenberg-Universität Mainz/FASK Germersheim. (DA)

KIM, Nam Hui. 2008. *Der Umgang mit deutschen Relativsätzen bei der Notation und beim Simultan und Konsekutivdolmetschen ins Koreanische – Eine Empirische Untersuchung*. Doctoral dissertation. Johannes Gutenberg-Universität Mainz/FASK Germersheim. (DA)

Liu, Meng. 2014. *Relationship between cognitive ability and consecutive interpreting competence: An empirical study based on MTI institutions in China* (in Chinese) (Unpublished doctoral dissertation). Shanghai International Studies University.

**Abstract: Study on the components of interpreting competence (IC) is rather a late start. Derived from the combination of foreign language aptitude study and on the components of translation competence, the interpreting competence includes a number of subcompetences in terms of their importance to IC, the various challenges of improving those subcompetences in interpreting training, and the correlation between cognitive ability (AC) and interpreting performance. Based on the literature review, this paper first proposes a model of IC. Then it explores the cognitive psychological basic of CA followed by four research questions to address areas that have not been discussed in literature: 1) What are the differences of those subcompetences in terms of their importance to I, and is CA itself an important component of IC? 2) What are the challenges of improving those subcompetences in interpreting training, and is CA difficult to improve? 3) Is the identification of CA variance in candidates helpful in interpreter selection? 4) Does CA variance have predictive value to the effect of consecutive interpreting study?*

The study took a combined use of quantitative methods and qualitative methods. To address the first two research questions, a questionnaire was employed. The research participants mainly included three groups of people who were of different degrees related to interpreting activities, namely professional interpreters, interpreting teachers and students of Master of Interpreting. A 5-point Likert scale was applied to the items of the questionnaire in order to quantitatively measure the attitudes of the above-mentioned three groups. To address the third research question, the date of Wisconsin Card Sorting Test (WCST) was administered to compare the CA variances of students of Master of Translation (MT) and students of Master of Interpreting (MI) among China's MTI institutions. To address the fourth research question, a consecutive interpreting (CI) test was designed, in line with the WCST test, to examine the relationship between CI and CA.

The study employed both probability sampling and non-probability sampling, and the representativeness of sample size and sample coverage was much higher than that of previous studies. The respondents of the questionnaire included 31 professional interpreters from three different agencies, 48 interpreting teachers from 20 universities in 15 provinces, and 140 MI students from 16 universities in 10 provinces. To compare the CA variances of MT and MI students, the WCST data of 71 MT students and 65 MI students from six classes of three universities were collected. To explore the correlation between CI and CA, 54 MI students from three universities took the CI test.

The results of the study were as follows. 1) Among the subcompetences of IC listed in the order of decreasing importance, viz., language competence, psychological endurance, cognitive ability,

practical ability, encyclopedic knowledge, interpreting skills, psychological endurance, professional ethics, communicative competence, cooperative ability, public speaking skills, and search-tool-use competence, cognitive ability was a fairly important one. 2) Among the subcompetences of IC listed in the order of decreasing difficulty in interpreting training, viz., psychological endurance, cognitive ability, practical ability, language competence, interpreting skills, physiological endurance, communicative competence, encyclopedic knowledge, public speaking skills, cooperative ability, search-tool-use ability and professional ethics, cognitive ability was fairly hard to improve. 3) CA variance is helpful in interpreter selection. The results showed that the CA levels of MI students in all three participating universities were significantly higher than those of the MT students, which proves that CA variance is helpful in distinguishing MI and MT students. 4) CA variance has predictive value in CI study. The results showed that the CA levels of MI students in three universities were positively correlated with their respective CI scores, which illustrates that those students with higher CA levels are more likely to make greater progress in CI training than those with lower CA levels and CA variance has predictive value in CI study.

The contributions of the study to interpreting theory and practice are manifested in three aspects. 1) The study, for the first time, differentiates the importance and improvement difficulty of twelve IC subcompetences in practice, and it helps improve the IC system, and makes the emphasis of interpreting teaching more clear and scientific, avoiding waste of resources and energy due to lack of understanding of the differences of those subcompetences. As a result, teaching efficacy will be improved. 2) The neuro-psychological basis of cognitive ability is explored from a cross-disciplinary perspective and the underpinnings of cognitive ability to IC are explained as well, which expands interpreting theory. 3) Cognitive ability is, for the first time, quantitatively measured by WCST, a psychological measurement tool and it is demonstrated that cognitive ability is positively correlated with interpreting study, thus providing a new perspective in the selection of potential interpreters.

* An informative doctoral thesis that investigates interpreting competence. (YDW)

Neff, Jacquy. 2006. *Deutsch als Konferenzsprache in der Europäischen Union*. Doctoral dissertation. Johannes Gutenberg-Universität Mainz/FASK Gernersheim. (DA)

* Published as a book in 2007, see Bulletin n°36, June 2008)

Signorelli, Teresa. 2008. *Working Memory in Simultaneous Interpreters*. Doctoral dissertation. City University of New York.

Zhang, Menglu. 2014. Teoría sobre el papel del intérprete en la interpretación de enlace y la investigación empírica en el contexto de interpretación español-chino y chino-español (Lianluo kouyi yiyuan juese lilun ji xihan hanxi kouyi yujing zhong de shizheng yanjiu) (*An empirical study on theory of liaison interpreter role as manifested in the context of Spanish-Chinese / Chinese-Spanish interpreting*). (in Chinese) (Unpublished doctoral dissertation). Beijing Foreign Studies University.

* (The title in English was translated by the contributor) An informative doctoral thesis that examines the liaison interpreter's role in Spanish-Chinese / Chinese-Spanish interpreting. (YDW)

ZHANG, Ning. 2006. *Grundfragen einer Didaktik des Dolmetschens im Sprachenpaar Deutsch-Chinesisch*. Doctoral dissertation. Johannes Gutenberg-Universität Mainz/FASK Gernersheim. (DA)

BOOKS

Most of the contributions listed here were published in Germany, and many refer to history, one of the focal points of research at Gernersheim under the leadership of Dörte Andres.

Andres, Dörte. 2008. *Dolmetscher als literarische Figuren – Von Identitätsverlust, Dilettantismus und Verrat*. Reihe: InterPartes, Vol 4. München: Martin Meidenbauer.

**The published version of her postdoctoral habilitation dissertation. See above.*

Andres, Dörte/Behr, Martina/Dingfelder Stone, Maren (Hrsg.). 2013. *Dolmetschmodelle - erfasst, erläutert, erweitert*. Frankfurt am Main: Peter Lang. (DA)

Andres, Dörte/Behr, Martina (Hrsg.). 2014. *Die Wahrheit, die reine Wahrheit und nichts als die Wahrheit. Erinnerungen der russischen Dolmetscherin Tatjana Stupnikova an den Nürnberger Prozess*. Berlin: Frank & Timme. (DA)

** A German translation (by translation students, who are duly given credit for their work by the editors) of the memoirs written in Russian by Tatjana Stupnikova, a very young interpreter who was sent to Nuremberg for the famous Nuremberg trials. A set of short notes of a few pages each, some about the author's feelings about the Soviet regime and the Nazi regime, some with anecdotes, some about people involved in the trials, little about interpreting per se.*

Andres, Dörte/Behr, Martina (Hrsg.). 2015. *To Know How to Suggest...Approaches to Teaching Conference Interpreting*. Berlin : Frank & Timme.

** A collective volume of 11 short papers on various aspects of interpreter training, published after CIUTI-sponsored training of trainers seminars held in Germersheim in 2012 and 2014. Much of the content is not new, but some is, and as an overview of ideas and existing research, the book is useful to trainers, especially as an incentive to give further thought and explore more extensively the ideas presented concisely in the book. Another advantage of this book published in English is that it gives international readers access to authors who work in Germany (most of them teach at Johannes Gutenberg University Mainz at Germersheim) and generally publish in German. See the reports on the various papers, by Kalina, Chabasse, Andres, Boden and Fuchs, Chabasse and Dingfelder Stone, Andres, Kader & Seubert, Dingfelder Stone, Orlando, Behr and Neff in the articles section.*

Behr, Martina. 2012. *Evaluation und Stimmung. Ein neuer Blick auf Qualität im (Simultan-)Dolmetschen*. Berlin: Frank & Timme. (DA)

** The published version of her doctoral dissertation. See above.*

Chabasse, Catherine. 2009. *Gibt es eine Begabung für das Simultandolmetschen? Erstellung eines Dolmetscheignungstests mit Schwerpunkt Simultandolmetschen*. Reihe: Beiträge zur Translationswissenschaft, Band 4. Berlin: Saxa Verlag. (DA)

** The published version of her doctoral dissertation. See above.*

Corpataux, Maïke/Behr, Martina. 2006. *Die Nürnberger Prozesse aus der Sicht der Dolmetscher Richard Sonnenfeld und Siegfried Ramler*. München: Martin Meidenbauer. (DA)

Haas, Nicole. 2011. *Dolmetschen am Ruanda-Tribunal*. München: Martin Meidenbauer. (DA)

KIM, Nam Hui. 2009. *Der Umgang mit deutschen Relativsätzen beim Dolmetschen ins Koreanische*. Reihe: Beiträge zur Translationswissenschaft, Band 5. Berlin: Saxa Verlag. (DA)

** The published version of her doctoral dissertation. See above.*

Neff, Jacquy. 2007. *Deutsch als Konferenzsprache in der Europäischen Union*. Hamburg: Verlag Dr. Kovac. (DA)

** The published version of his doctoral dissertation. See above.*

Niemann, Anja Jane. 2012. *Sprachstrukturelle Unterschiede und Strategien im Simultandolmetschen*. Frankfurt am Main: Peter Lang. (DA)

Werner, Kristina. 2014. *Zwischen Neutralität und Propaganda – Französisch-Dolmetscher im*

Nationalsozialismus. Berlin: Frank & Timme. (DA)

* *More than half of this short book on French-German interpreting in Nazi Germany (126 pages) presents an interesting analysis of German propaganda about France and the French and Hitler's political strategy. With respect to interpreting between German and French, there is interesting information about the interpreters' training, which consisted essentially in language enhancement and translation exercises.*

Winter, Miriam. 2012. *Das Dolmetscherwesen im Dritten Reich: Gleichschaltung und Indoktrinierung*. Frankfurt am Main: Peter Lang. (DA)

Wörrlein, Marion. 2007. *Der Simultandolmetschprozess*. München: Martin Meidenbauer. (DA)

ZHANG, Ning. 2010. *Grundfragen einer Didaktik des Dolmetschens im Sprachenpaar Deutsch-Chinesisch*. München: Iudicium (DA)

* *The published version of her doctoral dissertation on interpreter training in the German-Chinese combination. See above.*

Zwischenberger, Cornelia. 2013. *Qualität und Rollenbilder beim simultanen Konferenzdolmetschen*. Berlin: Frank & Timme. (DA)

... AND BEYOND CONFERENCE INTERPRETING

Dohnalová, Karolina. 2014. *Tlumočnické aktivity ve výuce cizích jazyků (Interpreting activities in Foreign Language Teaching)* - in Czech. Director of the thesis: Prof. PhDr. Jana Králová, CSc. M.A. Thesis – September 2014, Institute of Translation Studies, Faculty of Arts, Charles University in Prague (IC)

Abstract:

The thesis describes how has translation been used in foreign language teaching, which is closely associated with the attitude towards the use of a first language during a second language lesson. In particular, it focuses on translation exercises that use interpreting as the main objective, and pre-translation exercises that use individual skills needed during the interpreting process. The aim of the present work is to demonstrate that these methods can be useful in different types and levels of courses (interpreting as a method) and it does not have to be limited on the education of future interpreters (interpreting as the main objective). The practical part outlines the current situation in some institution in Prague which specialize in adult teaching.

Matějka, Václav. 2014. *Tlumočení po telefonu ve velké celosvětové firmě (Telephone Interpreting in a Large Global Company)* –in Czech. Director of the thesis: Prof. PhDr. Ivana Čeňková, CSc. M.A. Thesis – September 2014, Institute of Translation Studies, Faculty of Arts, Charles University in Prague (IC)

Summary:

Although telephone interpreting occurred for the first time as early as in the 1970s and has been on rise ever since, it still remains one of the under-researched areas in interpreting studies. Founded in 1973 in Australia and in 1981 in the USA, the first telephone language lines provided a free-of-charge service to facilitate communication between a growing number of immigrants in these countries and the majority population. Since that time, telephone interpreting has become a profitable business generating millions of dollars every year. It is vastly used in hospitals, public agencies, courts and private companies.

The present paper reports on the usage of telephone interpreting in a large corporation called Ariba. This company develops software applications streamlining the procurement process between sellers and buyers in the market. Telephone interpreting is often used in its Customer Support

department to interact with clients worldwide.

Analysing 73 authentic calls carried out between Ariba's agents and customers and interpreted by 51 interpreters, the author investigates various aspects of telephone interpreting. There are 33 English-French, 30 English-Spanish and 10 English-German calls. Based on available literature, 5 hypotheses pertaining to telephone interpreting are proposed and verified: the use of the 3rd person singular, audio quality, stability of connection, situational context and customer satisfaction.

As far as the 3rd person singular is concerned, the results confirm, in accordance to many scientific articles, that it tends to be used rather often by telephone interpreters. 35 % of them had resort to it at least once when interpreting. Its use, however, is not accidental as the analysis identified 5 purposes of why it is used: a) the interpreter repeats a certain passage; b) the interpreter has to step out of their role; c) the interpreter is not sure what the speaker is saying; d) the interpreter compresses verbiage due to unknown vocabulary; e) the interpreter needs to separate themselves from the speaker/listener. For the interpreter, the 3rd person singular is one of the ways to make up for the lack of visual contact and therefore should be considered as a legitimate strategy in telephone interpreting.

The second hypothesis investigated audio quality. It assessed how many calls were negatively impacted by poor audio and to what extent. Out of the 73 calls, only 4 % could not be undertaken due to echoes and "deaf" lines. A vast majority of calls enjoyed good audio quality. In rare cases, an echo was heard on the line and always originated on the customer's end. In one case only was the interference so substantial that the interpreter could not proceed in interpreting.

The third hypothesis focused on the stability of connection during the call. 16 % of calls dropped which is a rather considerable amount. The analysis pointed out 3 main reasons why calls get interrupted: a) unexpectedly due to technical issues, b) the customer gets confused while hearing his language mixed with English and hangs up, c) the interpreter deliberately hangs up because the interpreted subject matter is too difficult. Although this was done only by 3 interpreters out of the total of 51, such manners raise ethical concerns and open new questions on good conduct in telephone interpreting.

The fourth hypothesis investigated how telephone interpreters were affected by the absence of situational context and documentation provided up front. The analysis focused the lexicological aspect assessing how problematic IT and Ariba-specific terminology was to interpret. The analysis shows that 69 % of the calls were affected by the interpreter not being familiar with terminology which resulted in inaccuracies and shifts in meaning. However, in most cases the interpreters were able to cope with unfamiliar vocabulary by implementing various interpreting strategies: generalization, paraphrasing or omission. Most of them managed to render the general idea expressed leading to successful communication between the speaker and the listener. Only in a very few cases was the meaning not conveyed properly to the extent that it was not possible for the listener to understand what the speaker had said.

And finally the fifth hypothesis evaluated customer satisfaction, i.e. analysed agents' comments. Agents' satisfaction seems to fluctuate around 75 % in Ariba. Agents value when the interpreter is knowledgeable, supportive and fluent and they do not mind repeating or clarifying for them if needed. On the other hand, they dislike when any of the lines drop during the call, as well as when the interpreter is unprofessional, rude, too personal and not pro-active. Agents also do not appreciate when the interpreter deliberately hangs up without any notice when the customer on the line switches to English.

The study yielded some interesting results, especially as far as the role of telephone interpreters and their manners are concerned and therefore the author suggests that future studies concentrate more on them: more information is needed on how interpreters are recruited, what their background and education is and how they are supported in terms of continuous learning (trainings, courses, literature) by the telephone interpreting provider that employs them.

Nicodemus, Brenda, & Taylor, Marty M. 2014. Deaf and Hearing Interpreting Team Preparation: A Study Using Conversation Analysis. In Adam, R, C. Stone, S. D. Collins, & M. Metzger (Eds.) *International perspectives on deaf interpreters*. Washington, DC: Gallaudet University Press. 90-116.

**Abstract: Within the framework of conversation analysis, this chapter provides samples of features used by a Deaf interpreter and a hearing interpreter as they prepared to interpret a spoken English lecture. Results indicate that the interlocutors employed interactional units that have been previously identified in spoken language conversational structure. The pattern of interaction in this study fostered a collaborative team-building approach to the interpreters' work. For example, the interpreters provided ample time for communication, exhibited little overlap in turn taking, and created adjacency pairs that raised and resolved topics important to the successful co-creating of the interpretation. The data suggested that, throughout their conversation, the interpreters were able to achieve their designated course of action by conveying and responding to an underlying structural organization of talk in interaction.*

Papoušek, Vit. 2014. *Tlumočník jako mezikulturní mediator v česko-čínském dialogu (Interpreter as intercultural mediator in Czech-Chinese dialogue – in Czech*. Director of the thesis: PhDr. Zuzana Jettmarová. M.A. Thesis – September 2014, Institute of Translation Studies, Faculty of Arts, Charles University in Prague (IC)

Abstract:

The thesis analyzes the interpreter's role in overcoming the cultural barrier between Czechs and Chinese. It focuses on interaction in business settings. The topic has not yet been sufficiently explored, so the first part aims to give a comprehensive overview of relevant literature. First, the role of the interpreter in liaison interpreting is discussed, followed by a systematic comparison of the Czech and Chinese cultures. The overview covers a whole range of cultural differences that can potentially create a barrier in intercultural communication. The second part is a research in interpreter's strategies of overcoming that barrier. The data is acquired via interviews with experienced interpreters. Having analyzed this data, the thesis concludes with taxonomy of factors, which influence how active a role the interpreter plays in the interaction, and of activities that make up the role of an interpreter as intercultural mediator.

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