

# **THE CIRIN BULLETIN**

## **Conference Interpreting Research Information Network**

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

**BULLETIN n°51  
January 2016**

**Editor: Daniel Gile**

**Contributions were also received from:**

Anastasia Parianou (AP), Dörte Andres (DA), Rafael Barranco-Droege (RBD),  
Ivana Čeňková (IC), Dewei YU (YDW)

**Editorial address:**

**D. Gile, 18, rue Alexandre Guilmant, 92190 Meudon, France**

**e-mail: [daniel.gile@yahoo.com](mailto:daniel.gile@yahoo.com)**

**Web site: <http://www.cirinandgile.com>**

This Bulletin aims at contributing to the dissemination of information on conference interpreting research (CIR) and at providing useful information on CIR worldwide. It 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.

\* \* \*

### **EDITORIAL**

When the idea of CIRIN crystallized, in 1989, the network was meant to provide information to colleagues who had no access to it. Technological advances have made much of the information previously unavailable to a large part of the IS community far easier to access directly, and it is gratifying that colleagues, many of whom are central and busy personalities in their own branch of interpreting studies (see below), consider that it still deserves their support. Inter alia, it is gratifying to see that in the just published *Routledge Encyclopedia of Interpreting Studies*, editor Franz Pöchhacker chose to include an entry on CIRIN. I am as grateful as ever to those contributors who give their time and attention to the effort of sending information for inclusion in the *Bulletin*, thus greatly enhancing its value.

Welcome to Daniel Dejica, the new Node for Romania, whose personality and commitment to Translation Studies I have learned to appreciate over the years. And welcome to Jemina Napier, the new Node for the UK, a well-known personality in the world of research into signed language interpreting. Their support to CIRIN is particularly appreciated not only for their willingness to contribute in a field which is outside their main focus of interest, but also because it illustrates the fact that “opening up in research” has moved from a wish status to an actual trend status in IS and TS. Last November, I was fortunate enough to visit the University of Macau’s CSTIC (Center for Studies of Translation, Interpreting and Cognition) and found a group of PhD students who were working on the cognitive side of translation and interpreting process together under the leadership of LI Defeng, who is perhaps best

known for his work on translator training and on corpora in the context of TS. At Hong Kong Baptist University, where Minhua LIU was appointed recently, there is a kernel of researchers working together on conference interpreting and public service interpreting. Similar multi-disciplinary/multi-subdisciplinary teams are working in Copenhagen, in Forlì, in Germersheim, in Prague, to mention just a few examples. Cross-fertilization is seen through methodological advances and through new awareness of translation and interpreting dimensions outside the traditional foci of the respective branches or sub-branches. For instance, cognitive aspects of translation and interpreting are more salient and more widely investigated in translation research than in the past, and cultural and social aspects are more present in research into conference interpreting than in the past.

A not unrelated topic is the power of the human relations factor in TS and IS research. The weight of good teachers and good research supervisors is obvious whatever the discipline, but whereas the intellectual stimulation associated with the exploration of mathematical entities can suffice to sustain motivation for individual research, whereas the excitement sometimes associated with biological or clinical exploration for medical purposes or the more down-to-earth interest in finding physical, chemical or technological solutions to industrial or industry-related challenges can provide powerful incentives for research, in TS and IS, I find that human environment-related factors are particularly powerful. There are many examples. The most salient in my memory, perhaps because it is the most recent, is the ECIS group in Granada. Around Ángela Collados, a whole team has been working on interpreting quality and related issues for a number of years. The university of Granada is probably the largest 'producer' of completed doctoral dissertations in TS and IS over the past decade, the most recent being Rafael Barranco Droege's dissertation which was defended in December 2015 (listed and summarized briefly in the body of this issue of the *Bulletin*). I have not attempted to measure the strength and effect of the human warmth that can be felt within the ECIS group as a driver of research, but do believe it is a powerful driver, which helps greatly overcome economic and personal difficulties. If it is – something which could perhaps be investigated through correlational studies between group productivity and indicators of group atmosphere using psycho-sociological methods – this might have useful implications on institutional policy and in terms of student and faculty training and recruitment criteria, with priority given to supportive personalities and action as opposed to competition and individualism.

### ***Bulletin n°51 statistics***

This issue of the *Bulletin* lists 87 items on conference interpreting (and about 30 on other branches of interpreting and related topics). There are 38 journal articles, 25 of which (66%) report empirical research. There are also 25 articles from collective volumes, including 13 from encyclopedias, and three collective volumes and two monographs, both from Japan. There are 11 theses, at least 8 of which (73%) report empirical research, and 7 doctoral dissertations, at least 6 of which (86%) report empirical research as well – some uncertainty remains whenever the editor cannot read the texts himself and determine on the basis of abstracts and other information whether they report empirical studies or not. These numbers suggest that the trend already noticed in the past few years in the discipline, or at least in its conference interpreting branch, towards a prevalently empirical approach to research, is a solid one, in contrast to research into written translation, where process research tends to be empirical, but theoretical and other essays may have a larger share in the literature.

In this issue of the *Bulletin*, texts on quality are the most numerous (16 items), followed by training and cognition-related topics (14 items each). These three areas of investigation remain among the most popular in the CIR literature – as they have been for quite some time. Note 8 texts on history and 6 on interpreting tactics (referred to as 'strategies' by their authors). Also note 2 bibliometric texts, both from China.

With respect to countries, China is the largest contributor with 22 items (there are probably many theses and perhaps a few dissertations as well, to which we have not had access). It is followed by Germany and Spain, each with 10 texts, then by Austria with 8 texts (by two authors only), then by Korea

with 7 texts, and then by Switzerland with 6 texts. English remains the most frequently used language (in 44 texts), but Chinese is also very present, with 20 texts which can only be read by colleagues who know Chinese. There are 6 texts in German and 4 in Korean. Also note one text in Greek, a doctoral dissertation.

Of course, such statistics for a single *Bulletin* with a non-representative, small sample from the global population of CIR texts can only yield rough indications. In one of the next *Bulletins*, a descriptive statistical analysis of CIR texts in the CIRIN database for the years 2000 to 2015 will be offered to provide better indications of trends.

### **Noteworthy in *Bulletin* n°51**

This issue of the *Bulletin* reports on a number of interesting, noteworthy publications and studies, and it is difficult to pick out the most noteworthy even from the editor's subjective viewpoint. Here is an attempt;

1. The accumulation, over a very short period, of several 'handbook' or 'encyclopedia' type collective volumes. There may have been too many over the past few years, which can result in redundancy and a loss of impact, but when the contributors of such collections are well chosen and the editorial work is well done, they can be very informative and useful. In my view, **Roy and Napier's** *The Sign Language Interpreting Reader* is a particularly good example and a good opportunity for spoken language interpreters to gain some familiarity with the very interesting work that was done in research into signed language interpreting before the year 2000 (more recent literature is missing – this was the editors' choice), and so is **Pöchhacker's** *Routledge Encyclopedia of Interpreting Studies*, which was received too late to be fully reviewed, but which will be discussed further in the next *Bulletin*.

2. The paper by **LIN, DONG and CAI** (2015) is noteworthy as an example of institutional cooperation between psycholinguists and interpreter trainers at Guangdong University of Foreign Studies.

3. The on-going and ever-deepening exploration of quality perception by members of the ECIS group in Granada is also noteworthy as a lasting effort with some original initiatives (see the papers reported from **Zwischenberger and Behr's** collection).

4. The special issue of the Korean *The Translation Studies Journal* on Translator and Interpreter Training in East Asia, which gives colleagues who do not know Chinese, Japanese and Korean access to some work that is being done in East Asia.

Daniel Gile

## RECENT CIR PUBLICATIONS

### ARTICLES

From **Mikkelson, Holly & Renée Jourdenais** (eds.) 2015. *The Routledge Handbook of Interpreting*. London and New York: Routledge.

\* *A full review of this collective volume will be published in *Interpreting* 18:1(2016). The articles listed below were selected because they cover at least partly conference interpreting, but many also refer to other types of interpreting. This includes very interesting articles on signed language interpreting.*

**Baigorri-Jalón, Jesús.** (University of Salamanca). 2015. The history of the interpreting profession. In **Mikkelson & Jourdenais** (eds). 11-28.

\* *A historical overview of the profession from its beginning, covering various types of spoken language interpreting beyond conference interpreting.*

**Boéri, Julie.** (Pompeu Fabra, Barcelona). 2015. Key internal players in the development of the interpreting profession. In **Mikkelson & Jourdenais** (eds). 29-44.

\* *An interesting analysis, focusing in particular on AIIC with respect to conference interpreting and RID with respect to signed language interpreting.*

**García-Beyaert, Sofia.** 2015. Key external players in the development of the interpreting profession. In **Mikkelson & Jourdenais** (eds). 45-61.

\* *Another interesting analysis, of the cases of spoken language conference interpreting, signed language interpreting and court interpreting.*

**Pöchhacker, Franz.** 2015. Evolution of interpreting research. In **Mikkelson & Jourdenais** (eds). 62-76.

**Seeber, Kilian G.** (ETI Geneva). 2015. Simultaneous interpreting. In **Mikkelson & Jourdenais** (eds). 79-95.

**Russell, Debra & Kayoko Takeda.** 2015. Consecutive interpreting. In **Mikkelson & Jourdenais** (eds). 96-111.

**Chen, Wallace.** (MIIS, USA) 2015. Sight translation. In **Mikkelson & Jourdenais** (eds). 144-153.

**Diriker, Ebru.** (Boğaziçi Univ., Istanbul). 2015. Conference Interpreting. In **Mikkelson & Jourdenais** (eds). 171-185.

**Castillo, Pedro.** (UK, Heriot Watt). 2015. Interpreting for the Mass Media. In **Mikkelson & Jourdenais** (eds). 280-301.

**Braun, Sabine.** (UK, Surrey). 2015. Remote interpreting. In **Mikkelson & Jourdenais** (eds). 352-367.

**Collados Aís, Ángela & Olalla García Becerra.** (Univ. of Granada, Spain). 2015. Quality. In **Mikkelson & Jourdenais** (eds). 368-383.

**Bao, Chuanyu.** (USA MIIS). 2015. Pedagogy. In **Mikkelson & Jourdenais** (eds). 400-416.

\* \* \*

From **Zwischenberger, Cornelia & Behr, Martina** (eds.). 2015. *Interpreting Quality: A Look Around and Ahead*. Berlin: Frank & Timme (RBD):

**Barranco-Droege, Rafael.** (University of Granada). 2015. Probing the perception of time-manipulated speech: What can content analysis tell us? In **Zwischenberger & Behr** (eds.). 89–121.

\* *Eighteen subjects from different professional backgrounds were asked to listen to recordings of an original speech, to a time-expanded version and to a pause-extended version and to describe their impressions.*

**Behr, Martina.** (Johannes Gutenberg-Universität Mainz). 2015. Quality and feelings - How our feelings come into play when we evaluate interpreting performances. In **Zwischenberger & Behr** (eds.). 147-166.

\* *An interesting, original, though not very successful study as regards concrete findings: 11 active interpreters and interpreter trainers and 12 medical students were asked to listen to audio recordings of simultaneous interpretation and to assess them. They were also asked to indicate their mood from very negative to very positive. This was repeated three months later with other interpretations of the*

*same speech except for one interpretation which was the same to which they had listened to the first time. It turned out that assessors were generally in a positive mood, which made it difficult to test the correlation between mood and quality rating. It also turned out that there was variability in individual judgments, but that the intersubjective judgment by the assessors was identical both the first and the second time.*

**García Becerra, Olalla.** (University of Granada). 2015. Order effect, impression formation and their impact on the evaluation of interpreting quality. In **Zwischenberger & Behr** (eds.). 123-146.

*\* A particularly interesting study, in which student interpreters listened to 4 interpreting performances by a male and a female interpreter presented in different sequences and rated them. Much statistical information is presented without qualitative follow-up analyses and the sample of interpreters is very small, but this original experiment is a meaningful first steps towards investigating the complex effects of order of interpretations (and of interpreters delegates listen to), especially in terms of establishing a standard for comparison, habituation, contrasts and fatigue.*

**Iglesias Fernández, Emilia.** (University of Granada). 2015. Making sense of interpreting difficulty through corpus-based observation: Correlations between speaker's speech rate, mode of presentation, delivery profile and experts' judgments of difficulty. In **Zwischenberger & Behr** (eds.). 35-66.

*\* Six English source speeches from the ECIS corpus were classified according to the speech rate, mode of presentation and linguistic and non verbal expressiveness. Six interpreting trainers and five staff interpreters rated the difficulty of the speeches for a number of speech features. Delivery rate did not correlate positively with the perception of difficulty, as other factors seem to be important in determining interpreting-friendliness.*

**Kalina, Sylvia.** 2015. Measure for measure – comparing speeches with their interpreted versions. In **Zwischenberger & Behr** (eds.). 15-34.

*\* A report of the author's efforts to design profiling tools for source and target (interpreted version) speeches to help quality assessment.*

**Pöchhacker, Franz & Cornelia Zwischenberger.** 2015. Quality and role in conference interpreting: Views from the east and south of Europe. In **Zwischenberger & Behr** (eds.). 269-296.

*\* A report on surveys on quality and the interpreter's role conducted in the Czech Republic, in Italy and in Poland.*

**Pradas Macías, E. Macarena.** (University of Granada). 2015. User awareness of sui generis pause patterns in simultaneous interpreting. In **Zwischenberger & Behr** (eds.). 67-87.

*\* Another original and interesting addition to the corpus of empirical studies on interpreting quality perception, this one focusing on pauses and how they influence the perception of quality by users (in this case, interpreting students). In one part of the study, a naturalistic corpus was analyzed with respect to pauses in the environments of various parts of speech. In another part of the study, pauses were removed from the TT and the effect of such removal was investigated. Differences in quality perception and evaluation by interpreting students between the manipulated TT and the non-manipulated text are presented and discussed.*

**Zwischenberger, Cornelia.** 2015. Bridging quality and role in conference interpreting: Norms as mediating constructs. In **Zwischenberger & Behr** (eds.). 231-267.

*\* A survey conducted among AIIC members and members of the German Association of Conference Interpreters on quality and role. Part of it was a replication of Bühler's quality component assessment study, Part of it was an investigation of the respondent's view of their role through answers to specific role-related questions.*

\* \* \*

**From *The Journal of Translation Studies* of the Korean Association of Translation Studies [www.kats.or.kr](http://www.kats.or.kr), special issue on *Translator & Interpreter Education in East Asia*, 16:4.**

*This special issue, guest-edited by D. Gile, is Editor-in-chief YI Yeong Houn's idea. There are a number of interesting papers on translation, including one by KIM Daeyoung on the impact of socio-cultural factors on translator education in Korea and on community interpreting, and one by TSUDA Mamoru and Jakub Eryk Marszalenko reporting on an ambitious community interpreter training program in Nagoya, Japan. With respect to conference interpreting, the following texts can be highlighted:*

**CAI, Rendong & Yanping DONG.** (Guangdong University of Foreign Studies). 2015. Interpreter Training and Students of Interpreting in China. *The Journal of Translation Studies* 16:4. 167-191.

*\* An example of welcome cooperation between researchers from a psycholinguistics background and interpreter trainers.*

**KONDO, Masaomi.** (interviewed by D. Gile). 2015. Interpreter Training at Daito Bunka University. *The Journal of Translation Studies* 16:4. 95-116.

**LIU, Jie.** 2015. (National Huaqiao University, China). Chinese Interpreter Training in Context : Textbook compilation as a Didactic Tool. *The Journal of Translation Studies* 16:4. 193-210.

Also noteworthy is the review of a book by **Lee Sang-Bin** : **KIM, Daejin.** 2002. *Kukchehoeüi t'ongyökkoyuk (A pedagogical approach to conference interpretation)*. Seoul : Hankook Munhwa and English abstracts of recent doctoral dissertations by **CHOI Monsoon** (2013), **LIU Jie** (2015) and **PYOUN Hyewon Rena** (2015) (see Doctoral dissertations section).

\* \* \*

**From China, contributed by YU Dewei**

**Gao, Bin** (University of International Business and Economics) & **Chai, Mingjiong** (Shanghai International Studies University). 2015. The implications of the neurolinguistic experimental paradigm in simultaneous interpreting research on simultaneous interpreting pedagogy (in Chinese). *Chinese Translators Journal.* (6): 48-52.

*\* Western researchers have conducted many neurolinguistic experiments regarding simultaneous interpreting (SI), with a view to examine the cognitive processes involved in SI and their complexity with an empirical approach and, thus, shedding light on SI teaching. The present study analyzes the categories and characteristics of research in that connection, the experimental paradigm employed, and the reforms brought about by such research in the field of interpreter training. This study also explores the complexity of cognitive processing in SI and its impact as well as the remaining problems faced by such research experimental paradigm.*

*Key words: simultaneous interpreting; cognitive processing; neurolinguistics; experimental paradigm*

*\* This study is a review of the neurolinguistic experimental paradigm in simultaneous interpreting research. Both the title and the abstract were translated from Chinese by YDW.*

**Jiang, Fengxia** (Graduate School of Translation and Interpretation, Beijing Foreign Studies University). 2015. A preliminary study on the role of “interpreting salons” in MTI education (in Chinese). *Chinese Translators Journal.* (5): 53-59.

*\* Given the fact that Master of Translation and Interpreting (MTI) students' lack of actual interpreting practice opportunities, the Graduate School of Translation and Interpretation of Beijing Foreign Studies University made interpreting salons a component of its interpreting teaching syllabus. This paper examines the objectives, models and procedures of organizing interpreting salons. The*

requirements for teachers and students as well as the impact of interpreting salons on the outcome of interpreting teaching are also discussed.

*Key words: interpreting salon; consecutive interpreting; Master of Translation and Interpreting (MTI)*

*\* A general theoretical study about the impact of interpreting salons on the outcome of interpreting teaching. The primary purpose of the study is to examine the contribution of the new pedagogical model of interpreting salons to the outcome of interpreting training. Both the title and the abstract were translated from Chinese into English by the contributor (YDW)*

**Lu, Xinchao** (National Research Center for Foreign Language Education, Beijing Foreign Studies University) & **Wang, Lidi** (Graduate School of Translation and Interpretation, Beijing Foreign Studies University). 2015. Interpreters' turn-taking and output quality in English-Chinese simultaneous interpreting (in Chinese). *Foreign Language Teaching and Research*. 47:4. 585-596.

*\*Turn-taking is an important part of simultaneous interpreting (SI). Its influence on output quality is, though often ignored, of great theoretical and practical relevance. This paper collects and analyzes the audio recordings of 20 simultaneous interpreting episodes involving interpreters' turn-taking from Chinese professional conference interpreters with regard to 5 parameters: turn-taking point, consistency, completeness, correctness, and fluency of output. The analysis shows that turn-taking in SI is highly relevant to the output quality with correctness and fluency affected the most, followed by consistency. In English-to-Chinese interpreting, correctness is most affected followed by consistency and fluency, while in Chinese-to-English interpreting, fluency is most affected followed by correctness and consistency. Some interpreters adopt turn-taking strategies. The paper concludes that turn-taking should be part of SI training.*

*Key words: English-to-Chinese simultaneous interpreting; turn-taking; interpretation; output quality (YDW)*

**Ouyang, Qianhua** (School of Interpreting and Translation Studies, Guangdong University of Foreign Studies). 2015. A systemic-functional grammar approach to the evaluation of meaning interpretation (in Chinese). *Journal of PLA University of Foreign Languages*. 38:4. 120-129.

*\* Meaning transfer is often regarded as the central task of interpreting. However, so far no method or model is available for an objective assessment of meaning transfer in interpreting. Based on the analysis of the linguistic meaning in systemic functional grammar as well as the main assessment criteria proposed by previous research on interpreting clients' expectations, this study aims to construct a model for meaning transfer effect in interpreting. The model is then used to assess the students' performance in consecutive interpreting from English into Chinese so as to test its applicability. It is found that assessment in light of the model proposed can help assess the students' performance in meaning transfer. The examples of meaning deviation in the students' interpreting output can also help devise more effective training methods.*

*Key words: meaning in interpreting; interpreting quality assessment; systemic functional grammar*

*\*The title and abstract were translated from Chinese by the contributor (YDW)*

**Shen, Mingxia** (School of Foreign Languages, Zhejiang University City College) & **Liang, Junying** (School of International Studies, Zhejiang University). 2015. A comparative study on working memory between professional interpreters and student interpreters in simultaneous interpreting through analysis of their high-risk omissions (in Chinese). *Journal of Foreign Languages*. 38:2. 47-56.

*\* This paper investigates the high-risk omissions which affect communicative purposes made by both professional interpreters and student interpreters in a simulated Chinese-English simultaneous interpretation. After a comparison and qualitative study of their interpreted texts, combined with reflections made by interpreters, this paper examines the main causes of high-risk omission and their relevance to working memory capacity. Results show that the main difference between these two types of interpreters lies in their different allocation efficiencies of working memory. Working memory*

*interacts with non-working memory factors (such as subject-specific knowledge, language transfer speed and interpreting rhythm) and their real-time interaction affects simultaneous interpreting performance accordingly. The current findings support and help elaborate the Enlarged Embedded Processes Model for Simultaneous Interpretation.*

*Key words: simultaneous interpretation; working memory; high-risk omission (YDW)*

**Wang, Binhua** (Dept. of Chinese & Bilingual Studies, The Hong Kong Polytechnic University) & **Qin, Hongwu** (College of Foreign Languages, Qufu Normal University). 2015. Describing the target-language communication norms in Chinese-English interpreting (in Chinese). *Foreign Language Teaching and Research*. 47:4. 597-610.

*\* Most interpreting studies have focused on exploration of cognitive process(ing) in interpreting and training of interpreting skills. While norms in interpreting are recognized as one of the major factors shaping the interpreting product, they have remained under-explored. This article presents a descriptive study of target-language communication norms in interpreting based on a corpus of on-site Chinese-English interpreting by professional interpreters. Three types of shifts under the category of addition, i.e., cohesive addition, elaboration and expansion of information and explicitation of implied meaning, are identified in the interpreted texts through ST-TT inter-textual analysis. With corpus-based statistical analysis and micro-analysis of the typical instances of each sub-type of shifts, major norms of target-language communication in Chinese-English interpreting are identified as explicitation of logical relations, specifying information content, and explicit expression of implied meaning. Reasons for the adoption of such norms can be related to the interpreters' efforts to optimize the target-language communication effect, the working mode of consecutive interpreting and the textual features of the target language.*

*Key words: norms of target-language communication; Chinese-English interpreting; corpus-based analysis; descriptive study (YDW)*

**Wang, Jianhua** (Renmin University of China). 2015. Metacognitive theory and consecutive interpreting: An empirical study (in Chinese). *Chinese Translators Journal*. (4): 13-18.

*\* A study drawing on metacognitive theory. It is found that the application of metacognitive theory to consecutive interpreting helps enhance the outcome of consecutive teaching significantly. The title of the research paper was translated from Chinese into English by the contributor. (YDW)*

**Wang, Li & Li, Tao** (Nantong University). 2015. A corpus-based study on the interpretation of hedges in Chinese-English conference interpreting (in Chinese). *Chinese Translators Journal*. (5): 96-100.

*\* Hedges are much used in diplomacy. By means of a self-compiled parallel corpora, this study examines the characteristics and motivations of hedges utilized by professional interpreters. It is revealed in the study that hedges are frequently used in conference interpreting. Formally, equivalent interpretations are used, which is attributed to two factors: interpreting themes and the defining features of interpreting. For the former, the original Chinese utterance is usually characterized by principles of politeness to avoid risks; for the latter, the interpreter often turn to semantic or free translation with a view to abiding by cooperative principles so as to achieve optimal relevance and be non-committal.*

*Key words: hedges; corpus; Chinese-English conference interpreting; motivation*

*\* A descriptive study drawing on the relevant principles from systemic-functional linguistics and pragmatics. The title and the abstract were translated from Chinese by the contributor (YDW)*

**Wang, Li & Yan, Shasha** (School of Foreign Languages, Nantong University). 2015. A corpus-assisted study of Chinese causal connectives in Chinese-English conference interpreting (in Chinese). *Chinese Science & Technology Translators Journal*. 28:3. 21-24.

*\* Based on a self-built Chinese-English parallel corpus for conference interpretation, the present study attempts to describe and analyze interpreters' strategies and methods in dealing with Chinese causal*



connectives. It is found that professional interpreters are most likely to interpret causal connectives into “so” or “because”. They usually adopt three methods to deal with these connectives : explication, retention and implicitation, with descending frequency.

*Key Words: corpus; causal connectives; interpretation; Chinese-English conferences (YDW)*

**Wang, Weiwei** (Guangdong University of Foreign Studies) & **Li, Dechao** (The Hong Kong Polytechnic University). 2015. How student and professional interpreters in Chinese-English consecutive interpreting differ in their choice of interpreting strategies (in Chinese). *Chinese Translators Journal*. (6): 41-47.

*\* Conducting a think-aloud protocol-based experimental study on the choice of interpreting strategies by nine student and nine professional C-E interpreters respectively, we find that while the student interpreters, hampered by their cognitive processing constraints, tend to look to strategy as a last resort, their professional counterparts are more likely to use it proactively. By deliberately employing idiomatic expressions and flexibly allocating their processing efforts, the professional interpreters make it easier for their audience to understand the key information in the original. And as our research also reveals, what accounts for this marked difference between the two groups are factors such as pre-interpreting preparation, note-taking and memorizing skills, linguistic competence and audience awareness. By targeting and addressing these factors, the teaching of interpreting could be rendered more effective in bridging the performative gap between the student and the professional interpreters.*

*Key words: think-aloud protocol; Chinese-English consecutive interpreting; interpreting strategy*

*\* An experimental study drawing on TAPs. Several of the most frequently used interpreting strategies were found in the study, and some of the strategies are consistent with the previous research conducted by Gile and Bartłomiejczyk respectively. (YDW)*

**Xing, Xing** (Xiamen University). 2015. New thoughts on interpreters’ role studies (1976-2014): A bibliometric analysis based on relevant literature (in Chinese). *Shanghai Journal of Translators*. (3). 67-73.

*\*The past 40 years and more has witnessed a rapid progress of interpreter’s role studies. Adopting bibliometric analysis and drawing on a battery of researches from 1976 to 2014, this paper presents a comprehensive survey of the state of this field in terms of history, topics, achievements, and etc. In addition, the problems in this field and the prospects for further development are also discussed, with a view to offering some ideas for future researches.*

*Key Words: interpreter; role; development; bibliometric analysis*

*\* A bibliometric study based on previous research on the roles of interpreters. (YDW)*

**Xu, Wensheng** (Tongji University/Shanghai International Studies University). 2015. Compilation and application of interpreting course materials via iBooks Author in the big data era (in Chinese). *Chinese Translators Journal*. (3): 63-66.

*\*This study analyzes the advantages of using iBooks Author to compile interpreting coursebooks over the traditional mode of compilation in meeting the multiple requirements of interpreter training in the era of big data. Based on the feedback obtained through questionnaires and interviews from the teachers and students who have used the iBooks interpreting coursebooks, the present study examines the strengths of such iBooks course materials as well as their contribution to the outcome of interpreter training. The title was translated from Chinese into English by the contributor. (YDW)*

**Yao, Bin** (Graduate School of Translation and Interpretation, Beijing Foreign Studies University). 2015. Challenges and solutions of Chinese cultural terms in interpretation (in Chinese). *Chinese Science & Technology Translators Journal*. 28:3. 17-20.

*Abstract: This paper first discusses features and challenges of interpretation in international conferences where speeches are loaded with Chinese cultural terms. It then puts forward a few*

*practical tips for interpretation, including getting familiar with the often-used Chinese quotes, keeping an eye on the context, making pre-conference preparations and on-site learning. It concludes that interpreters must improve themselves in linguistic competence, interpreting skills, knowledge versatility and communicative abilities in order to be qualified for such interpretation activities.*

*Key words: Chinese-English interpreting; cultural quotes; contextualization*

*\* A general theoretical study. (YDW)*

**Zhang, Wei** (School of English and International Studies, Beijing Foreign Studies University). 2015. Tagging of interpreting strategies in CILC: Method and significance (in Chinese). *Journal of Foreign Languages*. 38:5. 63-73.

*\* Interpreting strategies remain one of the core topics in interpreting teaching and research. In Chinese Interpreting Learners Corpus (CILC), the interpreting strategies are as follows: transcodage, rank shift, ellipsis, substitution, simplification, addition, splitting, and repetition. The present study will present all these strategies in terms of tagging format, case analysis and effect assessment. These tagging methods, while facilitating standardization and data processing of CILC, can also shed light on research on (esp. corpus-based) interpreting strategies.*

*Key words: Chinese Interpreting Learners Corpus (CILC); interpreting strategies; tagging*

*\*The study examines the issue of tagging in corpus-based interpreting research. (YDW)*

**Zhang, Wei** (School of English and International Studies, Beijing Foreign Studies University) & **Wang, Kefei** (National Research Center for Foreign Language Education, Beijing Foreign Studies University). 2015. An experimental study of an integrated model of interpreting and translation training (in Chinese). *Foreign Languages and Their Teaching*. 285:6. 56-62.

*\* By conducting different kinds of written translation exercises in interpreting class, the present research comes to the following conclusions: 1) written translation exercises exert explicit effect on interpreting learning results; 2) generally, the more consistent the written translation exercises are with interpreting practice, the greater effect the former will produce on the latter; 3) written translation exercises' effect on interpreting learning features a phase-based variation, namely, the more experienced the interpreting learners are, the more significant role the written translation exercises will play in internalizing the learners' translation skills, thus more noticeable impact on their interpreting learning. These data-based findings can be of inspiration for such topics as universal features in transferring of various modes (written or oral), a teaching model integrating interpreting with written translation exercise, and some reforms in interpreting textbooks compilation.*

*Key Words: written translation training; interpreting learning; integrated model of interpreting and written translation training*

*\*An experimental study examining the impact of written translation training on interpreting learning results. The primary purpose of the study is to explore a pedagogical model integrating interpreting with written translation training. (YDW)*

**Zhong, Weihe & Jia, Lanlan** (Guangdong University of Foreign Studies). 2015. Tracing the development of interpreting studies in China: A case study of 32 doctoral dissertations in the field (in Chinese). *Chinese Translators Journal*. (2): 19-25.

*Abstract: As a relatively young discipline originating in the West, the study of interpreting is a fairly recent development in China. Since doctoral dissertations have been both an important source of literature and a major driving force of research in this field, we have selected and subjected to a careful review 32 such papers, completed between 2000 and 2013, as a way to measure the progress of China's interpreting studies in terms of the number of researches conducted, the perspectives adopted, the topics chosen and the methods employed. On the basis of the findings we have also identified the existing problems, explored new directions for conducting research, and offered some fresh ideas for improving China's interpreting studies.*

*Keywords: interpreting studies; doctoral dissertation; research directions*

*\*A bibliometric study drawing its data from doctoral dissertations completed between 2000 and 2013 in China. (YDW)*

**Zhu, Shan & Liu, Yanqin** (China University of Petroleum). 2015. Reflections on the current MTI interpreting curriculum (in Chinese). *Shanghai Journal of Translators*. (3). 74-77.

*Abstract: This paper presents and analyzes the problems in the curriculum design of MTI on the basis of an interpreting teaching and market survey. The problems include five aspects: Curriculum in Master of Arts influences the subject provision of MTI, teaching content overlaps among the core courses, fundamental courses are missing, interpreting training does not link the internship, and interpreting students are not required to get professional accreditation for the completion of their degree in some universities. After looking into the above problems, the paper puts forward some practical solutions to those problems.*

*Key words: MTI; curriculum design; problems; solution*

*\* A general theoretical study. (YDW)*

### **From other journals and collective volumes**

**Albl-Mikasa, Michaela**. 2012. (Konferenz-)Dolmetschqualität unter veränderten Vorzeichen. Raus aus dem Elfenbeinturm, rein in die globalisierte Welt! *MDÜ* 2(2012). 24-27.

**Albl-Mikasa, Michaela**. 2014. Interpreting versus English as a Lingua Franca (ELF). Future developments for conference interpreters in a globalizing world. In *Man vs. Machine? Proceedings of the XXth FIT World Congress*, Berlin 2014, 809-817.

**Barranco-Droege, Rafael**. (University of Granada). 2015. Too fast to be true? Exploring time compression in simultaneous interpreting. *Speech Communication* 75. 84–96.

*\* Eight professional interpreters were asked to interpret a speech at 166 wpm and the same speech after a 20% compression and to assess their interpreting difficulty. The compressed version was rated as either as difficult or more difficult to interpret than the uncompressed version. This was part of Barranco Droege's doctoral dissertation. The procedure followed and analysis are described in great detail.*

**Cavallo, Patrizia**. (Universidade Federal do Rio Grande do Sul, Brazil, Università di Bologna, Itália) 2015. A carga cognitiva em interpretação simultânea e as diferenças entre intérpretes e bilíngues (The Cognitive Load in Simultaneous Interpreting and the Differences between Interpreters and Bilinguals). *TradTerm* (São Paulo), n° 25, Agosto/2015, 61-81.

*\* A theoretical discussion.*

**CHIU, Yu-sien**. (National Taiwan Normal University). The Relationship between Source Text Memory and Interpreting Performance. *Forum* 13:2.1-19.

*\* 13 first-year interpreting students from three graduate training institutions in Taiwan were asked to interpret sentence-by-sentence a 30 sentences English speech recording. Five were selected for immediate recall test. For the word recognition task, 4 words from the speech, 4 synonyms and 4 distractors were compiled into a list. Similarly, for sentence recognition, 4 original sentences were chosen, four were paraphrases of the original, and four were distractors on the same topic. Subjects were asked to listen to the interpreters one by one and immediately interpret them into Chinese without taking notes. From time to time, on cue, they were asked to write down the English sentence they had just interpreted. Word and sentence recognition tasks were administered after interpreting, with lists of words and sentences which they were asked to circle when they recognized them from the interpreting task. The subjects' interpretation was assessed for fidelity and intelligibility. Fidelity and verbatim recall were found to be correlated positively, but verbatim recall and intelligibility were not significantly correlated.*

**Chmiel, Agnieszka** (Adam Mickiewicz University, Poznań). 2015. Employing psycholinguistics to examine effects of conference interpreting experience and training on lexical production. *Meta* 60:2. 319.  
\* *In order to shed more light on the influence of conference interpreting experience and training on interlingual lexical links in the mental lexicon and lexical access, a task involving interpreting of single words in various context constraints was devised. Twenty-four professional interpreters and twenty-two interpreting trainees (tested at the beginning and at the end of their 2-year training programme) were compared while interpreting sentence-final words in three context constraints: high context constraint, low context constraint and no context constraint. All participants had Polish as their A language and English as their B language and worked/were trained in both interpreting directions (A into B and B into A). No asymmetries were found between interpreting from A into B and vice versa, but group effects revealed stronger interlingual lexical links in the professionals' mental lexicons and the effect of experience on the production of translation equivalents. Shorter latencies in the high context constraint condition showed that sentence context affects word processing (in line with van Hell 2005), which inspires further inquiry into how lexical context might facilitate interpreting.*

**Choi, MoonSun.** (Ewha Women's University, Seoul). 2015. A comparative analysis of disfluency in consecutive and simultaneous interpreting by trainee interpreters (in Korean). *Interpretation and Translation* 17:1. 179-209.

\* *Disfluencies in consecutive and simultaneous output of interpreting students were compared for total duration ratio, articulation rate, phonation/time ratio, silent pauses, fillers, repetitions and repairs. Disfluencies were similar in the two modes of interpreting as regards total duration ratios and the average lengths of silent pauses and fillers and differed as regards other aspects. It was found that the simultaneous had a higher degree of disfluency than consecutive ones with lower articulation rates, lower phonation/time ratios and more frequent pauses. In consecutive, there were higher proportions of more interruptive, intra-meaning unit pauses and more frequent fillers, repetitions and repairs.*

**Christodoulides, George & Cédric Lenglet.** 2014. Prosodic correlates of perceived quality and fluency in simultaneous interpreting. *Speech Prosody* 7, Trinity College Dublin. 1002-1006.

\* *47 subject experts and 40 non-experts listened to a 20-minute lecture in German and its interpretation into French or a read-aloud rendition of the same text by the same interpreter and answered comprehension and rating questions. The prosodic features of the two conditions were analysed. Interpreting-specific prosody seem to affect the perception of fluency, which in turn affects the perception of accuracy. However there seems to be no significant impact on users who have the contextual knowledge.*

**HAN, Chao.** (Macquarie University). 2015. Investigating rater severity/leniency in interpreter performance testing. A multifaceted Rasch measurement approach. *Interpreting* 17:2. 255-281.

\* *This highly technical paper presents selected findings from the author's 2015 PhD dissertation (see the relevant section). Two important issues in rater mediated performance assessment are variability in the severity with which raters apply rating criteria and bias they may have towards groups of raters. In an experiment, the author manipulated speech rate and accent (two values for each were set for measurements), 32 interpreters interpreted the 4 speeches resulting from the 4 combinations of values. Their performances were audio-recorded and rated by 9 raters who were interpreters themselves using a rating scale of three 8-point subscales. Rasch models (used in language testing) were used to analyze the data. There was variability in the severity of the raters, but most of them remained internally consistent. Bias was also found.*

*DG: In the field of interpreting, and in particular in training environments, the problem is not so much how much variability and bias there might be, but whether they are large enough to cause candidates to pass or fail when they should not, and the rating is mostly done on a rather small scale, with few assessors and few students, plus a possibility for assessors to discuss their ratings with each other. The*

*usefulness of the highly technical Rasch paradigm may be far more obvious for large cohorts of certification candidates than for admission or graduation examinations.*

**LEE, Jieun & Moonsun CHOI.** (Ewha Women's University, Seoul). 2012. A pedagogy for effective notetaking for consecutive interpreting : A case study of notetaking for English-Korean consecutive interpreting. *Interpreting and Translation Studies* 16:4.169-195.

*\* The authors report on findings from a pilot study in which five students took notes with a smart pen.*

**LEE, Sang-Bin.** (Hankuk University of Foreign Studies, Korea). 2015.

Developing an analytic scale for assessing undergraduate students' consecutive interpreting performances. *Interpreting* 17:2. 226-254.

*\* An methodological contribution to the development of rating scales for interpreting performance. On the basis of a literature review, 42 criteria for consecutive performance quality assessments were selected and classified as pertaining to content, form or delivery. An online survey was then used to check what criteria had actually been used in the classroom with weighting by importance by respondents. Those with the lowest weights were then eliminated. The resulting set of 22 criteria was further refined, and weighting of the categories was determined by comparing holistic assessments of 33 audio recordings of consecutive interpretations and the ratings given by the same two assessors to the individual categories. The final recommendation was to give a weight of 1 to form and delivery criteria and a weight of 2 to content criteria.*

**Lenglet, Cédric.** 2012. Discours sur le pouvoir et pouvoir du discours en interprétation de conférence. *Cahiers Internationaux de Symbolisme*, 131-132-133, 171-201.

**Lenglet Cédric.** 2013. The impact of prosody on the comprehensibility and quality of simultaneous interpreting: A pilot study. In *7th European Society for Translation Studies Congress: Translation Studies: Centres and Peripheries*, Germersheim. 113-137.

**LIN, J., DONG, Y. & CAI, R.** 2015. The hierarchical relation in resource allocation between source language comprehension and language reformulation in interpreting. (in Chinese). *Foreign Language Teaching and Research* 47:3. 447-457.

*\* A detailed Summary was kindly prepared by DONG Y., and was further abstracted and slightly edited by D. Gile for the Bulletin:*

*This study hypothesized a hierarchical relation in resource allocation between SL comprehension and parallel reformulation. To test our hypothesis, we adopted a self-paced reading paradigm (i.e., participants read the material word by word by clicking the left key of the mouse) and asked third semester students to complete two reading tasks, i.e., reading for interpreting and reading for repetition.*

*We manipulated the WM load imposed by the reading materials. In the high-load condition, the reading sentence included a relative clause. In the low-load condition, the reading sentence did not include such a demanding structure and would take up fewer resources to comprehend. If SL comprehension receives WM resources as a priority, the increase in the memory load imposed by SL comprehension should lead to more resources being allocated to SL comprehension and fewer resources being available to parallel reformulation. Therefore, we predicted that parallel reformulation was more likely to occur in the low-load condition than in the high-load condition, and that this contrast was observed in reading for interpreting and not in reading for repetition.*

*In addition, to probe parallel reformulation, we inserted in the critical regions Chinese-English cognates. The reading times of these cognates would be compared with matched noncognates. With these words' baseline response times (RTs) matched, if RTs to cognates are faster than those to noncognates in reading for interpreting, we may infer that there is parallel reformulation during SL comprehension.*

*We first analyzed the RTs in the critical region, which was occupied by the cognate or noncognate. The data showed that RTs in the high-load condition were significantly prolonged than*

those in the low-load condition, showing that the high-load condition did impose a higher processing demand on interpreters compared with the low-load condition. Next we analyzed the RTs in the post-critical region, which was the word following the critical word, since in the self-paced reading paradigm, effects may spill over to the posterior region (i.e., the spill-over effect). The results showed that the post-cognates (i.e., the word following the cognates) were read faster than the post-noncognates (i.e., the word following the noncognates). More importantly, the facilitation of post-cognates was more evident in the low-load condition than in the high-load condition (only significant in the subject-analysis), and this contrast exhibited only in reading for interpreting but in reading for repetition. All this meant that when SL comprehension imposes much burden on interpreters (as in the high-load condition), interpreters would allocate adequate WM resources to sustain comprehension to guarantee successful interpreting. In this case, there may not be enough resources for reformulation and hence parallel reformulation can hardly be observed. This confirms our hypothesis of the hierarchical relation in resource allocation between SL comprehension and parallel reformulation.

These findings have implications for Gile's Effort Models (1995, 1997/2002, 2009), especially the Effort Model on consecutive interpreting (CI), as the interpreting task in the present study resembles consecutive interpreting. In the Effort Model on CI, the listening phase entails four effort-consuming component processes, i.e., L (listening and analysis), M (short-term memory), N (note taking), and C (coordination). This offers a neat framework to explain resource allocation while interpreters are receiving SL inputs. But this framework makes no explicit assumption regarding TL processing or partial reformulation during the listening phase. Yet based on some previous studies and the present one, reformulation can be started in parallel with listening comprehension and this process is subject to the cognitive resources available to it. Therefore, some modifications to the Effort Model may be desirable. One possible modification is an addition of a component process suggesting the possible existence of parallel reformulation. We can label this new component process the PR (partial reformulation) effort. Similar to the L, M, and N efforts, the PR effort requires cognitive resources to operate. However, different from the L, M, N, and C efforts that may well be obligatory, the PR effort is optional. It may occur only when there are adequate resources available to it.

**Ouvrard, Gilles.** (Hankuk University of Foreign Studies). 2015. Améliorer la prononciation en langue B et l'intelligibilité de la lecture : proposition d'un cours de « Lecture de discours ». *Forum* 13:2. 69-93.

\* *The description of a French language enhancement course for Korean native speakers studying conference interpreting, based on improvement of the trainees' ability to read French speeches in a communication-efficient way. An interesting initiative, with an appendix presenting frequent pronunciation problems in French speaking Korean students.*

**Pöchhacker, Franz.** (Vienna University). 2011. Simultaneous interpreting. In Malmkjær, K. & Windle, K. (eds). *The Oxford Handbook of Translation Studies*. Oxford : Oxford University Press. 257-293.

**Pöchhacker, Franz.** (Vienna University). 2013. The Position of Interpreting Studies. In Millán C. & F. Bartrina (eds) *The Routledge Handbook of Translation Studies*. London: Routledge. 62-75.

\* *A review*

**PYOUN, Hyewon Réna.** (Hankuk University of Foreign Studies). 2015. Paramètres quantitatifs en interprétation simultanée avec et sans texte. *Forum* 13:2. 129-150.

\* *This paper reports on part of the author's 2015 dissertation (see relevant section in the Bulletin). Time lag variables (Ear Voice Span and Tail to Tail Span) were compared in two similar speeches interpreted by six interpreters, one in 'plain' simultaneous and one in simultaneous-with-text mode. There was more variability in simultaneous with text EVS than in plain simultaneous, and mean EVS values were higher. The same was seen with TTS. Furthermore, there were more omissions in simultaneous with text than in plain simultaneous, especially around the speaker's departures from the written text.*

**Schäffner, Christina.** (Aston University). 2015. Speaker positioning in interpreter-mediated press conferences. *Target* 27:3. 422-439.

\* *Critical discourse analyses of transcripts and video recordings of authentic interpreted press conferences with English, French and German.*

**Seeber, Kilian G.** (ETI, University of Geneva). 2012. Multimodal input in Simultaneous Interpreting : An eye-tracking experiment. In Zybatow, L. N. ; Petrova, A & Ustaszewski, M. (eds). *Proceedings of the 1st International Conference TRANSLATA, Translation and Interpreting Research : yesterday – today – tomorrow*. Frankfurt : Peter Lang. 341-347.

**Will, Martin.** 2015. Zur Eignung simultanfähiger Terminologiesysteme für das Konferenzdolmetschen (Terminology Management Software for Interpreters and Its Suitability for Conference Interpreting) *trans-kom* 8:1. 179-201.

\* *Terminology work is an important aspect in the workload of translators and interpreters. While there is a large choice of dedicated and powerful tools developed by the software industry for written translation, there are only a few terminology management programs available for the specific needs of conference interpreting. All of them are “private” projects from active interpreters, as the software industry seems not to be interested in this part of the market. Accordingly, there is a considerable diversity as to the content, features and use of the different programs. As more and more of such software is developed, the present contribution reflects on the (simultaneous) interpreting process in LSP conferences and its theoretical background in order to derive a series of transparent and objective criteria for the use and the conception of the relevant software. These are then applied to a range of currently available products and the results presented. Finally, a deficit analysis proposes some immediate solutions and some middle and long term perspectives for the development of a suitable and powerful expert system for conference interpreters.*

**XU, Mingwu & Juntao DENG.** 2015. Integrating Information and Communication Technology into Interpreter Training in China: State-of-the-Art and Prospects. *Chinese Journal of Applied Linguistics* 38:2. 219-233.

\* *In the past decade, research efforts have been made to integrate ICT into interpreter training. The article reviews the research findings that are of particular relevance to interpreter training in its historical development, pedagogical factors, technical tools and criticisms. The authors did a manual search of key journals (such as the Chinese Translators Journal, the Shanghai Translators Journal, Computer-assisted Foreign Language Education), an electronic search of certain databases (such as CNKI-China National Knowledge Infrastructure, and Wanfang Database). They also tracked the major works by leading Chinese researchers in the field of interpreting studies. Besides, they read different kinds of collected documents and prepared summaries relevant to the four issues discussed in their paper. (YG)*

**Zwischenberger, Cornelia.** (University of Vienna). 2015. Simultaneous Conference Interpreting and a Supernorm That Governs It All. *Meta* 60:1. 90-111.

\* *A discussion of the conduit role norm among conference interpreters, with the contribution of findings from a survey conducted among AIIC members.*

\* \* \*

## OTHER

**Gile, Daniel.** 2016. The Effort Models and Gravitational Model. Posted on the CIRIN website at <http://cirinandgile.com/powerpoint/The-Effort-Models-and-Gravitational-Model-Clarifications-and-update.pdf>

\* *This presentation is intended to provide clarifications about and an update on the Effort Models and*

*Gravitational Model, which are often misunderstood and misrepresented in the literature. It includes inter alia a Model for simultaneous from a signed language developed with **Sophie Pointurier-Pournin** and the use of the Gravitational Model to represent the availability of trans-linguistic correspondences, as well as explanations on the relations between the Models and cognitive psychology.*

## **M.A. AND GRADUATION THESES**

### **MA theses completed at Johannes Gutenberg-Universität Mainz in 2015**

(list contributed by Dörte Andres)

**Berger, Jana.** 2015. *Through the advertising Glass—Advertisements for Interpreters in the Professional Magazine “L’Interprète” between 1946 and 1965.* MA-Arbeit, Fachbereich Translations-, Sprach- und Kulturwissenschaft, Johannes Gutenberg-Universität Mainz. (DA)

*\* The first publication to discuss topics relating to the emerging science of interpreting, L’Interprète, was mostly run by students with poor funding available, hence space for advertisements was sold. Style and nature of these adverts in turn communicated a specific image of the magazine’s target group, i.e. the interpreters of that time. This paper is taking a closer look at the target group that lies behind advertisements in the professional magazine L’Interprète between 1946 and 1965. The author analyses 52 different advertisements to define needs and wishes of the interpreters and to draw conclusions on their way of life and on interpreting in general as perceived by in- and out-group members in order to develop a so-called image of the interpreter of that time.*

**Boegel, Flora.** 2015. *Wirkung von PowerPoint®-Präsentationen auf Dolmetscherinnen und Dolmetscher.* MA-Arbeit, Fachbereich Translations-, Sprach- und Kulturwissenschaft, Johannes Gutenberg-Universität Mainz. (DA)

*\* The working world is ever-changing. This holds true for interpreters as well. In addition to the auditory input by speakers, and to the speakers themselves as a visual source, interpreters see themselves confronted with another visual source more and more frequently: PowerPoint® or similar presentations. The central question in this thesis was to research the impact of PowerPoint® presentations on interpreters and the strategies to be used when confronted with such presentations. This is why the presentation software PowerPoint® is examined more closely; at the same time, the thesis looks at the history of Interpreting Studies and different models for distribution of attention, as well as at a selection of strategies. The use of these strategies was researched in a case study with 9 students with the language pair English – German. Among other things, the study yielded interesting results with respect to (subjectively evaluated) quality and ear-voice-span.*

**Herlinger, Dominik.** 2015. *Die Entwicklung der Konferenztechnik von ihren Anfängen bis heute (The Development of Conference Technology from Its Beginnings until Today).* MA-Arbeit, Fachbereich Translations-, Sprach- und Kulturwissenschaft, Johannes Gutenberg-Universität Mainz. (DA)

*\* This Master’s thesis traces the development of conference technology from its very beginnings in the 1920s to the latest stages in the 21<sup>st</sup> century, highlighting the circumstances of how it came into existence and the first occasions when it was employed, as well as comparing in detail its components and mode of operation in the past and present. The thesis also outlines potential opportunities and challenges for simultaneous interpreting created by new technological innovations, thereby emphasising the possible impact on the interpreting process and future conference interpreter training.*

**Maierhofer-Lischka, Friederike.** 2015. *The Importance of Selective Attention and Cognitive Control in Conference Interpreter Training.* MA-Arbeit, Fachbereich Translations-, Sprach- und Kulturwissenschaft, Johannes Gutenberg-Universität Mainz. (DA)

*\* This thesis aims to bridge the gap between cognitive psychology and Interpreting Studies in order to*



*improve conference interpreter training. The paper takes an interdisciplinary approach to interpreting; relevant aspects of cognitive neuroscience with a particular focus on selective attention and cognitive control are discussed in relation to simultaneous interpreting, and more specifically its training. Furthermore, a number of joint studies are presented in order to show the multitude of possible synergies between cognitive psychology and interpreting science. This thesis' findings demonstrate the crucial role of cognitive resource management efficiency and also the potential of an interdisciplinary approach which could likely further research in all fields, as well as considerably improve interpreter training.*

**Rybalkina, Marina.** 2015. *Consecutive Interpreting and New Technologies. The Hybrid Simultaneous Consecutive Mode – An Alternative?* MA-Arbeit, Fachbereich Translations-, Sprach- und Kulturwissenschaft, Johannes Gutenberg-Universität Mainz. (DA)

*\* The master thesis examines the opportunities of contemporary technologies in consecutive interpreting by using the method of empirical research. In order to consider whether the use of the newly emerged simultaneous consecutive mode could be an alternative to the established consecutive form of interpreting, this paper focuses on the analysis of the possibilities and limitations of the simultaneous consecutive mode by comparing interpreting performances applying this mode with those in the traditional consecutive form. The paper also aims to verify the results of previous relevant tests. For the first time, interpreters of different generations have been considered and the tests have been conducted in the Russian-German language pair.*

**Saponara, Eugenio.** 2015. *Strategien beim Simultandolmetschen für die Sprachkombination Deutsch-Italienisch.* MA-Arbeit, Fachbereich Translations-, Sprach- und Kulturwissenschaft, Johannes Gutenberg-Universität Mainz. (DA)

*\* Simultaneous interpretation appears to be a highly complex cognitive process, the success of which primarily depends on the efficient allocation of the interpreter's processing capacity to its three main phases (listening and understanding, memorisation and speech production) and their coordination. When this process is complicated by various factors such as high speaking rate, high information density etc., strategies and their automatic use play a vital role. In a first theoretical part, this paper aims at analysing the available strategies, their interplay and their dependence on the language combination and directionality - while taking the language combination and directionality German-Italian into consideration. In a second practical part, the analysis of an empirical study is outlined: a simultaneous interpretation (from German into Italian) of a speech filled with interpreting challenges that require the use and combination of strategies.*

**Volpe, Marina.** 2015. *Notizentechnik und Persönlichkeit. Ein Versuch mit 12 Studierenden im Masterstudiengang Konferenzdolmetschen“.* (Note-taking Technique and Personality. An Empirical Study with 12 Students of the Master Course Conference Interpreting). MA-Arbeit, Fachbereich Translations-, Sprach- und Kulturwissenschaft, Johannes Gutenberg-Universität Mainz. (DA)

*\* This thesis aims to investigate the relationship between the personality of interpreting students and their note-taking techniques. In order to give an answer to this question, 12 German speaking third-semester students of a master course Conference Interpreting took part in an empirical study, during which they first completed the Personality Test of Isabell Briggs Myers and Katharine Cook Briggs, then interpreted a German text in their B-languages in the consecutive mode and eventually filled in a questionnaire. The results showed that the personality traits of the students were reflected in their notes, hence the hypothesis of the study was confirmed.*

## **Other MA theses**

**Barghout, A., Ruiz Rosendo, L. & Varela García, M.** 2012. *The influence of speed on omissions in simultaneous interpretation: an experimental study and implications for training.* Unpublished MA

thesis, FTI, University of Geneva.

**Cammoun, R.; Davies, C.; Ivanov, K.; Naimushin, B.** 2009. *Simultaneous interpretation with text. Is the text “friend” or “foe”?* Unpublished Master Thesis, FTI, University of Geneva.

**HERÁK, Jakub.** 2015. *Převod prvků jazykové expresivity při simultánním tlumočení (na francouzsko-českém materiálu); (Linguistic elements of expressivity in French-to-Czech simultaneous interpreting)* MA. Thesis, dir. prof. Ivana Čeňková, Institute of Translation Studies, Charles University in Prague, September 1015 – in CS. (IC)

**Abstract:** *The central focus of this Master’s thesis is to describe the ways the elements of linguistic expressivity used in political speeches are transformed in French-to-Czech simultaneous interpreting. In the introductory part of the present thesis, we provide a summary of previous research on the means of expressivity in political speeches, which is completed by a description of the process of simultaneous interpreting. In this way, we intend to define possibilities of transfer of expressive elements in the French-to-Czech language combination. The second part consists of an in-depth contrastive analysis of original French and Czech political speeches followed by a comparison of the former with their interpreted versions. In the third step, we compared the original Czech speeches with interpretations. Using our own methodology, we assessed collected data and came to the conclusion that in French-to-Czech simultaneous interpreting, expressivity rate decreases.*

**Richterová, Hana.** 2015. *Strategie ochrany tváře tlumočnicka; (Face-preserving strategies in interpreting)*, MA. Thesis, dir. prof. Ivana Čeňková, Institute of Translation Studies, Charles University in Prague, September 1015 – in CS. (IC)

**Abstract:** *The thesis applies the sociolinguistic concepts of politeness and face on interpreting theory and practice. Interpreting is, in its essence, highly face-threatening, which is reflected in codes of ethics adopted by interpreting vocational associations. Having insight into two cultures, interpreters can use their communication competence to preserve the face of their recipients or the speaker. For the Western society, it is natural to protect one’s own face in communication; however, such efforts can collide with the endeavour to convey the message faithfully and precisely. The thesis therefore studies the strategies that interpreters apply in face-threatening situations and presents examples of what interpreters do to save face, including such events when face-preserving outweighs conveying the message. There is also a discrepancy between the conventional role of a neutral or passive interpreter as a message conduit and the role of interpreters as active communication participants who take the initiative. By analysing interviews and an online survey, the study demonstrates that many interpreters believe that their role is an active one and their impact on the output of interpreted interactions is significant.*

## DOCTORAL DISSERTATIONS

**Barranco-Droege, Rafael.** 2015. *Minimización de problem triggers y optimización de la calidad en interpretación simultánea: el impacto de la gestión de las pausas por el orador sobre la transmisión de sentido (Minimizing problem triggers and optimizing quality in simultaneous interpreting: the impact of the speaker’s pause management on fidelity).* Tesis doctoral, Universidad de Granada, Facultad de Traducción e Interpretación.

*\* The most recent doctoral dissertation from within ECIS, Angela Collados’s group at the University of Granada. This is a particularly thorough dissertation, with much creative testing and information, and this micro-summary is only meant to whet the potential readers’ appetite. Note however that the title of the dissertation is a misnomer: the focus is not really on quality optimization through pause management by the speaker, but on cognitive load alleviation.*

*There are several studies in this doctoral dissertation, one on listeners’ perception of audio recording*

expansion, one on the perception of compressed audio, one which identified difficult segments (“hot spots”) in an original speech (President Obama’s first inaugural speech) through errors and omissions in its interpretations, and the main study, which sought to identify the effect of lengthening syntactic pauses near such hotspots on the number of errors and omissions. The latter study is the main one, whereas the others were preparatory: the focus of this dissertation was on cognitive Effort, and more specifically on the Tighrope Hypothesis (a hypothesis associated with the Effort Models that interpreters tend to work close to cognitive saturation). The author’s idea was to see whether lowering the cognitive load by reducing the speaker’s speed of delivery would result in less errors and omissions. There were a number of potential ways to obtain such reduction of the speed of delivery, starting with expansion and compression software, which were tested in the first studies which produced interesting findings on the disturbing effects of automatic expansion and compression. The author therefore decided to lengthen pauses in order to relieve interpreters of some cognitive load. He explains what pauses he lengthened, why and how. It turned out that such pause lengthening did indeed result in less errors and omissions in the target speech, which is in line with the Tighrope Hypothesis.

The dissertation is written in Spanish, but some of the preliminary studies were reported in papers in English (see the articles section), and it is hoped that an English version of the main study will also be published in the near future.

**CHOI, Moonsun.** 2013. *Assessing Source Text Difficulty for Interpreter Education, with a focus on Textual Factors in English Source Texts in English-Korean Consecutive Interpreting.* (in Korean) Unpublished doctoral dissertation, Graduate School of Translation and Interpretation, Ewha Women’s University, Seoul.

\* An abstract can be found in *The Journal of Translation Studies* 16:4.

**HAN, Chao.** 2015. *Building the validity foundation for interpreter certification performance testing.* Doctoral dissertation, Macquarie University, Sydney.

\* See selected findings in the articles section.

**Lenglet, Cédric.** 2015. *Prosodie et qualité en interprétation simultanée : analyse et perception.* Thèse de doctorat, Faculté de Traduction et d’Interprétation - Ecole d’Interprètes Internationaux, Université de Mons.

\* This is apparently the first completed doctoral dissertation on interpreting at the interpreting school of the Mons University, Belgium. An empirical, thorough investigation of the effects of prosody on quality perception. Two groups of listeners, some with background information, some with less information, listened to a 20 minutes technical speech in German and its French simultaneous interpretation under three conditions: authentic interpreting, its shadowing product, and the reading of its transcript. They assessed several quality components in each. Prosodic differences were found between the rendition under the three conditions. The specific prosody of interpreting was not found to have a significant effect on comprehension of its content. Subjective assessments of the interpreter’s self-confidence were found to be correlated with assessment of his/her fidelity.

Besides the investigation itself, which can be read with reference to Shlesinger’s and Williams’ investigations on interpreting prosody in the 1990s and to more recent work on quality components by the ECIS group in Granada, this dissertation provides a systematic introduction to prosody analysis.

**PYOUN, Hyewon.** 2015. *Mental processes in simultaneous interpreting with text in Korean-into-French and its pedagogical implications.* (in Korean). Unpublished doctoral dissertation, Graduate School of Interpretation and Translation, Hankuk University of Foreign Studies, Seoul.

\* An abstract can be found in *The Journal of Translation Studies* 16:4.

**Resta, Zoi** (Aristotle University of Thessaloniki & Ionian University). 2015. *A theoretical and empirical approach of conference interpreting in Greece compared especially with the German-speaking member*

*states of the European Union*. Unpublished doctoral dissertation, Department of German Language and Literature, Aristotle University of Thessaloniki/ Department of Foreign Languages, Translation and Interpreting, Ionian University.

\* *This is the first doctoral dissertation in Interpreting Studies in Greece. It describes the sociological profile of conference interpreters in the Greek market as it is now, adopting the sociological model of Joseph Tseng (1992).*

*Information was collected from interpreter training programs, translation agencies that offer interpreting services and national professional interpreters' associations. The data from the training programs and the translation agencies were collected by means of questionnaires from 2012 to 2014. The questionnaires were designed on the basis of Franz Pöchhacker's (2004, 2007) ideas about training and the profession. Findings were used to describe graduate conference interpreters and market needs in Greece.*

*Comparisons were made with German-speaking countries in the European Union, At the final stage of our research, we used David Sawyer's (2004) ideas about interpreter training curricula to suggest two interpreting studies curricula – one at undergraduate level and another at postgraduate level – to meet the needs of the Greek interpreting market. (Information from AP, abstract reformulated by DG)*

## BOOKS

**KONDO, Masaomi. 近藤 正臣**. 2015. 異文化とのコミュニケーションのために 通訳とはなにか *What is interpreting – for intercultural communication?* Tokyo: seikatsushoin.

\* *Masaomi Kondo, the founding father of the Japanese Association of Interpretation Studies (now JAITS), a veteran conference interpreter and well-known interpreter educator, who also set up the first graduate interpreter training program at a Japanese university (see the article section), explains both interpreting theory and actual interpreting practice issues in Japan in this 278 page book. It discusses both spoken language interpreting (mostly) and signed language interpreting (a bit) in terms of general intercultural and interlinguistic communication. The book addresses a variety of issues, only a couple of which are listed here. Kondo's main theoretical framework is Seleskovitch's 'meaning' or "sense" model, and associated with it is an effort to show with numerous examples that the results of "transcoding" (form-based interpreting) are sub-optimal and that interpreting requires real mastery of the working languages and cultures. Kondo also talks about actual working conditions, briefings and their importance, interactions between interpreters in the booth. He discusses the concept of culture and the concept of communication as seen in the framework of culture. The book ends with pleas to speakers who use interpreting services with explanations of what they should not expect from interpreters. A rather personal book, with anecdotes, which reflects long practical experience and good knowledge of the field in Japan, and could help the public at large gain a better understanding of what interpreting is all about.*

**MIZUNO, Akira 水野 的**. 2015. 同時通訳の理論 認知的制約と訳出方略 *Doujitsuuyaku no riron. Ninchitekiseiyaku to yakushutsuhouryaku. (Simultaneous interpreting theory. Cognitive constraints and output planning)* Tokyo: Asahishuppansha.

\* *A remarkable book on the Japanese scene by the present president of JAITS, a broadcast interpreter who became interested in research early on and has been reading, thinking and writing on interpreting and translation for many years. To my knowledge, this is the first and only truly academic book on interpreting cognition published by a general publisher in Japan, all other books on interpreting being anecdotal, didactic, historical or practical. It is a systematic and thorough study of developments in the theory of interpreting cognition from its beginnings, in the 1970s, and up to the most recent models and*

*empirical studies. It shows careful reading by the author of the various publications, with critical comments based on such reading.*

*There are 4 chapters, actually sections in this book, the first three devoted to a review of the theory and models, and the last to a small corpus analysis. The bibliography is substantial and up-to-date, and there are both a name index and a concept index at the end of the book, which deserves a full review in a Translation journal. (DG)*

**Pöchhacker, Franz** (ed). 2015. *Routledge Encyclopedia of Interpreting Studies*. Oxon and New York: Routledge.

*\* A number of encyclopedias and handbooks covering either translation and interpreting studies or interpreting studies have been published recently. Articles on or related to conference interpreting from one of the most recent ones, **Mikkelsen and Jourdenais** (2015), also published by Routledge, are listed in the articles section in this Bulletin.*

*Strangely enough – Routledge also asked Pöchhacker to edit his own in parallel. It was also published in 2015, which means that the two are in direct competition. A copy of the Routledge Encyclopedia of Interpreting Studies reached CIRIN too late for a full list of relevant articles to be presented here. A micro-summary and review will be presented in the next Bulletin. At this point, suffice it to say that besides comprehensive ‘horizontal’ coverage of interpreting related topics, this Encyclopedia offers good ‘vertical’ coverage, meaning in various depths of analysis, and that as far as this reviewer has been able to see from working with the editorial team on his own contributions and from reading a number of articles by other contributors, the editorial work (with the help of **Nadja Grbić, Peter Mead and Robin Setton**) is of high quality. Definitely a book to be recommended for acquisition by libraries of interpreter training programs and research centers working on interpreting (DG).*

**Zwischenberger, Cornelia & Behr, Martina** (eds.). 2015. *Interpreting Quality: A Look Around and Ahead*. Berlin: Frank & Timme.

*\* A rich collection of papers on interpreting quality, some of which are quite original. See the articles sections.*

## ... AND BEYOND CONFERENCE INTERPRETING

## SIGNED LANGUAGE INTERPRETING

### Journal articles

**Wehrmeyer, Ella**. (North-West University). 2015. Comprehension of television news signed language interpreters. A South African perspective. *Interpreting* 17:2.195-225.

*\* After a brief description of the status of the South African Sign Language (SASL) and Deaf community, the author recalls that in the literature, it has often been claimed that for various reasons, Deaf people often find it difficult to understand messages interpreted for them by hearing signed language interpreters. In a preliminary survey, an email was sent to 100 Deaf people in either English or Afrikaans asking Deaf people which interpreted news broadcasts they understood and why they did not understand a particular broadcast. 27% of the 44 responses mentioned the interpreters’ way of signing as causing comprehension problems, 50% mentioned the type of signed language used (other than SASL, 11% blamed their own limited communication competence, and 30% mentioned visibility issues. As a follow-up, six evening bulletins were assessed over a period extending from December 2009 to December 2012. Over 1,000 questionnaires were distributed, and 360 responses were obtained. Among the findings presented in the paper, despite their potentially low literacy levels, 40% of the respondents preferred to have subtitles only, 46% subtitles and interpreters, and only 5% preferred to have interpreters only; 77% stated they liked to have interpreters on the Bulletin and/or suggested the use of Deaf interpreters; the*

most frequently mentioned source of comprehension difficulties was the use by the interpreters of a variety of SASL other than their own; lip-reading was also mentioned as a frequent difficulty (44%), but only 6% criticized the interpreter's signing skills. The paper includes other interesting findings and conclusions, which were sent as feedback to South African broadcasting companies. One of them apparently used them to improve the Deaf-friendliness of some of its broadcasts.

## Doctoral dissertations

**Roush, Daniel** (Eastern Kentucky University, USA). 2015. *The Translation of Event-Structure Metaphors Rendered by Deaf Translators from English to American Sign Language*. Unpublished doctoral dissertation, Department of Interpretation, Gallaudet University.

\* *This dissertation characterizes the handling of Event-Structure Metaphors in translation between languages that use different modalities: English (a spoken language) and American Sign Language (ASL—a signed language). Within the field of Translation Studies, the handling of metaphor has been discussed at length from a prescriptive perspective rather than from a descriptive perspective. Consequently, the focus has been on developing procedures that dictate how metaphors should be translated. But we know little about the reality of how working translators actually handle metaphors. Additionally, few studies of metaphor in translation have benefited from the insights offered by conceptual metaphor theory (Lakoff & Johnson, 1980/2003; 1999), which is situated within the fields of Cognitive Semantics and Cognitive Linguistics. Using a cognitive-descriptive theoretical framework (Samaniego Fernández, 2011; 2013), I examine the translation of Event-Structure Metaphor (ESM) expressions that are performed and video-recorded in ASL by native signers who are Deaf.*

*The research is based on a small parallel corpus built from published translations of American political speeches and documents (Cokely and Fernandez, 1994/2012). I followed standard procedures for identifying and coding ESMs and how they were handled in the corpus.*

*In conceptual metaphor theory, it is proposed that ESMs have two main branches: Location and Object (Lakoff & Johnson, 1999). I provide evidence that the Location and Object branches of ESMs are exhibited in ASL. Additionally, translators in the corpus frequently maintain the same ESM between the source texts (ST) and target texts (TT). But they also shift from one type of ESM to another type of expression, add an ESM in the TT, or omit a ST ESM.*

*In examining the shifts and additions of ESM expressions in the corpus, there were many event-related expressions in the TT that do not fit the current Location or Object branch ESM paradigm. Based on an analysis of these expressions, I propose a new, third branch of ESM: the Container-ESM. The Container-ESM appears to be more prominent in ASL than in English. Thus we see considerable variation in how ESMs are used and the impact this variation has on translation. With the proposal of this third ESM branch, I am able to more adequately describe the handling of ESMs in English to ASL translation. (author's summary)*

## Books

**Roy, Cynthia B. & Jemina Napier (eds)**. 2015. *The Sign Language Interpreting Studies Reader*. Amsterdam/Philadelphia : John Benjamins.

\* *An excellent initiative and, from the perspective of a spoken language conference interpreter, an excellent resource book which I can only recommend to other spoken language interpreting researchers not familiar with the signed language (SL) interpreting literature. There are six chapters – actually sections – in the book, each with five papers (except chapter 4 which only has four). The first section deals with the beginnings, the 1960s and early 70s, which turn out to be chronologically parallel to the beginning of research into SL conference interpreting, early empirical research (1975-1980), Practitioners become researchers (1980s), again, in parallel with the evolution of research into SL conference interpreting research, insights into practice (1990s), challenging perceptions of profession*

and role, and international perspectives on the emerging profession. Many studies and points addressed in this reader are of relevance and interest to spoken language conference interpreters. This includes the largely parallel evolution between research into spoken language conference interpreting and into SL interpreting, early models developed by SL interpreting researchers, studies on actual comprehension of interpreters by Deaf people, the existence of early empirical studies with relatively advanced research techniques in SL interpreting research, studies on the actual effects of fatigue to mention just a few. Definitely a book to read. The only reservation this reviewer might have is that it is not made explicit in the title that this reader only takes on board publications before the year 2000. (DG)

**Mikkelson, Holly & Renée Jourdenais** (eds.) 2015. *The Routledge Handbook of Interpreting*. London and New York: Routledge.

\* *This Handbook/Encyclopedia includes some very interesting articles on various aspects of signed language interpreting, inter alia by Julie Boéri, Karen Bontempo, Jemina Napier and Melissa Smith as well as comparisons with spoken language interpreting. A review is to be published in Interpreting 18:1.*

**Nicodemus, Brenda & Keith Cagle** (eds). 2015. *Signed Language Interpretation and Translation Research. Selected Papers from the First International Symposium*. Washington, D.C.: Gallaudet University Press.

\* *The thirteenth and most recent volume of the 'Studies in Interpretation' Series edited by Melanie Metzger and Earl Fleetwood. It offers 10 chapters.*

**Forestal, Eileen**. 2015. Deaf Perspectives in Interpretation Research: A Critical Element Long Overdue. 1-21.

\* *The main message in this essay is that Deaf 'voices' are not sufficiently present in research on signed language interpreting. The author urges (hearing) researchers to relinquish their power and work with Deaf researchers and grant the Deaf community ownership, accountability and shared responsibility in order to remedy some weaknesses in research done so far. What exactly these weaknesses are is not quite clear from the chapter (see for example Wehrmeyer's study published in Interpreting 17:2 and summarized in this Bulletin as an illustration of research where the Deaf people's voice is very present), but what this reviewer (not a specialist by any means) does believe he perceives is an ongoing feeling in the Deaf community that regardless of all the efforts that have been made over the year, they have not been sufficiently empowered and are still under the control ('oppression?') of Hearing people, including Hearing interpreters and researchers. Food for thought. (DG)*

**Del Vecchio, Siliva, Marcello Cadarelli, Fabiana De Simone, Giuliana Petitta**. 2015. Interacting with Participants Outside of Interpretation. 24-48.

\* *This somewhat mysterious title refers to cases when interpreters talk to the principals (speakers and interlocutors) to seek clarification or to provide explanations etc., i.e. outside the strict rendition of the principals' utterances. The authors start by explaining that such interactions between the interpreters and principals are frequent and influence strongly both the deployment of the interpreting action per se and the outcome of interpreting. They then discuss briefly the situation of SLI in Italy and announce the empirical part of their chapter, namely an analysis of authentic recordings, 70 seminars held between 2004 and 2013 and 15 "mixed" meetings held over the past three years. They refer to the interference between the interpreter's interpreting proper and the interactions between Deaf people in the room, discussed by Sophie Pointurier-Pournin in her recent doctoral dissertation (see Bulletin n° 48, 2014) and integrated into an Effort Model for Interpreting with Signed Languages, but announce they will not discuss them as they are not considered 'interaction' proper. With respect to "Participant generated interactions", they define 8 categories, including 3 types of questions, two types of apologies, requests for explanation, suggestions for translation, and silent interactions, visual feedback or backchanneling.*

**Feyne, Stephanie**. 2015. Typology of Interpreter-Mediated Discourse That Affects Perceptions of the

Identity of Deaf Professionals. 49-70.

*\* Deaf museum educators were interpreted into English by 4 certified signed language interpreters. Raters of these educators listened to audio recordings of the interpretations and commented on them. The author found that the interpreters' choices had an impact on the way the original speakers were rated. This is interesting empirical evidence of such impact, a good starting point of further exploration, and it is probably as valid for spoken language interpreting as for signed language interpreting. But why speak of 'identity construction' as opposed to 'professional and personal features'? Perhaps because this paper reports on an MA thesis written by the same author in the Department of Anthropology at Hunter College, City University of New York?*

**Marks, Annie.** 2015. Investigating Footing Shifts in Video Relay Service Interpreted Interaction. 71-96.

*\* This study attempts to gather empirical evidence to infer the reasons why VRS interpreters might directly engage with the principals as active participants. Three mock calls were organized and recordings were analyzed, and such direct engagements were studied.*

**McDermid, Campbell.** 2015. A Pragmatic, Multidimensional Model of the Interpreting Process. 97-129.

*\* Twelve novice and expert interpreters were asked to interpret an English monologue into ASL and their work was rated by Deaf signers. A pragmatics based model of the interpreting process based on three levels of meaning was used as a reference to assess various meaning-rendering tactics (disambiguating by enriching the text or by introducing an implicature).*

**Brunson, L. Jeremy.** 2015. A Sociology of Interpreting. 130-149.

*\* An essay advocating the study of interpreting from a sociological angle.*

**Müller de Quadros, Ronice, Janine Oliveira, Aline Nunes de Sousa, Roberto Dutra Vargas.** 2015. Translating the UFC University Entrance Exam into LIBRAS: Challenges and Solutions. 150-164.

*\* A description and analysis of the difficulties involved in the translation of entrance exams for admission to the Federal University of Santa Catarina into Brazilian Sign Language.*

**Santiago, Roberto R., Lisa F. Barrick, Rebecca Jennings.** 2015. Interpreters' Views on Idiom Use in ASL-to-English Interpreting. 165-195.

*\* A study on the use and non-use of idioms in the target text as documented by interpretations of a Deaf actor's ASL source text into English by six interpreters in a simulated interpreting task and by interviews which took place afterwards.*

**Miner, Annette.** 2015. Designated Interpreters: An Examination of Roles, Relationships, and Responsibilities. 196-211.

*\* This study is the beginning of an ethnographic investigation into the relations between Deaf professionals and interpreters who work regularly with them ('designated interpreters'). Two Deaf professionals and five interpreters participated in this pilot study, four of whom identified themselves as designated interpreters. Semi-structured and unstructured interviews were conducted. Inter alia, the data suggest that being a designated interpreter is a particularly demanding task and that beyond interpreting proper, the interpreter is an important factor for human and social integration of the Deaf professional in the workplace.*

**Quinto-Pozos, David, Erica Alley, Kristie Casanova de Canales, Rafael Trevino.** 2015. When a Language is Underspecified for Particular Linguistic Features: Spanish-ASL-English Interpreters' Decisions in Mock VFS Calls. 212-234.

*\* What the authors call 'underspecification' in this case is when linguistically/culturally Induced information is required in the target language rendition but is not present in the source text, in this case*



*formal vs. informal register and gendered nouns in Spanish. Eight mock VRS calls were interpreted by 22 interpreters, with Spanish, ASL and English, the questions being how interpreters choose formal versus informal forms and behave with respect to gendered nouns when interpreting into Spanish a VRS call when they cannot see the Spanish-speaking person and when they cannot ask for clarification from the signer. It turned out that contextual information influenced the decision making about formal vs. informal forms in Spanish, and that the masculine form in gendered nouns was used most of the time. Comments during debriefing suggested that participants struggled in their decisions about gendered nouns, and the authors say that clearly, cognitive effort is involved. Gile's comments: the same happens when interpreting between spoken languages and relative underspecification of the source language vs. the target language force interpreters to make similar choices, and the same happens when facing lexical gaps, as noted by Sophie Pointurier Pournin in her 2014 doctoral dissertation in Paris.*

## OTHER INTERPRETING RELATED PUBLICATIONS

### MA theses completed at Johannes Gutenberg-Universität Mainz in 2015

(list contributed by Dörte Andres)

**Haldimann, Sandra.** 2015. *Den freien Fall genießen. Improvisationstheater als Teil der Dolmetschdidaktik (Enjoying the Free Fall. Using Improvisational Theatre in Interpreting Didactics)*. MA-Arbeit, Fachbereich Translations-, Sprach- und Kulturwissenschaft, Johannes Gutenberg-Universität Mainz. (DA)

*\* This M.A. thesis deals with the parallels of improvisational theatre (improv) and interpreting, and the question of how improv techniques can be used to teach vital interpreting skills, drawing on basic improv principles helpful to interpreters, such as "Don't fear mistakes", "Be positive" and "Embrace surprises". While a large part of the thesis focuses on the skills required for both improv and interpreting, and on how these skills are taught in each of the two disciplines, the centrepiece is a collection of improv games that are suitable to practice interpreting-specific skills outside of an actual interpreting setting.*

**Mengis, Eden.** 2015. *"Don't talk down your country!" Tigrinya Interpreters in Asylum Hearings in Germany*. MA-Arbeit, Fachbereich Translations-, Sprach- und Kulturwissenschaft, Johannes Gutenberg-Universität Mainz. (DA).

*\* In order to leave Eritrea, Eritrean nationals need an exit permit, which is only granted in rare cases. Soldiers patrolling the borders are ordered to shoot anyone trying to flee. Should the Government receive information about a successful escape, any relatives left behind in Eritrea are at risk of being arrested and can only be released from prison after high fines are paid. This is why it is so important to carefully handle the personal information of Eritrean refugees. This thesis focusses on the neutrality of Tigrinya interpreters in the asylum procedure on the one hand, and on their duty of secrecy after these hearings as well as the potential consequences in case of failing to fulfil this duty on the other hand.*

**Yusufi, Miriam.** 2015. *Das Mitteilungsblatt für Dolmetscher und Übersetzer: Eine Analyse der Anfangsjahre 1955 bis 1964 und eine sozialpsychologische Betrachtung des berufsständischen Engagements im BDÜ*. MA-Arbeit, Fachbereich Translations-, Sprach- und Kulturwissenschaft, Johannes Gutenberg-Universität Mainz. (DA)

*\* Since the foundation of the Berufsverband der Dolmetscher und Übersetzer e. V. (BDÜ) in 1955, association work within the interpreting and translating community in Germany has been documented and facilitated by the association's journal, the Mitteilungsblatt für Dolmetscher und Übersetzer. The thesis takes a closer look at the early editions published between 1955 and 1964 in order to identify the BDÜ's major intentions, achievements and attitudes during that time. Findings from social*

psychology are then used to examine the BDÜ's early work and to extrapolate the potential of association work and the motivational processes preceding it.

## Other MA theses

**Dimitropoulou, Maria & Maria Mantzara.** 2015. *Η διερμηνεία στο ελληνικό σύστημα ασύλου (Interpreting in the Greek Asylum System - A case study)*. Unpublished diploma thesis, Department of Foreign Languages, Translation and Interpreting, Ionian University (Corfu, Greece) (AP)

\* *The purpose of our thesis is to examine the situation in and the conditions under which interpreting is conducted in asylum procedures in Greece. In order to understand in depth the entire asylum procedure and to focus on the interpreting services provided during the interviews, we contacted the Greek authorities responsible for processing asylum applications, i.e. the Greek Asylum Service and the Aliens Police Directorate of Attica, as well as “Metaction”, the interpreting services provider and several migrant communities. The survey was carried out using questionnaires, which were distributed to both the Greek Authorities and the migrant communities in Athens (from March to June 2015). In the first stage of our survey we proceeded with the analysis of each group-questionnaire separately. In a next step, we compared the results which derived from said questionnaires. Setting this comparison as our basis, we reached some very interesting conclusions about the current situation regarding both the interpreters engaged in the Greek asylum system and the asylum setting itself. It should be highlighted that our conclusions include inter alia, the questions whether, upon arrival in Greece, the asylum seekers are aware of their rights concerning the interpreting services, if there is an interpreter present during the interviews and how the asylum seekers evaluate the communication between them and the interpreters. Moreover, we present the training that said interpreters have received and we examine whether they diverge from the strict framework of their work. Last but not least, after concluding the study and the comparison of the aforementioned results, we proceeded with the development of certain suggestions, such as improvements on the professional interpreters’ training, definition of a general Code of Ethics for Interpreters and a catalogue of interpreters operating in Greece. These proposals will hopefully be materialized in order to improve and facilitate the asylum procedure.*

**KOSTELNÍKOVÁ, Dita.** 2015. *Vícejazyčná komunikace a kvalita tlumočnických a jazykových služeb ve zdravotnických zařízeních v Praze - případová studie; (Multilingual communication and quality of interpreter-mediated interaction in healthcare settings in public and private hospitals in Prague - a case study)*, MA. Thesis, dir. prof. Ivana Čeňková, Institute of Translation Studies, Charles University in Prague, September 1015 – in CS.

### Abstract

*The thesis focuses on multilingual communication in healthcare centres in Prague. One of its main objectives is to compare and contrast the situation in the public- and the private sector.*

*The theoretical part of the thesis presents interpreting in healthcare settings as one of the most important and most frequent types of community interpreting. The author focuses mainly on the current state of research in diverse world regions, and subsequently analyses the specific aspects of interpreting situations in the setting in question. An integral constituent of the theoretical part of the thesis is a global overview of the current situation in terms of quantity of foreign patients in Prague hospitals, including selected relevant demographic data. In conclusion of the theoretical part, the author briefly elaborates on the phenomenon of medical tourism.*

*The empirical part of the thesis is based on a questionnaire survey carried out among hospital employees in Prague, the aim of which was to analyse the current situation in terms of communication with foreign country nationals and to compare and contrast the public- and the private sector in this respect. The main focus of the research is to find out how the respondents perceive the situation and whether they are satisfied with it and to what extent this is conditional upon certain factors – namely*

*their post and language competences. In this regard, the authors have made a wide range of interesting and often surprising discoveries, which have inspired them to seek possibilities to improve the current situation and to develop recommendations for the practice.*

**VÁVROVÁ, Kateřina.** 2015. *Komunitní tlumočení a jazykové zprostředkování na základních školách v Praze (případová studie); Community interpreting and child language brokering at primary schools in Prague (case study)*. MA. Thesis, dir. prof. Ivana Čeňková, Institute of Translation Studies, Charles University in Prague, September 1015 – in CS. (IC)

**Abstract:** *This thesis deals with the communication between school representatives, foreign students and their parents. Our primary focus is the use of professional community interpreting and child language brokering for this purpose. In the theoretical part of our paper we firstly describe migration in the Czech Republic and then introduce the two main points of interest: community interpreting and child language brokering with a focus on the school setting. The empirical part of this study presents the results of our research that was conveyed as a case study. Our aim was to analyze how certain schools in Prague (grades 1 to 9) communicate with pupils and parents who do not speak Czech; to what extent they use community interpreters and what their opinion on the role of interpreter at school and on this service in general is. We also asked the schools whether and how often they request the foreign students to act as interpreters and to what extent they feel this solution is acceptable in various situations. In order to obtain a comprehensive view, we conveyed a similar survey among community interpreters. We discovered that community interpreting is not a common solution in overcoming language barriers in the selected schools. Even though they perceive this service in a positive way, they struggle with its organizational and financial burden; many respondents also do not have enough information about community interpreting, which was confirmed by the responses of community interpreters. On the other hand our respondents commonly turn to foreign students and ask them to translate; they also deem this solution appropriate in many situations. This opinion is not shared by community interpreters who are in principle against this practice. Finally, based on our findings, we created a set of good practice recommendations for schools concerning the cooperation with community interpreters and also the use of foreign students as language brokers.*

## ARTICLES

**Gallai, Fabrizio.** 2015. Quality in legal interpreting and pragmatics: Are they compatible? In **Zwischenberger & Behr** (eds.). 167-204.

**Hlavac, Jim & Marc Orlando.** 2015. "Capturing" and "prescribing" desirable attributes of community interpreting: Design and implementation of testing systems in four anglophone countries. In **Zwischenberger & Behr** (eds.). 297-323.

**Martínez Gómez, Aída.** 2015. Interpreting quality in prison settings: A proposal for an evaluation tool. In **Zwischenberger & Behr** (eds.). 205-230

## OTHER TS PUBLICATIONS

**Alonso Araguás, Iciar, Alba Páez Rodríguez & Mario Samaniego Sastre** (eds). 2015. *Traducción y representaciones del conflicto desde España y América. Una perspectiva interdisciplinar*. Ediciones Universidad Católica de Temuco, Chile, Ediciones Universidad de Salamanca, España.

*\* Inter-ethnic conflicts in what became Latin America, translation and conflicts in the Canary islands and in the South Pacific, intercultural representations in mass media, migration dynamics and urban interculturality are addressed in this collection by translation and interpreting scientists, historians and social scientists in what is indeed a pluridisciplinary approach to conflicts between culturally diverse groups in different types of historical and sociological contexts. The authors seem to share an underlying*

wish to help empower translation and interpreting as a tool for intercultural rapprochement, especially in areas plagued by inter-ethnic conflicts. Within the TS community, this book is of particular interest to historians and sociologists. Two papers from this collection by authors from the University of Salamanca, Spain, are briefly reported below:

**Alonso Araguás, Iciar.** 2015. El intérprete en los conflictos bélicos contemporáneos: identidades ambiguas en la prensa escrita. 157-176.

*\* This paper focuses on contemporary interpreting in conflict zones, mainly Afghanistan and Iraq. It looks inter alia at representations of interpreters in the written media, at their position in terms of visibility and associated risks and at the suitability of existing professional codes in such contexts.*

**Baigorri Jalón, Jesús.** 2015. Un intérprete en la geopolítica del imperio español en el Pacífico sur a finales del siglo XVIII: Máximo Rodríguez en Tahití. In Alonso Araguás et al. (eds). 107-123.

*\* A historical analysis largely based on the diary of Máximo Rodríguez (an 18<sup>th</sup> century Spanish-Tahitian interpreter). As is often the case in Baigorri Jalón's texts, the article starts with methodological considerations, and the author remains cautious and reminds readers that his is only one possible reading of the source texts.*

**Angelelli, Claudia & Brian James Baer** (eds). 2016. *Researching Translation and Interpreting*. London and New York: Routledge.

*\* This is the most recent in a series of books (e.g. Hale and Napier's and Saldanha and O'Briens's) focusing on research methods in translation and interpreting. After an introductory essay by the editors who explain their post-positivist philosophy of research into translation and interpreting, 24 articles are offered on various research areas (agency and role, bilingualism and multilingualism, cognitive processes, collaborative and volunteer translation and interpreting, fictional representations of translators and interpreters, gender and sexuality, history and historiography, translation and interpreting pedagogy, power and conflict, profession, identity and status, reader response and reception theory) and approaches or methods (action research, bibliometric studies, case studies, conversation analysis, corpus-based studies, critical discourse analysis, ethnography of communication, experimental research, histoire croisée, interviews and focus groups, narrative analysis, observations and survey-based studies). The articles offer reviews and analyses rather than practical methodological advice.*

## Present Nodes

*Nodes* are local institutional or individual members who represent CIRIN in their respective geographical area. Members *volunteer* to become Nodes; they cease to operate as such at any time after notifying headquarters in Paris of their intention.

For **Australia**: Marc Orlando - ([marc.orlando@monash.edu](mailto:marc.orlando@monash.edu)) & Jim Hlavac - ([Jim.Hlavac@monash.edu](mailto:Jim.Hlavac@monash.edu)) Translation and Interpreting Studies, School of LLCL, Monash University, Clayton 3800 VIC, Australia  
For **Austria**: Franz Pöchhacker - Center for Translation Studies, University of Vienna, Gymnasiumstr. 50, A-1190 Wien, Austria [Franz.Poehchacker@univie.ac.at](mailto:Franz.Poehchacker@univie.ac.at)  
For **Chile**: Gertrudis Payàs - Escuela de Lenguas y Traducción, Facultad de Artes y Humanidades, Universidad Católica de Temuco, Avda. Alemania 0422, Temuco, C.P. 4810296, CHILE [payas@lagerta.com](mailto:payas@lagerta.com)  
For **China (Hong Kong)**: Andrew Cheung - Department of Chinese and Bilingual Studies, Hong Kong Polytechnic University, Kowloon, Hong Kong [profakc@gmail.com](mailto:profakc@gmail.com)  
For **China (Shanghai)**: Ailing (Irene) Zhang - Graduate School of Interpretation and Translation, Shanghai International Studies University, 550 Dalian Road (W), Shanghai 200083, P.R.China [azhang@shisu.edu.cn](mailto:azhang@shisu.edu.cn)  
For the **Czech Republic**: Ivana Cenkova - Charles University, Institute of Translation Studies, UTRL FF UK, Hybernska 3, 110 00 Praha 1 Czech Republic tel 42 02 216 195 13 fax 42 02 216 195 28 [IVANA.CENKOVA@ff.cuni.cz](mailto:IVANA.CENKOVA@ff.cuni.cz)  
For **Denmark**: Helle Dam - Department of Business Communication, School of Business and Social Sciences, Aarhus University, Jens Chr. Skous Vej 4, DK-8000 Aarhus Denmark [HD@asb.dk](mailto:HD@asb.dk)  
For **Egypt**: Sania Sharawi-Lanfranchi - 4, El-Saleh Ayoub, Zamalek 11 2 11, Cairo Egypt [shara11@hotmail.com](mailto:shara11@hotmail.com)  
For **Estonia**: Margus Puusepp - Vallikraavi12-15, 51003 Tartu, Estonia. [mpuusepp@hotmail.ee](mailto:mpuusepp@hotmail.ee)  
For **Finland**: Yves Gambier - University of Turku - Centre for Translation and Interpreting, Koskenniemenkatu 4 - 20500 Turku, Finland - [yves.gambier@utu.fi](mailto:yves.gambier@utu.fi)  
For **France**: Daniel Gile - 18, rue Alexandre Guilmant, 92190 Meudon, France [daniel.gile@yahoo.com](mailto:daniel.gile@yahoo.com)  
For **Germany**: Sylvia Kalina. Schleifweg 3, D-69126 Heidelberg, Germany. [sylvia.kalina@th-koeln.de](mailto:sylvia.kalina@th-koeln.de)  
For **Greece**: Anastasia Parianou - Ionian University, Megaro Kapodistria, 49100 Corfu, Greece [parianou@ionio.gr](mailto:parianou@ionio.gr)  
For **Ireland**: Michael Cronin - School of Applied Languages, Dublin, City University, Dublin 9, Ireland - [croninm@dcu.ie](mailto:croninm@dcu.ie)  
For **Japan**: Akira MIZUNO - [a-mizuno@fa2.so-net.ne.jp](mailto:a-mizuno@fa2.so-net.ne.jp)  
For **Mexico**: CESLAA (Dra Georganne Weller), Tlaxcala 78-501, Col. Roma Sur, México, D.F. 06760 Mexico [gemavaniki@yahoo.com](mailto:gemavaniki@yahoo.com)  
For **Poland**: Bartłomiejczyk, Magdalena - Univ of Silesia, Institute of English, ul. Zytunia 10, 41-205 Sosnowiec, Poland: [magdalenabartlomiejczyk@hotmail.com](mailto:magdalenabartlomiejczyk@hotmail.com)  
For **Portugal**: Manuel Santiago Ribeiro - Rua Correia Teles, 32-2º PT - 1350-100 Lisboa Portugal, tel/fax: + 351.21.386.9429 [msr@aic.net](mailto:msr@aic.net)  
For **Romania**: Daniel Dejica - Department of Communication and Foreign Languages, Politehnica University of Timisoara, Str. Petre Ramneantu nr. 2, ASPC, A2014, Timisoara, Romania, [daniel.dejica@upt.ro](mailto:daniel.dejica@upt.ro)  
For **Switzerland**: Michaela Albl-Mikasa - ZHAW Zurich University of Applied Sciences, School of Applied Linguistics, Theaterstr. 15c, P.O. Box 8401 Winterthur Switzerland [michaela.albl-mikasa@zhaw.ch](mailto:michaela.albl-mikasa@zhaw.ch)  
For **Turkey**: Hande Ersöz-Demirdağ - Yıldız Teknik Üniversitesi Fen- Edebiyat Fakültesi Bati Dilleri Ofis: B1018, Davutpasa Cad no: 127, 34210 Esenler/İstanbul Turkey, tel: +90 212 449 15 58 [handeersoz@hotmail.com](mailto:handeersoz@hotmail.com)  
For the **UK**: Jemina Napier - Heriot-Watt University, Edinburgh, Scotland, [j.napier@hw.ac.uk](mailto:j.napier@hw.ac.uk)  
For **Uruguay**: Maria Julia Sainz - Facultad de Derecho/Traductorado, Universidad de la Republica, Bvar. Artigas 210 11.300 Montevideo, Uruguay tel/fax (598 2) 711 54 56 - e-mail: [mjsainz@adinet.com.uy](mailto:mjsainz@adinet.com.uy)

To become a CIRIN Member, please write to D.Gile and ask for your name or the name of your organization to be added to the list. Membership entails no financial or administrative commitments, but indicates willingness to share CIR information, in particular through the *Bulletin*. Please report any relevant CIR information (bibliographical items, research activities, etc.) to your Regional Node or directly to Paris. The *Bulletin* is a speedy and flexible information vehicle, but

ITS VALUE DEPENDS ON MEMBERS' CONTRIBUTIONS.