

THE CIRIN BULLETIN

Conference Interpreting Research Information Network

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

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This Bulletin aims at contributing to the dissemination of information on conference interpreting research (CIR) and at providing useful information on CIR worldwide. It 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](http://www.cirin.org), please contact [D. Gile](mailto:daniel.gile@yahoo.com).

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

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EDITORIAL

An interesting and attractive idea is embodied in a recently created journal at the University of Vlora in Albania, the *Graduate Journal of Translation and Interpretation Studies (MTIJ)* (http://mtij.org/?page_id=457). According to editor-in-chief Erida Prifti, “the primary goals of the journal are to showcase and share graduate research, to encourage translator and interpreter education programs to incorporate graduate research into their curricula, as well as to provide a resource for students in translator and interpreter education programs.” Prifti believes “that graduate students are very capable of contributing to and improving our understanding of translating and interpreting” and is “convinced that the benefits of graduate research are many and that each of these benefits will serve students well as they explore the fields of translation and interpreting.”

There is much merit to the idea and graduate research can be very valuable, especially in view of the fact that it is often associated with a considerable investment in time and effort. In practical terms, however, the papers published in the first issue of the journal are still weak, just as papers published as CETRA papers are often not quite at the scholarship level which would make them publishable in reputable journals. What may be missing is strong peer-reviewing and perhaps subsequent guidance, which is not a standard part of a peer reviewer’s job. Publishing poor research can be very counter-productive for the discipline. So is it really a good idea to let students publish if the extra effort to turn their texts into truly publishable ones is not systematically provided? Or should a specific system be set-up, whereby MTIJ and similar initiatives would operate in cooperation with

experienced researchers who would undertake to not only peer-review manuscripts, but also to take authors by the hand and guide them towards successful completion of good texts?

Bulletin n°52 statistics

A few statistics for awareness raising, keeping in mind that the numbers are small (often less than 100 items in any issue of the *Bulletin*) and that for obvious reasons (the collection of data is partly manual, by the editor, and partly contributed by colleagues whenever they can) the sample of texts listed in any issue is not necessarily representative of the population of CIR publications.

In this issue, 86 conference interpreting-related texts are listed, a couple of which involve sign languages. 43 of the texts (50%) are papers published in journals, and 25 (about 30%) are papers from collective volumes. Only 5 (MA) theses are listed this time, but there are 9 doctoral dissertations, 3 of which come from Spain, which has been a productive country at doctoral level in the past two decades. Note that out of the 9 dissertations, 5 were defended by Chinese authors, only one of them from China. The UK, Australia and other 'Western' countries have become a productive environment for Chinese PhD students. This creates better interaction between Chinese authors and the West than interaction between the West and Japanese and Korean authors, who tend to publish in their own countries and in their own language.

All 9 doctoral dissertations are empirical. Actually, a total of 47 texts (about 55%) listed in this *Bulletin* are empirical, 23 (17% are not), and 16 could not be classified because the full texts were not available for scrutiny. Still, a clear majority of the texts over the period (except for one thesis dating back to 2009, 4 from 2010 and 4 from 2011, all were published in the past 5 years, and 82% were published in the past 3 years) are empirical, which is in line with a trend already noted in the *Bulletin* and elsewhere.

As regards the productivity of countries, China is first, with 25 texts (29%), Italy is second with 15 texts, 8 of which are articles from collective volumes, and Spain is third with 8 texts. Again, the numbers are small and one collective volume of proceedings can change the ranking of a country, but the top rankings of China and Spain seem to be constant. In Italy, much publishing seems to be going on in journals and collective volumes not necessarily specialized in translation or interpreting, and the editor (Gile) only discovered their existence when scanning the lists of references of interpreting related publications.

As regards topics, 24 texts (28% of the total) deal with training, still a popular subject. 11 texts deal with consecutive, the popularity of which probably lies in the fact that it is still very much part of the training of interpreters and also, in the case of empirical research, that many press conferences in China and perhaps elsewhere in East Asia are held in consecutive, video-taped and made available to the public.

More material and further analyses were to go into this issue of the *Bulletin*, but due to heavy time constraints in a packed schedule, they will have to be left to the next issues.

Daniel Gile

RECENT CIR PUBLICATIONS

ARTICLES

From **Lindsay, Jon; Linda Sun; Qunying Pan *et al.*** (eds). 2014. *Proceedings of the International Symposium on Globalization: Challenges for Translators and Interpreters*

December 6-8, 2013, Zhuhai, China. The American Scholars Press

* The "International Symposium on 'Globalization: Challenges for Translators and Interpreters'" was organized by the School of Translation Studies, Jinan University (China). It was sponsored by Jinan University (China), the University of Newcastle (UK) and the University of Salford (UK) and was held at the Zhuhai campus of Jinan University on December 6-8, 2013 with 9 keynote speakers. 185 participants coming from 76 universities, institutions or organizations attended the event, contributing 120 papers in total. The following 6 papers are directly related to interpreting :

AN, Wenjing. 2014. (College of Foreign Languages, Guangxi University, Nanning, China). A User-oriented Quality Assessment Model for Interpreting: Medical Conference Interpreting as a Case in Point. In Jon Lindsay, Linda Sun and Pan Qunying, et al. (eds). *Proceedings of the International Symposium on Globalization: Challenges for Translators and Interpreters December 6-8, 2013, Zhuhai, China.* The American Scholars Press. 308- 313.

* The author replicated Bühler's survey on quality components with 50 medical doctors. Completeness, sense consistency with the original, fluency and logical cohesion obtained the highest scores.

FU, Rongbo. 2014. (Xiamen University, Ningbo University). Teaching Interpreting in China: Past and Prospect. In Jon Lindsay, Linda Sun and Pan Qunying, et al. (eds). *Proceedings of the International Symposium on Globalization: Challenges for Translators and Interpreters December 6-8, 2013, Zhuhai, China.* The American Scholars Press. 314-320.

* An overview

GUO, Lijia and LI Yanying. 2014. (University of Electronic Science and Technology of China Southwest University of Finance and Economics respectively). Interpreting Professionalization and Interpreting Teaching - Based on Research on the Development of Professionalization in Western China. In Jon Lindsay, Linda Sun and Pan Qunying, et al. (eds). *Proceedings of the International Symposium on Globalization: Challenges for Translators and Interpreters December 6-8, 2013, Zhuhai, China.* The American Scholars Press. 280-285.

* An overall analysis of the status and needs as regards professional interpreting.

KANG, Zhifeng. 2014. (Fudan University, Shanghai). Modern All-Encompassing Interpreting Teaching and Learning with Multimodalities. In Jon Lindsay, Linda Sun and Pan Qunying, et al. (eds). *Proceedings of the International Symposium on Globalization: Challenges for Translators and Interpreters December 6-8, 2013, Zhuhai, China.* The American Scholars Press. 321-328.

* On interpreter training using new technologies.

WANG, Wei & LI Xiaowen. 2014. (Jinan University, Zhuhai & Renmin University of China, Beijing, respectively). Strategies Used by Trainee Interpreters in C-E and E-C Consecutive Interpretation. In Jon Lindsay, Linda Sun and Pan Qunying, et al. (eds). *Proceedings of the International Symposium on Globalization: Challenges for Translators and Interpreters December 6-8, 2013, Zhuhai, China.* The American Scholars Press. 286-293.

* 38 interpreters were asked to interpret in consecutive from Chinese into English and vice-versa, and their tactics were inferred from a comparison of the source and target texts and analyzed. The relative frequencies of the tactics were found to differ depending on the direction of interpreting.

ZHOU, Qian. 2014. (Jinan University, Guangzhou, China). Professional Issues: Conference Interpreters' Roles and the Consequential Stress Factors. In Jon Lindsay, Linda Sun and Pan Qunying, et al. (eds). *Proceedings of the International Symposium on Globalization: Challenges for Translators and Interpreters December 6-8, 2013, Zhuhai, China.* The American Scholars Press. 103-107.

* About the professional position of interpreting, ethics, sources of stress.

Journal Articles

Abi-Mikasa, Michaela. 2014. The imaginary invalid. Conference interpreters and English as a lingua franca. *International Journal of Applied Linguistics* 24:3.

Allushi, Aida. (University of Vlora, Albania). 2014. Physiological stress in experts and novices during simultaneous interpreting. *MTIJ, Graduate Journal of Translation and Interpreting Studies* 1:1. 38-45.
* *Pulse rate and skin conductance were measured in two experienced interpreters while they were interpreting at a medical conference and in three beginning students while they were interpreting in the classroom. The author reports that the experienced interpreters' pulse rate remained constant and relatively low, while the students' was higher and fluctuated markedly. Nothing is said about pulse rate.*

Bani, Sara. (University of Catania). 2016. Interpreting journalism. In **Bendazzoli & Monacelli** (eds). 173-196.

* *A study of interpreting during a journalism festival in Italy held in October 2011, organized by an Italian weekly with a public composed mostly of readers of that weekly. Speaker statements (in Spanish) were analyzed in a Critical Discourse Analysis mindset, and the interpreters' output (in Italian) was analyzed with a focus on tactics.*

Behr, Martina. 2014. Dolmetschen als Transdisziplin. Zur Forderung nach interdisziplinärer Erforschung der Translation – state of the art in der Dolmetschwissenschaft. In Kerstin Kunz, Elke Teich, Silvia Hansen-Schirra, Stella Neumann, Peggy Daut (eds.) *Caught in the Middle – Language Use and Translation A Festschrift for Erich Steiner on the Occasion of his 60th Birthday*. Saarbrücken. Universaar, Saarland University Press. 57-70.

* *A discussion of the extant and future development of interpreting studies in terms of transdisciplinary/interdisciplinary endeavors, perhaps in a systems-theoretical framework.*

Bendazzoli, Claudio (University of Turin). 2016. The ethnography of interpreter-mediated communication: methodological challenges in fieldwork. In **Bendazzoli & Monacelli** (eds). 3-30.

* *This conceptual chapter is rather holistic. It introduces fieldwork and ethnography in general and in the field of interpreting and mentions a few challenges interpreters encounter in their professional activity. It highlights the advantages of being an interpreter oneself when investigating interpreting, but does not go into the risks associated with self-image as regards the collection and processing of available data.*

Boyd, Michael. (University of Roma Tre). 2011. (New) political genres for the masses? Youtube in the 2008 US presidential elections. In Sarangi, S., V. polese & G. Caliendo (eds). *Genres on the move: Hybridization and discourse change in specialized communication*. Naples: Edizioni Scientifiche Italiane. 27-44.

Boyd, Michael. (University of Roma Tre). 2013. Reframing the American Dream: Conceptual metaphor and personal pronouns in the 2008 US presidential elections. In Cap, P. & U. Okulska (eds). *Analyzing genres in political Communication*. Amsterdam/Philadelphia: John Benjamins. 297-319.

Boyd, Michael. (University of Roma Tre). 2016. Who/where is Joe the Plumber? Interpreting in the US presidential debates. In **Bendazzoli & Monacelli** (eds). 197-223.

* *The data for this chapter were drawn from the third and final debate between presidential candidates Obama and McCain in 2008. The turns dealing with Joe the Plumber, a conceptual metaphor, were analyzed, with a focus on pronouns, the strategies of the speakers when referring to Joe the Plumber and the use of lei (polite and more formal) vs. tu (more informal) in the target texts.*

Boyd, Michael & Claudia Monacelli. (University of Roma Tre, UNINT). 2010. Politics, (con)text and genre: applying CDA and DHA to interpreter training. *The Interpreters' Newsletter* 15: 51-70.

CAO, Yan & JIN, Yan (Northwest Normal University). 2016. Market-driven MTI education scheme: A case study of Northwest Normal University (in Chinese). *Chinese Translators Journal* 2. 50-55.

* *A survey-based study exploring curriculum design, teaching methodology and evaluation system of MTI (Master of Translation and Interpreting) programs in China, with special reference to the case of MTI education at Northwest Normal University of China. The title was translated from Chinese by the contributor.* (YDW)

Castro (Yáñez), Ginette (Gabriela) & (Boris) Chaparro (Inzunza), Waldo. 2014. Desverbalización y estructuras sintácticas en interpretación simultánea. *Onomázein* (Pontificia Universidad Católica de Chile Santiago, Chile) 1:2. 1-10

* *A German speech by Angela Merkel was read by a native speaker and interpreted simultaneously into Spanish by 6 volunteer interpreters. Their renditions were scrutinized for shifts and similarities (compression, expansion, addition, explicitation, syntactic mergers, omission without informational loss, omission with informational loss, errors, change or order, presentation of order), and inferences on deverbalization or the lack thereof were made on that basis.*

CHANG, Pin-Ling. 2014. The Political and Diplomatic Significance of Interpreters/ Translators in Seventeenth Century Colonial Taiwan. In Federici, F. M. and D. Tessicini (eds.), *Translators, Interpreters, and Cultural Negotiators: Mediating and Communicating Power from the Middle Ages to the Modern Era*. Basingstoke: Palgrave Macmillan (ISBN: 9781137400031). 136-154

CHEN, An-Chi. 2013. An Articulated Learning Path: Locating Interpreting Learning from the Narrations of Learners, In LIAO, Hsien-hao, Tien-en KAO and Yaofu LIN (eds.), *The Making of a Translator: multiple perspectives* 譯者養成面面觀. Taipei: Bookman Books. (ISBN: 978-957-28764-8-0). 293-315/

Diriker, Ebru. 2011. User Expectation Surveys: Questioning Findings and Drawing Lessons for Training. *İstanbul Üniversitesi Çeviribilim Dergisi*, no. 3, Istanbul.

* *13 Delegates at a small conference on politics and philosophy were interviewed about their expectations from interpreting during coffee breaks.*

Diriker, Ebru. 2013. Simultaneous and Conference Interpreting in Conference Situations (Conference Interpreting). In Carmen Millan-Varela and Francesca Bartrina (eds), *Routledge Handbook of Translation Studies*. London and New York: Routledge

DONG, Yanping & Jiexuan LIN. (Guangdong University of Foreign Studies). 2013. Parallel processing of the target language during source language comprehension in interpreting. *Bilingualism: Language and Cognition* 16:3. 682-692.

* *Two experiments with undergraduate English majors who study interpreting, either beginners or more advanced students, which involved reading for interpreting or for repetition, with manipulations of the position of target words and of cognate vs. non-cognate status. Response time for single words were taken as the main indicator for "parallel processing of the target language". Rather remote from actual interpreting by professionals at this stage.*

Foster, Lenelle. (Stellenbosch University, South Africa). 2014. Quality-assessment expectations and quality-assessment reality in educational interpreting: An exploratory case study. *Stellenbosch Papers in Linguistics Plus*, Vol. 43. 87-102.

* *Data from three studies at Stellenbosch University where simultaneous interpreting is provided to students. Lecturers who had taught courses were asked to assess recordings of the interpretations of two lectures. The assessments were compared to their comments made in 2011, and to assessments by 4*

professional interpreters. Among the findings, professionals were more critical than lecturers and paid more attention to delivery.

GAO, Bin (University of International Business and Economics) & **Chai, Mingjiong** (Shanghai International Studies University). 2016. Teaching simultaneous interpreting: On Gile's model-driven approach (in Chinese). *Technology Enhanced Foreign Language Education* 2. 62-66.

**Abstract: This paper analyzes the theoretical underpinnings of Gile's models and applies the models by using teaching scenarios in China. From the perspectives of information processing sequence, cognitive constraints and evaluation variability, this paper explores the key factors that influence quality and decision making in simultaneous interpreting process and suggests a model-driven approach focusing on reflective learning and error analysis to improve teaching efficiency.*

Key words: simultaneous interpreting; simultaneous interpreting teaching; Gile's Models

** This general theoretical study examines the applications of the models put forward by Daniel Gile to simultaneous interpreting teaching in a multi-media environment. (YDW)*

García Becerra, Olalla. 2015. Survey Research on Quality Expectations in Interpreting: The Effect of Method of Administration on Subjects' Response Rate. *Meta* 60:3. 542-556.

** This paper compares the response rate obtained using three different ways of presenting a questionnaire about quality expectations in interpreting to subjects: in person, via an invitation to take part in an online questionnaire and by including the questionnaire within the text of an email to the subjects. The results of this study show that the subjects tend to participate more when the questionnaire is administered in person. In general male participation was higher than female, but no significant difference was observed with respect to the method of administration.*

Garth, Carola. (Berlin) 2012. Konferenzdolmetschen in Fachmedizinischen Kontexten: Eine Umfrage und ihre Ergebnisse. *T2IN Translation in Transition* 2012-01.

<http://www.t2in.com/homepage/articles.php>

** A survey about the professional medical interpreting environment, with an analysis of answers to a survey by 50 respondents.*

Garwood, Christopher & Nicoletta Spinolo. 2010. To kill or not to kill: Metaphors in simultaneous interpreting. *Forum* 8:1. 181-211.

Gentile, Paola. 2013. The Status of Conference Interpreters: A Global Survey into the Profession. *Rivista internazionale di tecnica della traduzione = International Journal of Translation* n.15 - 2013, EUT Edizioni Università di Trieste, Trieste. 63-82

** On-line 35 items questionnaire, 803 respondents (79% from Europe, 75.7% were women, 56% were 46 to 65 years old, 85.5% were free-lancers, 71.3% were full-time interpreters, 623% had a degree in translation/interpreting). More than half of the respondents saw themselves as having a status similar to that of professionals such as medical doctors, lawyers etc., but 59.4% of them thought that society at large gave them a lower status, equivalent to that of high school teachers, architects and journalists. Italian respondents tended to believe that Italian society gave them an even lower status.*

HAN, Chao. 2015. Lacunae, myths and legends about conference interpreters: A diary study to explore conference interpreting practice in China. *Perspectives: Studies in Translatology*, 23:3. 440-457.

** Ch.4 in HAN Chao's 2015 PhD, reported in Bulletin n°51.*

HU, Yanru (Beijing Union University). 2016. A research on the interpreter performance from the intercultural perspective (in Chinese). *Shanghai Journal of Translators* 3. 47-50, 51.

** A general theoretical study investigating interpreters' performance. (YDW)*

HUA, Liang (Tianjin Foreign Studies University). 2016. Research on the professional development of teachers with Master of Translation: A survey based on teachers of interpretation (in Chinese). *Theory*

and Practice of Education 36: 6. 37-39.

**Abstract: By investigating such four dimensions as development and training, scientific research and theoretical research consciousness, consciousness of interpreting practice, interpreters training idea and method relevant to the professional development of interpreting teachers in translation specialty, we can find out that the interpreting faculty in translation specialty has positive development of interpretation specialty, talent training, career development views and values, but still has some shortcomings such as lower professional titles and educational level, and shorter period for interpreting teaching. To promote the professional development of interpreting teachers in translation specialty, the departments in charge of graduate education and the superior departments should pay attention to adjusting the selection of interpreting teachers, enhance the improvement and training of the teachers, create a good atmosphere of scientific research for interpreting teachers and establish the incentive mechanism to encourage the teachers to guide students' interpretation.*

Key words: teachers' development; masters of translation; interpreting

** A survey-based study investigating the professional development of interpreting teachers for MTI (Master of Translation and Interpreting) programs in China. (YDW)*

HUANG, Xiaojia (South China Normal University) & **BAO, Chuanyun** (Monterey Institute of International Studies). 2016. A study on the difficulty level division of teaching material for consecutive interpreting: A case study of ATTI (in Chinese). *Chinese Translators Journal*. 1. 58-62.

** Based on the data gathered from the consecutive interpreting teaching material from China Foreign Languages Publishing Administration's Advanced Training in Translation & Interpretation (ATTI) project, the study analyzes the factors that may contribute to the difficulty level of teaching material for consecutive interpreting and proposes the criteria and methods for teaching material difficulty level division in that connection. The title was translated from Chinese by the contributor. (YDW)*

Kajzer-Wietrzny, Marta. 2013. (Adam Mickiewicz University, Poznań, Poland). Idiosyncratic Features of Interpreting Style. *New Voices in Translation Studies* n°9. 38-52.

**An interesting case study which is part of and a follow-up to an innovative doctoral dissertation defended in 2012 (see doctoral dissertations section). Repetitiveness (as indicated by the percentage of words in a corpus covered by the 100 most frequent words), informativeness (as indicated by lexical density measured as the proportion of lexical words to the number of running words), and lexical sophistication (as indicated by the proportion of high frequency words) were tested on a dataset of six small sampled corpora of authentic interpreted German and French European Parliament plenary speeches interpreted into English and non-interpreted discourse (interviews) delivered by two professional EU accredited conference interpreters. Differences found between the two speakers and between their style in interpreting and in non-interpreted discourse were small, and mostly non-significant. But the samples were exceptionally small. Larger samples (more interpreters, larger corpora) could yield different results (DG).*

KANG, Zhifeng (Fudan University). 2016. Interpreting synergism based upon Visual-Audio-Oral Course of EAP through relevance transfer: A case of consecutive interpreting in English-Chinese and Chinese-English (in Chinese). *Foreign Language Learning Theory and Practice* 2. 77-84, 46.

**Abstract: The purpose is to test transfer from Visual-Audio-Oral Course of EAP to interpreting. In the way of consecutive interpreting, the researcher has done the experiments to 147 undergraduate interpreters of non-English majors in 5 classes taught by him in the second semester from 2014 to 2015.*

** An experimental study drawing on the theory of relevance and transfer. (YDW)*

Kellett Bidoli, Cynthia. (University of Trieste, SSLMIT). 2016. Methodological challenges in consecutive interpreting research: corpus analysis of notes. In **Bendazzoli, Claudio (University of Turin)**. 2016. The ethnography of interpreter-mediated communication: methodological challenges in fieldwork. In **Bendazzoli & Monacelli** (eds). 141-169.

* *A review of research into note taking, including the use of note-pen technology.*

Kiess, Gunnar. 2014. Kontrastiver Vergleich von Strategien beim Simultandolmetschen Japanisch-Deutsch und English-Deutsch. *T2IN Translation in Transition* 2014-03. <http://www.t2in.com/homepage/articles.php>

* *Recordings of a 2011 general policy speech by the Japanese Prime Minister at the UN General Assembly in Japanese and its English version were each interpreted simultaneously into German by one Heidelberg University conference interpreting graduate program student. Comments are made on the transcripts.*

Kremer, Benoît & Claudia Mejía Quijano. 2016. (Univ. de Genève, Univ. d'Antioquia, Colombie). L'acte de parole de l'interprète: durée, devenir et finitude. *Revue Française de Linguistique Appliquée* 21:1. 39-51. (Special issue on translation and interpreting in the face of present challenges).

LI, Yang (Guangdong University of Foreign Studies). 2016. Mapping corpus-based interpreting studies in China (2007-2014) (in Chinese). *Journal of PLA University of Foreign Languages* 39: 3. 109-116.

**Abstract: Corpus-based interpreting studies (CIS) have become a new sub-branch of interpreting studies since the 21st century. In China, the inception of CIS dated back to an international conference in 2007 at Shanghai Jiaotong University. So far, the foci of CIS have been mainly pinpointed on the methodology, solutions to difficulties in the corpus compilation and practical applications. However, the research topics are limited because of the underdeveloped compilation of interpreting corpora. Thus, new research topics and questions are desired to touch upon. Finally, it is proposed that the openness, comprehensiveness and usefulness of interpreting corpora will map the future of CIS.*

Keywords: interpreting studies; corpus; translation studies

* *A review of the developments of corpus-based interpreting studies in China during the time span of 2007 to 2014. (YDW)*

LI, Yang (Guangdong University of Foreign Studies). 2016. A corpus-based interpreting exploration into pragmatic functions of prefabricated chunks (in Chinese). *Modern Foreign Languages* 39: 2. 246-256.

**Abstract: Drawing on Moon's (2002) working definition of chunks and Biber's (2004, 2009) theoretical framework of machine-retrievable chunks and three pragmatic functions, this paper examines how trainees perform these three functions in consecutive interpretation, by using the N-gram of AntConc to retrieve, screen out and make statistics on the frequency of 4-gram prefabricated chunks. Findings of the study include: (1) there was a significant difference among the frequency distribution; (2) trainees showed the characteristics of using inter-personal markers and chunk prototypes, with prefabricated chunks exerting some effect on the improvement of both fluency and accuracy in interpreting; and (3) due to the limits of second language proficiency and cognitive capacity, trainees tended to overuse and shun using some components of prefabricated chunks.*

Key words: prefabricated chunks; frequency; C-E consecutive interpreting corpus; pragmatic functions; trainees

* *An empirical study examining how student interpreters perform the pragmatic functions of prefabricated chunks in consecutive interpreting. (YDW)*

LIU, Heping (Beijing Language and Culture University). 2016. China's interpreting education in the past ten years: Retrospect and prospect (in Chinese). *Chinese Translators Journal* 3. 46-52.

* *Drawing on bibliometric data, the study reflects on the nature of interpreting education, the problems plaguing interpreting pedagogy and research, and the way to strengthen the relevant research in interpreting education mode in China. The title was translated from Chinese by the contributor. (YDW)*

LIU, Minhua. (Hong Kong Baptist University). 2016. Putting the horse before the cart : righting the experimental approach in interpreting studies. In **Bendazzoli, Claudio (University of Turin)**. 2016. The ethnography of interpreter-mediated communication: methodological challenges in fieldwork. In **Bendazzoli & Monacelli** (eds). 87-105.

* *A didactic introduction to experimental methodology as it applies to interpreting research.*

LU, Xinchao (National Research Center for Foreign Language Education, Beijing Foreign Studies University). 2016. Prototype theory and reduction strategy in simultaneous interpreting (in Chinese). *Journal of Foreign Languages* 39:3. 63-73.

**Abstract: The paper first analyzes what makes reduction in simultaneous interpreting (SI) necessary, then explores, through the lens of prototype theory of cognitive linguistics, where reduction in SI is theoretically based, and how reduction strategies such as information selection and processing strategies work in SI at conferences against the fast-paced, information-intensive and unclear and illogical source speech. It proposes the notions “Family of Target Speech” and “Target Speech Continuum” so as to inform SI practice, pedagogy and quality evaluation.*

* *A general theoretical study drawing on the prototype theory of cognitive linguistics to examine the reduction strategy in simultaneous interpreting.* (YDW)

MARTIN, Anne. (University of Granada). 2016. Interpreting and ideology: research trends and methods. In **Bendazzoli & Monacelli** (eds). 225-244.

* *General, with an overview of recent trends.*

MATSUSHITA, Kayo. 2015. Risk management in political interpreting. The case study of a press conference in Japan (in Japanese). *Interpreting and Translation Studies 通訳翻訳研究* n°15. 1-16.

* *The recording of a consecutively interpreted press conference given by a Japanese politician on a sensitive issue was transcribed, shifts between source and target texts were identified. The paper focuses on shifts from the source text that result in a lengthening of the target text. The author attributes them to a combination of high risk and intensive production effort. In several examples presented in the paper, the interpreter uses one verb or expression, and then another, and then one more, for a single word in the source text, and makes comments on the speaker’s choice of words.*

Monacelli, Claudia (UNINT, Rome). 2016. Methods to contextual madness : taking what is not given in contextual settings. In **Bendazzoli, Claudio (University of Turin)**. 2016. The ethnography of interpreter-mediated communication: methodological challenges in fieldwork. In **Bendazzoli & Monacelli** (eds). 31-60.

* *A critical discourse analysis and discourse historical approach orientation in the discussion of research on interpreting in confidential settings. A rather abstract sociological analysis, followed by some information on working conditions in military interpreting for the Italian ministry of defence.*

MU, Lei; WANG, Weiwei, & XU Li (Guangdong University of Foreign Studies). 2016. An investigation into China’s doctoral dissertations in interpreting studies (1997-2014): Focusing on the research topics and research methods (in Chinese). *Journal of Foreign Languages* 39:2. 97-109.

* *Abstract: Doctoral dissertation research reveals, to some extent, the development trend of a discipline and its methodological innovations. Probing into these research topics and methods, the authors of this study conducted a meta-analysis on 47 dissertations produced by doctoral students in interpreting studies in China from 1997 to 2014. The authors find that dissertation research in interpreting mainly focuses on topics such as processes, theories, products and teaching of interpreting. The main research methodology applied in interpreting is empirical research, with a strong emphasis on experiments. In addition, the current study reveals an encouraging trend towards the growing use of mixed methods and interdisciplinary theories and methods to explain interpreting phenomena. Limitations, however, were found in both research topics and research methods. It is pointed out that the methodology and research*

methods of these dissertations were not clarified, or not explicitly discussed, and some of the research designs were not scientifically reliable. In addition, theoretical discussions of empirical results were insufficient in these doctoral dissertations. Therefore, a call for an emphasis on research methodology training, research design courses and international academic exchanges is made.

Key words: China; doctoral dissertations in interpreting studies; 1997-2014; meta-analysis; research topics; research methods

* A bibliometric study examining the research topics of the doctoral dissertations in interpreting research and the pertinent research methods employed in those doctoral researches. (YDW)

NAKANO, Satoko; KIKUSAWA, Ritsuko; ICHIDA, Yasuhiro; IZUMI, Naoko; OKAMORI, Yuko; KANAZAWA, Takayuki; HARA, Daisuke. 2016. Interpreting compound Japanese words into Japanese Sign Language: Factors affecting their comprehension. (in Japanese). *Interpreting and Translation Studies 通訳翻訳研究* n°15. 17-34.

*See the mini-report in the signed language interpreting section.

Nishio, Michiko. 2011. Linguistic devices that serve to facilitate simultaneous interpretation. *Journal of the Ochanomizu University Linguistic Society* 1: 77-80.

Pazos Breña, José Manuel; Olalla García Becerra; Rafael Barranco-Droege. (Universidad de Granada). 2010. Diseño y técnicas de explotación de un corpus oral para el análisis de parámetros de calidad en interpretación. In Isabel Moskowich-Spiegel Fandiño, Isabel; Begoña Crespo García; Inés Lareo Martín; Paula Lojo Sandino (eds). *Language Windowing through Corpora. Visualización del lenguaje a través de corpus.* Universidade da Coruña. 627-640.

* A description of the methodology used in establishing the ECIS corpus in Granada on the basis of authentic interpretations from the European Parliament.

Pérez-Luzardo Díaz, Jessica. 2015. (Universidad de Las Palmas de Gran Canaria). The Style Parameter in Quality Evaluation and Expectations of Simultaneous Interpreting. *Sendebarr* 26. 213-233.

* More research within the ECIS framework, drawing on Collados Aís's and her group's long term effort to explore the actual role and interactions between various quality parameters in interpreting. This set of three studies was devoted to the parameter 'style'. As in other cases, respondents seemed to have difficulty separating the concept from other quality component concepts.

Pöchhacker, Franz. (University of Vienna). 2012. Obama's rhetoric in German: A case study of inaugural address. In Adab, B., P. Schmitt & G. Shreve (eds). *Discourses of Translation.* Frankfurt am Main: Peter Lang. 123-137.

Sandrelli, Annalisa. 2012. Introducing FOOTIES (Football in Europe): Simultaneous interpreting in football press conferences. In Straniero Sergio, F. & C. Falbo (eds). *Breaking ground in corpus-based interpreting studies.* Bern: Peter Lang, 119-153.

SHENG, Dandan (Shanghai Jiaotong University). 2016. Acquisition and assessment of knowledge competence of student interpreters (in Chinese). *Shanghai Journal of Translators* 2. 47-52.

* A survey-based study examining the effect of concept map training on student interpreters' acquisition and assessment of knowledge competence, a component of interpreting competence. (YDW)

SHINOHE, Yoko. 2012. Herausforderungen und Strategien beim Simultandolmetschen Japanisch-Deutsch. *T2IN Translation in Transition* 2012-03.

<http://www.t2in.com/homepage/articles.php>

* An analysis of some of the challenges of Japanese-German interpreting, tactics used by interpreters, and a case study as an illustration.

SILVA, Christiano Sanches do Valle. 2014. Poder e fidelidade na interpretação. *TradTerm*, São

Paulo, v. 23, Setembro/ 2014. 59-82

* *A discussion of power relations and the concept of fidelity in the light of power relations.*

Swabey, Laurie; Brenda Nicodemus; Marty Taylor; Daniel Gile. 2016. Lexical decisions and related cognitive issues in spoken and signed language interpreting: A case study of Obama's inaugural address. *Interpreting* 18:1. 34-56.

* *See signed language interpreting section*

TANG, Fang Candy. (Guangdong University of Foreign Studies). 2014. Source Language Paraphrasing Exercises in Consecutive Interpreting Training. *MTIJ Graduate Journal of Translation and Interpretation Studies* 1:1. 7-37.

http://mtij.org/wp-content/uploads/2014/06/MTIJ-ISSUE-1_MTIJ002-Tang-07-37.pdf

**An exploratory study in which 7 beginning interpreting students received two weeks of training in paraphrasing (and a control group received none). The author claims that training improved the performance of the students in consecutive, improved working memory capacity, enhanced information processing depth and deverbilization. This reviewer (Gile) has some difficulty drawing the same conclusions on the basis of the data presented and has some problems with the theory (for instance, the author developed a model of paraphrasing inspired by the Effort Models, with L, P and Working Memory – whereas working memory also has a role to play in both the listening Effort and the Production Effort) and the methodology (for instance, the mean value of assessments by two raters was used, but nothing is said about inter-rater reliability or the differences between their assessments).*

Velardi, Silvia. 2012. (IULM University, Milan). Il musicista e l'interprete: i riflessi della musica sulla interpretazione simultanea. *X Anemos*, Gennaio 2012.

Velardi, Silvia. 2013. (IULM University, Milan). Music and Simultaneous Interpreting. How music can affect simultaneous interpreting training. *Journal of Advanced Research*.

WANG, Honglin (Zhejiang Wanli University). 2016. An empirical study on the washback effect of interpreting testing on interpreting teaching (in Chinese). *Chinese Translators Journal* 2. 44-49.

* *Based on the data collected from Shanghai Advanced Interpreting Certification Test, the study examines the washback effect of interpreting testing on the teaching of interpreting. On that basis, the study put forward some suggestions as to the enhancement of interpreting teaching methods as well as student interpreters' interpreting competence.* (YDW)

WANG, Jihong & Jemina NAPIER. 2015. (The Univ. of Queensland & Heriot-Watt Univ. respectively). Directionality in Signed Language Interpreting. *Meta* 60:3. 518-541.

* *This is about directionality in a conference-interpreting type setting, which involves a spoken language and a signed language. It is of interest to researchers into conference interpreting as an empirical contribution to the debate on directionality, but also as an awareness-raising text with respect to some specific difficulties signed language interpreters face besides the usual difficulties known to conference interpreters working with spoken languages only. See the report and comments in the Signed Language section.*

WANG, Jihong. 2016. The relationship between working memory capacity and simultaneous interpreting performance: A mixed methods study on professional Auslan/English interpreters. *Interpreting* 18:1. 1-33.

* *See signed language interpreting section.*

XU, Zhihong (Guangdong University of Foreign Studies). 2014. An Empirical Research on Shifts of Grammatical Cohesive Devices in Chinese-English Consecutive Interpreting. *MTIJ, Graduate Journal of Translation and Interpretation Studies* 1:1. 46-82.

* *A video of a consecutively interpreted press conference about the Wenchuan earthquake was*

transcribed and cohesive devices in the source and target speech were studied and compared, essentially with respect to relative frequency. The interpreter's shifts of cohesive devices were also studied. This is a long paper with long background explanations on cohesion and on general features of Chinese vs. English, and the author seemed to attribute the features of the English target text to general linguistic trends, as opposed to the interpreter's skills, tactics or strategies.

YAO, Bin (Graduate School of Translation and Interpretation, Beijing Foreign Studies University). 2016. Flexibility and its limitations in the delivery phase of interpreting (in Chinese). *Chinese Science & Technology Translators Journal*. 29:2. 19-22.

Abstract: This paper focuses on flexibility and its limitations in the delivery phase of interpreting. It first puts forward the various flexible means that interpreters often adopt to deal with difficult situations, such as unknown words, lack of knowledge, missing background, cultural differences, the untranslatability and situational challenges. The paper then points out the limitations of flexibility in interpreting and concludes that flexibility within reasonable limits will contribute to interpreters' performance in enhancing communication.

Key words: delivery phase of interpreting; flexibility limitation

** A general theoretical study investigating the strategy of flexibility in conference interpreting and some of its limitations. (YDW)*

YING, JIN. 2010. (Auckland) The conceptual mapping model in consecutive interpreting teaching. *T2IN Translation in Transition* 2010-07. <http://www.t2in.com/homepage/articles.php>

** Recommendations for training consecutive interpreters with a focus on reducing cognitive load through various strategies.*

Yenkimaleki, M. & Van Heuven, V. J. 2013. Prosodic feature awareness training in interpreting: An experimental study. In L. Gómez Chova, A. López Martínez & I. Candel Torres (Eds.), *Proceedings of the 6th International Conference on Education, Research and Innovation, November 18-20, 2013, Seville*. 4179–4188.

Yenkimaleki, M. & Van Heuven, V. J. 2016. The effect of prosody teaching on developing word recognition skills for interpreter trainees: An experimental study. In *Proceedings of the WEI International Academic Conference on Education and Humanities at Vienna University, Vienna, Austria, April 11-13, 2016*. 57-63.

Yenkimaleki, M. & Van Heuven, V. J. 2016. Effect of explicit teaching of prosodic features on the development of listening comprehension by Farsi-English interpreter trainees: An experimental study. In *Proceedings of the WEI International Academic Conference on Education and Humanities, Vienna University, Vienna, Austria, April 11-13, 2016*. 64-71.

** All three papers are about language training, not about interpreting per se. What is interesting is that according to the first author (personal communication), the target trainees are conference interpreting trainees, and that the need to train them specifically for language comprehension suggests that they are far from having the language mastery which is a traditional prerequisite from applicants to conference interpreter training programs.*

M.A. AND GRADUATION THESES

CHEN, An-Chi. 2009. *The Selection of Professional Interpreters in Taiwan: Governmental Accreditation vs. Professional Examination by Academic Institutions*. School of Education. MA thesis. University of Leeds. Leeds, UK.

** A description and comparison of two accreditation/professional examination systems in*

Taiwan, one used at graduation by the two most prestigious academic interpreter training programs, and the other by the ministry of Education. Interestingly, in the so-called 'coalition examination', the academic one, there is a detailed breakdown of quality components with weights in percentages for each.

Rambousková, Hana. 2016. *Délka časového posuvu v závislosti na rychlosti projevu a zkušenostech tlumočnicka (Time Lag in Relation to Speech Rate and Interpreters' Experience. Study based on English-Czech Material)*. MA. thesis (in Czech), Institute of Translation Studies, Charles university in Prague, February 2016, dir. Šárka Timarová. (IC)

** The present thesis addresses the issue of the impact of two independent variables – speech rate and interpreters' experience – on the length of time lag in simultaneous interpreting from English to Czech. Time lag, or ear-voice-span (EVS), in simultaneous interpreting is the time difference between the input in source language and the output in target language. The study comprises of two parts. The first, theoretical part summarises the current state of research on the subject. The second, empirical part compares the average EVS in excerpts of sixty simultaneous interpreting renditions uttered by forty-nine subjects divided into two speech rate categories and three experiential categories. The aim is to find out, firstly, whether there are any differences in EVS length based on speech rate, and, secondly, how the interpreters' level of experience influences their EVS length.*

The first main finding is that a higher speech rate leads, on average, to a shorter EVS than an optimal speech rate; this does not, however, apply in the case of professional interpreters – their EVS length is not affected by speech rate. The second main finding is that the interpreters' level of experience influences EVS length significantly: the more experienced the subjects, the shorter their EVS on average. While evaluating the results of the study, an intuitive premise has been confirmed – that the less experienced the interpreters, the less complete and syntactically coherent their renditions, and also the less effective their filling of speakers' intra-sentence pauses with interpreting. A higher degree of reduction compared to the original speech was apparent mainly at higher speech rates, which could explain why less experienced booth interpreters have a shorter EVS at higher speech rates. Additional analysis of professional interpreters' renditions has been conducted in this study in order to rule out contamination of the results due to the inclusion of speeches by non-native English speakers; the outcome showed that whether the speaker is native or non-native does not influence the interpreters' EVS length in any significant way.

SILVA, C. & MARTINS, M. 2013. *Questões de poder e ideologia nos estudos e na prática da interpretação*. 87 f. Dissertação (Mestrado) – Pontifícia Universidade Católica do Rio de Janeiro, Departamento de Letras, 2013.

**About power and ideology in interpreting.*

Vardè, Sonia. 2014. *La smartpen per la didattica dell'interpretazione consecutiva*. MA thesis, SSLMIT, University of Trieste.

Včelicová, Tereza. 2016. *Kreativita v simultánním tlumočení (Creativity in Simultaneous Interpreting)*. MA. thesis (in Czech), Institute of Translation Studies, Charles university in Prague, February 2016, dir. Šárka Timarová. (IC)

** This work deals with creativity in simultaneous interpreting. It regroups knowledge about the creativity in different fields, mainly in psychology, and presents the actual state of the research of creativity in translatology. It brings out the similarity of interpreting with improvisation and art, which are both highly creative. On the basis of the existing models of process of interpreting, it proposes an empirical study of the product of interpreting, using language transformations, with the aim to prove that simultaneous interpreting is a creative activity on more levels (lexical, syntactical and semantic). This experiment was not convincing on a lexical level, but in general it helped to confirm that*

interpreters are creative during simultaneous interpreting.

DOCTORAL DISSERTATIONS

Bourne, Jenny S. 2016. *Overcoming intercultural challenges in interpreting: A case study on Chinese-English conference interpreting.* Unpublished doctoral dissertation, University of Maryland, MD USA.

** In this exploratory, essentially qualitative study, twenty semi-structured in-depth interviews were conducted with 20 experienced professional interpreters from China and the USA, and one focus group discussion was organized with 7 interpreting students of a postgraduate conference interpreter training program in the USA.*

The following types of intercultural challenges were noted as frequent : (1) flow of logic; (2) in-group vs. out-group; (3) power distance; (4) face saving; (5) culture-specific expressions; (6) attitude towards interpreters as professionals; (7) eye-contact. Coping tactics and strategies identified were : (1) interpret faithfully; (2) explain; (3) observe and anticipate; (4) correct; (5) seek clarification; (6) maintain a professional distance with clients; (7) channel eye-contact between the principals.

One aspect of this dissertation which is would be of interest for research students is the fact that the author, a young Chinese interpreter herself, systematically mentions the methodological principles and guidelines in the literature she follows.

CHANG, Pin-Ling. 2012. *Hegemony and Resistance as Shown in Critical Discourse Analysis of Trainee Interpreters from the P.R.C. and Taiwan in Mandarin-English Simultaneous Interpreting.* School of Modern Languages. PhD thesis. Newcastle University. Newcastle upon Tyne, UK.

** This is a particularly interesting doctoral dissertation on several accounts: firstly it is a good example of Critical Discourse Analysis (CDA), applied carefully to conference interpreting – and the author provides a good introduction to CDA in the dissertation; secondly, it shows convincingly that at least in trainee interpreters' renditions of political speeches, their ideological bias is associated with detectable deviations from neutral reformulation of ideas in the source speaker's tone ; thirdly, it presents interesting information about the way interpreters can be subjected to official national interpreting norms that deviate from the principle of neutrality.*

The empirical part starts with 5 Mandarin speeches made by politicians, some from “China” (PRC) and others from Taiwan, about sensitive issues on the relations between the PRC and Taiwan, interpreted into English in the simultaneous mode by 41 Chinese students, half of them from the PRC and half of them from Taiwan. Basically, the author seeks to identify deviations from literal translation which can reasonably be attributed to their personal PRC- or Taiwanese bias regarding these issues, as ascertained by questionnaires. ‘Deviations’ include omissions, substitutions, additions, mitigation, intensification, meaning distortion, explicitation (“specification”).

For this reviewer, the evidence is strong enough to suggest that the students' renditions are indeed biased by their being on the PRC or Taiwanese 'side', which is thought-provoking. Do they realize they are not neutral and believe this is how they should behave? Is this specific to Chinese interpreters/student-interpreters, or can similar attitudes be found in interpreters from other countries? Is this specific to political speeches, or does the attitude carry across to other fields? In any case, the issue is fundamental enough to be given some attention among professional interpreting bodies including AIIC, for whom neutrality is very fundamental. (DG)

CHEN, An-Chi. 2014. *Becoming an Interpreter: Exploring the Development of Interpreters from Trainees to Practitioners.* School of Education. PhD Dissertation. University of Leeds. Leeds, UK.

** A set of interviews of 32 students and graduates of the University of Leeds conference interpreting training program (8 beginners, 8 students about to graduate, 8 novice interpreters and 8 experienced*

interpreters), with a majority of participants from China. The interviews were about the learning experience and work experience of the respondents. The findings are in line with what is well known in the profession. (DG)

García Gato, Marcia. 2016. *Interpreting in the European Coal and Steel Community.* (in Spanish) Doctoral dissertation, University of Salamanca. Supervisor Dr. Jesús Baigorri Jalón; University of Salamanca.

** Nowadays (2016) the European Union (EU) has 28 Member States and 24 official languages. This developed multilingual communication system is possible thanks to the Translation and Interpretation services of the European institutions. However, the EU has not always had this breadth. The Schuman Declaration (1950) marked the beginnings of a Community which sought to lay the foundations of a new way of weaving relationships between countries which emphasised cooperation. This was the onset of the so-called European construction with the creation of the European Coal and Steel Community (ECSC) (1952) founded by six countries (Belgium, France, Germany, Italy, Luxembourg and the Netherlands). As they had four different languages (Dutch, French, German and Italian) to set norms which would establish how to place the production of coal and steel under a common entity and set the guidelines of a common destiny, two options existed in terms of their communication: either to accept a vehicular language or adopt more than one, thus requiring translators and interpreters.*

This work brings to light the functioning of the interpreting service of the first multilingual European Community: the ECSC. In those post-war years, there were hardly any specialized schools and simultaneous interpretation had few precedents. However, European construction flourished using four languages. Which were the characteristics of that interpretation activity?

This research project fills a thematic gap in the history of interpretation. The applied methodology safeguards the memories of some of the pioneers involved in the European project. Likewise, this research promotes understanding regarding the existence and functioning of the current multilingual EU and stimulates interest in the profession among people who are not familiar with it.

This endeavour uses a traditional historiographic methodology complemented with techniques of the history of the present. Written, oral and graphic sources make up the documentary corpus and are used complementarily.

This study shows the foundations of multilingualism in the ECSC, it looks into the language and institutional needs and the administrative means to satisfy them, it devotes a space to interpreters, it analyses their working conditions and explores technological progress in the area of interpreting. Additionally, the research offers historical insight into the first interpreting internships of European Community institutions and discovers how the links with universities and specialized schools were established. The analysis zooms in on the impact that the International Association of Conference Interpreters (AIIC) had on the management of interpreters in the ECSC. This piece of work reveals some key moments of the path towards the European Economic Community where interpreters participated and the origin of the current interpreting services of the European institutions: that of European Commission, the European Parliament and the Court of Justice of the EU.

This research evidences that the establishment of an interpreting service in the ECSC was, above all, a needed process in parallel to the European construction. Therefore, there is a close interconnection between the beginnings of the European construction and the languages on which it is based, thanks to bridge-builders such as translators and interpreters. (JBJ)

Kajzer-Wietrzny, Marta. 2012. *Interpreting universals and interpreting style.* Unpublished PhD dissertation, Adam Mickiewicz University, Poznań, Poland.

**The overriding goal of the study was to verify whether three major features believed to be translation universals i.e. simplification, explicitness and normalisation are at all valid in the case of simultaneous interpreting and to what extent they are affected by idiosyncratic stylistic preferences. To examine the potential 'universality' of these features the analysis involved interpretations into one target language*

(English) from four source languages (French, Spanish, German and Dutch). The analysis also set to determine, whether interpreting universals are equally reflected in the performance of individual simultaneous interpreters or, whether different realisation of these features would rather lead to identification of a particular interpreting style of a simultaneous interpreter, and whether the distribution of those potentially universal features of interpreting differed in the interpreters' performance depending on the source language. A Translation and Interpreting Corpus (TIC) constructed from European Parliament authentic speeches and small corpora of texts produced by two interpreters were used. See some details in the articles section, under Kajzer-Wietrzny, 2013.

Findings of the analysis of the interpreting corpus in general were not in line with trends reported previously in written translation regarding 'universals', and statistics on the individual features of the two interpreters were inconclusive (see details in the articles section), but this doctoral dissertation is a meaningful step in the exploration of interpreting corpora and of 'universals' in interpreting. (DG)

Martínez Romera, Javier. 2015. La figura del intérprete de lenguas en el cine de ficción. Doctoral dissertation, Universidad de Valladolid.

* A study of a corpus of 85 films produced between 1932 and 2014, mostly in the US, in which interpreting is present. It analyzes historical, professional and artistic aspects. (JB)

Takahashi Kinuko. 2013. A linguistic analysis of English-to-Japanese short consecutive interpretations performed by Japanese university students: what are the real problems that inhibit accuracy and how to solve them? Doctoral dissertation, 上智大学 Sophia University, Tokyo.

WANG, Qian. 2016. Qualitative research on the development of consecutive interpreting cognitive competence in French-Chinese interpreting students. (in Chinese). Unpublished doctoral dissertation, Institute of Translation Studies, Beijing Language and Culture University.

* This dissertation studies the development of "consecutive interpreting cognitive competence" (CICC) among students majoring in French-Chinese interpreting. It identifies development path and patterns, as well as characteristics of CICC.

The study follows a qualitative approach with three phases spanning over 5 years. The first phase of this study was a one semester long observation of third-year undergraduates of a French-Chinese interpreting course, followed by phase two, a case study focusing on one specific student from the course. During the case study, the author followed the student's consecutive interpreting learning through to postgraduate level. The data collected from the student covers her 6 semesters in the university, two as an undergraduate studies and four as a postgraduate. To validate the results, the author uses participants' feedback, repetitive study in homogeneous case, and an analysis of questionnaire data collected from students in different classes of several universities.

The author finally draws and presents "The Roadmap of the Consecutive Interpreting Cognitive Competence Development", mapping and linking the development phases, the sequences of cognitive abilities development, and length of time spent studying consecutive interpreting. CICC development is consistent with the acquisition processes of complex skills and the different stages described in the Theory of Cognitive Development, and ultimately leads to the development of an "interpreting-specific mode of thinking".

XU, Ziyun. 2015. The career paths of graduates in Chinese Interpreting Studies: A scientometric exploration. Doctoral dissertation, Universitat Rovira i Virgili.

BOOKS

Bendazzoli, Claudio & Claudia Monacelli (eds) (University of Turin, Dept. of Economic and Social Studies, and Università degli Studi Internazionali, Rome respectively). 2016. *Addressing*

Methodological Challenges in Interpreting Studies Research. Cambridge Scholars Publishing.

* A selection of 9 papers/chapters (see the articles section) on the basis of a conference held in Rome in November 2013 in memory of Miriam Shlesinger about and around methodology in interpreting studies. A full review of the book should be published in the near future in *The Interpreters' Newsletter*.

Priacel, Sefan. 2016. (1974). *L'interprète de conference. Cet inconnu*. Unpublished commercially, but posted on the AIIC site at aiic.net/page/attachment/1472

* This pdf file is a digitized version prepared by Helga Priacel of a manuscript completed by pioneer interpreter Stefan Priacel in 1974 (Priacel was born in the 1920s). It is interesting historical material, written by a former journalist in elegant French, and talks about the beginnings of conference interpreting, starting with his own first steps as an interpreter at the Nuremberg trials. He refers to the first generation of pioneers, many of whom were very well-educated and prominent personalities in high positions before they became interpreters, to the well-known resistance of the 'old-timers' to simultaneous. He also explains his thoughts about requirements from conference interpreters, about training, discusses approaches and theories in the West versus Soviet and East-European approaches, criticizes Seleskovitch's experiment conducted for her PhD, as it is too far remote from actual working conditions according to him. He talks about working conditions, tells interesting and amusing personal stories from his career. His is a narrative of first-generation conference interpreters, with a lofty view of their profession, of their duties, the type of narrative which could still be heard in the mid-seventies, but has now been replaced by more technical, down-to-earth narratives. Nevertheless, this book can be recommended to anyone who is interested in understanding where we, conference interpreters, come from, and why certain ideas and attitudes which may seem at odds with reality still cling to the profession.

Straniero Sergio, F. & C. Falbo (eds). 2012. *Breaking ground in corpus-based interpreting studies*. Bern: Peter Lang.

... AND BEYOND CONFERENCE INTERPRETING

SIGNED LANGUAGE INTERPRETING

Articles

A special issue of the Brazilian journal *Cadernos de tradução* 35:2(2015) devoted to signed language interpreting and translation can be found online at

<https://periodicos.ufsc.br/index.php/traducao/issue/view/2296> .

Del Vecchio, Silvia; Marcello Cardarelli, Fabiana De Simone, Giulia Petitta. 2015. Interacting with Participants Outside of Interpretation. In Nicodemus, Brenda & Keith Cage (eds). *Signed Language Interpretation and Translation Research*. Washington, DC: Gallaudet University Press. 25-48.

* A discussion of the phenomenon whereby interpreters "step out" of their role as a (not-necessarily neutral) conduit of the speaker they interpret to speak on their own behalf, give explanations or instructions, ask for clarifications etc., or respond to comments, questions or requests put to them personally by the speakers – or by listeners, e.g. in the case of a lecture in a conference setting. In signed language interpreting, this happens quite often, even while the interpreter is interpreting a speaker using a spoken language, to such an extent that it has been incorporated into an Effort Model for simultaneous interpreting from a spoken language into a signed language as an additional Effort. *Food for thought*.

NAKANO, Satoko; KIKUSAWA, Ritsuko; ICHIDA, Yasuhiro; IZUMI, Naoko; OKAMORI, Yuko; KANAZAWA, Takayuki; HARA, Daisuke. 2016. Interpreting compound Japanese words

into Japanese Sign Language: Factors affecting their comprehension. (in Japanese). *Interpreting and Translation Studies* 通訳翻訳研究 n°15. 17-34.

* *The JSL output of a 13-minutes presentation on the Burushaski language by 5 signed language interpreters, 3 of a lower skills level, 2 of a higher skills level, was analyzed and assessed by two raters, one Deaf and the other Hearing, in particular with respect to how easy it was to understand the JSL output. The paper focuses on what makes the interpreted output corresponding to complex Japanese words easy or difficult to understand. Such factors include omission of part of the semantic content of compound words (naturally), but also inappropriate movements in space, rhythmic issues, nodding, inappropriate dynamic movements of the interpreters' hands.*

Swabey, Laurie; Brenda Nicodemus; Marty Taylor; Daniel Gile. 2016. Lexical decisions and related cognitive issues in spoken and signed language interpreting: A case study of Obama's inaugural address. *Interpreting* 18:1. 34-56.

* *In this paper, a comparison of the simultaneous interpretation of 39 lexical items in Obama's 2009 inaugural speech as US president into French, German, Japanese and ASL within the general output of the respective interpreters was carried out with a focus on errors, omissions and variability. The highest number of errors and omissions was found in ASL, which probably reflects difficulties associated with the small size of the ASL lexicon, and the second highest number of errors and omissions was found in the Japanese output. These findings are consistent with the idea that language structures impact cognitive load during interpreting, and that interpreting effort increases in relation to the degree of difference between the source and target languages.*

WANG, Jihong. 2016. The relationship between working memory capacity and simultaneous interpreting performance: A mixed methods study on professional Auslan/English interpreters. *Interpreting* 18:1. 1-33.

* *Another aspect of the experiment described in Wang & Napier 2015 below, here with a focus on the correlation between WM capacity and interpreting performance. Quantitative assessments of the interpreters' quality of performance was not found to be correlated with WM capacity as measured by complex span tasks. Note that in interviews, participants reported triggers of cognitive overload very similar to those already mentioned in the literature on spoken language conference interpreting.*

WANG, Jihong & Jemina NAPIER. (The Univ. of Queensland & Heriot-Watt Univ. respectively). 2015. Directionality in Signed Language Interpreting. *Meta* 60:3. 518-541.

* *Selected findings from Wang's 2013 dissertation. This study investigated the effects of directionality (language direction) and age of signed language acquisition on the simultaneous interpreting performance of professional English/Auslan (Australian Sign Language) interpreters, 14 native and 17 non-native signers. Each participant interpreted simultaneously one English lecture-type presentation recording into Auslan and one Auslan lecture-type presentation recording on a related topic into English before one researcher serving as the audience. Each task was followed by a brief semi-structured interview. Two experienced raters, who were hearing native signers of Auslan, assessed accuracy, target text features (grammar, lexicon and register), delivery features (clarity of articulation, fluency and natural prosody) and processing (use of time lag, positioning on the free-literal continuum, tactical additions, tactical omissions and anticipation). No significant differences as to content was found between the native signers' English-to-Auslan simultaneous interpreting performance and their Auslan-to-English simultaneous interpreting performance. As regards text features and delivery features, the native signers' performance was better, though not spectacularly so, except for the performance of non-native signers with an experience of over 10 years.*

The qualitative analysis showed that many participants found interpreting into English more difficult than into Auslan, inter alia because the recording was two-dimensional only as opposed to three-dimensional nature of a live presentation, and because of the idiosyncrasies of the Deaf

presenter's 'style' – a factor that is probably much more salient in signed language interpreting than when interpreting from spoken languages because of high regional, local and even institutional variability in signs. Participants also mentioned difficulties associated with the research setting, in particular the absence of a genuine audience.

This reviewer's (DG) additional comments:

1. *It is of interest that with respect to accuracy, directionality was associated with no significant advantage of one direction over another*
2. *It is also of interest that with respect to what might be called 'form', differences seem to disappear as interpreters gain experience.*
3. *One wonders how a genuine Deaf audience would have perceived the quality of interpreting into Auslan with deficiencies in target text features and delivery features. It has been reported that Deaf audiences are sometimes very critical towards interpreters in their use of signed language, which is a major symbol of what they consider their cultural identity. Experimental studies on quality perception in spoken language interpreting conducted by the ECIS group in Granada revealed a strong influence of single quality components on the perception of overall quality and on the perception of the quality of other components, and one wonders whether deficiencies in the use of Auslan could have led to different assessments by Deaf assessors as opposed to hearing assessors.*

OTHER INTERPRETING RELATED PUBLICATIONS

Biagini, Marta (UNINT, Rome). 2016. Revisiting ethnography for dialogue interpreting research. In **Bendazzoli & Monacelli** (eds). 61-84.

** A presentation of ethnography as a subjective, qualitative form of research, and a reflection on the author's own experience when researching court interpreting. Also relevant to conference interpreting research using ethnographic methods.*

Voinova, Tanya & Noam Ordan. (Bar Ilan University, Ramat-Gan & Arab Academic College for Education, Haifa respectively). 2016. Narratives of community interpreters: what can we learn from using corpus-based methodology? In **Bendazzoli & Monacelli** (eds). 107-139.

** Weekly reports and end-of-year assignments by community interpreting students at Bar Ilan University in Israel talking about their experience were compiled into a corpus of about 288 000 words. Word frequencies were compared to those found in general language in a corpus constructed from the Web. A list of the 314 most typical words ("keywords") was extracted, classified qualitatively and analyzed in context. For instance, the students often used the word "explain" regarding the way they communicated with the individuals they were working for, the high frequency of the word "wait" reflects their perception of waiting time as conspicuous in their experience, the word "help" was salient, the frequency of "feel" reflected a significant emotional involvement in their assignments. An interesting and productive combination of quantitative and qualitative methods in a bottom-up approach.*

* * *

Research issues

Theoretical mantras

As an editor and a peer reviewer, over the past few years, I have been reading an increasing number of research reports prepared with a high level of commitment and scholarship. This includes many papers on process research, typically empirical, typically multidisciplinary, typically with references to previous studies, to limitations, to advances, to uncertainties. I have also read many texts and publications in which the availability of techniques, including statistics, seems to have caused their authors to forget that research is also – and perhaps primarily – about thinking, thinking hard, and thinking critically rather than about plugging into a technique and getting ready-to-use findings.

Thinking hard may or may not involve formal theories. It does not when doing bottom-up research or research in which the underlying conceptual framework is obvious. Formal theories are guiding frameworks which help raise an investigator's awareness and direct his/her attention to places of interest, but they do not have mantra powers that replace hard thinking either. Is it enough to invoke Interpretive Theory, the Effort Models, Constructivism, Relevance Theory, Critical Discourse Analysis, concepts such as 'habitus' or 'footing' to look at data and draw conclusions in line with one's intuitions or ideology without reflecting critically on whether the inferences made are truly justified and whether other inferences could not equally be made? If formal theories and theoretical concepts are used as a licence to speculate indiscriminately, we are missing the point, aren't we?

In experimental research using inferential statistics, caution, based on the awareness of our failings as subjective and biased observers and analyzers of situations and data, is typically present at every corner. The very concept of the null hypothesis embodies the awareness of the possibility that differences found are due not to a 'real effect' of some independent variable, but to some kind of artifact or to a random phenomenon. To such an extent that the prototypical hypothesis-testing paradigm is too restrictive for many research questions to be investigated in the constrained environment of interpreting research with its high variability, small samples, and potentially strong effects of many confounding variables that are difficult to control without jeopardizing ecological validity or restricting generalizability severely. The increasingly wide-spread use of mixed methods and qualitative methods is therefore welcome.

But casting all caution aside will not do either. Is the fact that interpreters are found to use sentence structures and words in their output different from the closest linguistically equivalent structures and words to the source speech sufficient to consider that 'deverbalization' occurred, or are other explanations for the differences plausible? Is it enough that in one conference, an interpreter behaved in a way contrary to professional norms to conclude that interpreters are not invisible? Is it enough to find that some omissions occurred for investigators to infer that said omissions reflect tactics or strategies and were chosen because the omitted content was not 'relevant', or are other explanations, such as high cognitive pressure, also plausible?

Reading conceptual analyses and theories from cognate disciplines, including philosophy and sociology has certainly widened our awareness of possible influences and interactions and paved the way for better research, but on the one condition that we remain careful observers and cautious analyzers.

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