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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](#), please contact [D. Gile](#).

Notes:

1. 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 DG, who takes responsibility for the comments and for any errors introduced by him.
2. The editor believes in the usefulness in research of a distinction between ‘tactics’ (decisions and actions aimed at achieving an immediate goal) and ‘strategies’ (decisions and actions with some planning) – see *CIRIN Bulletin* n°50, July 2015 – and therefore makes this distinction in abstracts and comments written by him. In direct quotes, the authors’ terminological use is respected.

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EDITORIAL

Welcome to a new Node, Pavol Šveda, from Comenius University in Bratislava, Slovakia. It is a genuine pleasure to add to the list of CIRIN Nodes young, dynamic colleagues with an open mind and the will to join the network.

The European Commission's directorate for interpreting DGSCIC has launched a project: creating a Knowledge Centre on Interpretation <https://ec.europa.eu/education/knowledge-centre-interpretation/> to “exchange knowledge, create synergies and disseminate best practices in conference interpreting and more”. A welcome initiative.

Some statistics (for the conference interpreting section)

In this issue, there are 59 entries directly related to conference interpreting. 41 of them, that is about 71%, report empirical studies, including 10 (one quarter of the empirical studies) with corpus-based analysis. Interestingly, besides Chinese and Italian studies, there are 3 Belgian corpus studies. The University of Ghent seems to have become an active center of research on conference interpreting (5 contributions), in particular with corpus-based analyses. However, the largest proportion of empirical studies reported in this issue of the *Bulletin* are experimental (in a wide sense, most often what experimental psychologists would call quasi-experiments). There are also 9 questionnaire-based studies, and others that use questionnaires as a secondary method. It seems that the principle of mixed-methods design is now well established in the field. This is a welcome development, because (see more comments on this issue in other parts of this *Bulletin*) often, they provide a good way (but not foolproof, obviously) to identify the nature and causes of certain phenomena, and in particular shifts from the source speeches.

As has often been the case in the past, China is the most productive country in this issue, with 11 CIR entries, and Spain offers 5 entries. Interestingly, Belgium offers 6. There also seems to be some rising CIR activity in Arab countries. In this issue, there are 2 contributions from Iraq, one from Jordan and one from Yemen. The editor notes again significant CIR publication activity by Chinese authors based in the UK.

As to the topics, training remains very popular, with 18 entries out of a total of 58, a bit over 30% of the entries. Linguistic aspects of speeches and interpretations (e.g. cohesion, connectors, contrastive markers, phraseology) are studied more and more often. This interest in product-related features seems to be associated with increasing use of corpus analyses. Note that consecutive is very present, and so are political speeches, which is probably an opportunistic phenomenon, insofar as political speeches and their interpretations are often broadcast publicly and are thus available for analyses.

A reminder: CIRIN does not have full access to all CIR publications and its entries cannot be assumed to be a random, representative sample thereof. In this issue as in other issues of the *Bulletin*, statistics are only rough indications.

Students of English as a foreign language

‘Interpreting’ seems to have become a popular keyword in English Language Education programs. This raises a challenge for this *Bulletin*: which publications which refer to interpreting and analyze the training and performance of undergraduate students of English (or other foreign languages) should be included as actually interpreting-related? The question arose when reading some publications which showed that the relevant students had problems understanding simple sentences and everyday words in English. I believe training in interpreting at undergraduate level in foreign language classes should not systematically be excluded, because some of the students have a mastery of their foreign language which makes it possible for them to actually acquire at least some interpreting skills, especially if their teachers are interpreters themselves (see more comments later in this *Bulletin*), but when there are indications that this is not the case, I will take the liberty of not including them even if the title of the publication refers to ‘interpreting’, ‘consecutive’ or even ‘simultaneous’.

Techniques and scholarship

Over the past two decades, the technical level of empirical investigations into interpreting has definitely risen and often includes sophisticated analyses, be they linguistic, technological or statistical. All these analyses can be powerful and informative – in a design with a solid foundation. If not, they teach us very little, and are actually counter-productive if the findings and inferences are taken at face value by colleagues who do not read the studies critically to make their opinion about their solidity – and then disseminated as truthful. In this *Bulletin*, I have pointed out a few doubts about some studies. For instance, another popular concept in the literature is ‘strategies’ (let us include tactics as ‘strategies’ for the purpose of this specific comment). If strategies are basically actions based on decisions, not all of the shifts

observed between source speeches and target speeches indicate strategies. For instance, the omission of an information which the interpreter did not hear because of cognitive saturation or an error due to miscomprehension of the original or of insufficient mastery of the target language do not. Sometimes, there are ways to identify which is which. But when there aren't, even the most sophisticated analyses of differences between groups (e.g. novices vs. experienced interpreters or interpreters working into their A language vs. interpreters working into their B language) are of little value as regards inferences on 'strategies'.

A clarification about the editor's evaluative comments

Evaluative comments are offered on the research items included in the *Bulletin* and in editorials on the assumption that they may be useful, if only to trigger further thinking about points they raise, and perhaps some debates. However, I can only offer them as a peer-reviewer, as personal opinions, and peer-reviewers have been known to be wrong, especially when writing comments on papers somewhat remote from their own field of expertise.

Daniel Gile

RECENT CIR PUBLICATIONS

ARTICLES

Adams, Heather & Darias-Marrero, Agustín. 2017. Elaboration of specialised glossaries as a work placement for interpreting students: Opportunities and pitfalls. In **Łyda, Andrzej & Holewik, Katarzyna** (eds). *Interdisciplinary encounters: Dimensions of interpreting studies*. Wydawnictwo Uniwersytetu Śląskiego • Katowice 2017. 121-?

** An account of the process of drawing up glossaries for use in a multi-cultural and multi-lingual project. The project, which was meant as a supervised work placement for final-year and recent graduates in interpreting, yielded a clear insight into the problem of assessment of the relevance of terminology by novice terminologists, their teachers, interpreters and clients.*

Adams, Heather & Rosales-Domínguez, Ligia. 2017. Three perspectives on interpreting and stress. The experts, the novices, and the trainees. In **Łyda, Andrzej & Holewik, Katarzyna** (eds). *Interdisciplinary encounters: Dimensions of interpreting studies*. Wydawnictwo Uniwersytetu Śląskiego • Katowice 2017. 60-?

** The authors explore the relation between the degree of expertise as a conference interpreter and stress inducers. The results of a small-scale questionnaire-based study seem to indicate that primary stress factors are the density of information, fast speech delivery, and the lack of prior documentation, yet the three groups under analysis differ significantly in what they consider the major stress-inducers.*

Atari, Omar F. (Univ. of Petra, Amman, Jordan). 2018. A Case Study of Arabic-Speaking Undergraduate Trainee Interpreters' Strategies: a Model for Classroom Practice. *AWEJ for Translation & Literary Studies* 2:4. 3-20. ISSN: 2550-1542.

** This paper reports the results of a case study of the strategies used by 14 Jordanian Arabic-speaking undergraduate simultaneous interpreter (SI) trainees while interpreting in booths under test conditions. The data consisted of a sample of the trainees' recorded interpretations of a video lecture on solar energy. The data analysis was based on Barik's (1975/2002) model of omission, addition and phrasing changes. The results show that the most frequent errors made and/or strategies used by the study subjects are delay omission and comprehension omission. This paper also presents a discourse-based module for SI training. The module is based on the premise that SI comprises an analysis of the*

comprehension phase of the source speech and the production phase of source speech messages in the target language. The material utilizes the main tenets of Setton's (1993, 1998/2002) model of comprehension and production and Seleskovitch's (2008) model of teaching interpreting. This study thus sought to integrate research on SI into classroom practices.

DG's comment: How Barik identified causes of shifts from the original has never been clear. Neither did the author try to ascertain the causes of shifts identified in this small sample of students, something which could have been attempted through retrospection.

Athil, Farhan (Al-Mustanssirriya University). 2010. The Influence of Speech Delivery Rates on Simultaneous Interpreters' Performance. *Journal of the College of Basic Education*.
<https://www.iasj.net/iasj?func=fulltext&ald-10894>.

** 20 Iraqi interpreters were asked to simultaneously interpret a rather rapidly read out speech (166 wpm) of 233 words by UN secretary-general Ban Ki Moon into their native Arabic. According to the author, 9 of the interpreters "made an acceptable interpretation", 5 "made an unacceptable interpretation" and 6 "remain doubtful". The author attributes "unacceptable interpretations" to high speed of delivery, and claims that the experiment showed that successful interpretation is produced when the interpreter tails the speaker and utilizes the speaker's pauses as much as possible.*

Bakti, Maria. 2017. Explicitation in sight-translating into Hungarian texts. In **Łyda, Andrzej & Holewik, Katarzyna** (eds). *Interdisciplinary encounters: Dimensions of interpreting studies*. Wydawnictwo Uniwersytetu Śląskiego • Katowice 2017. 136-?

** An example of analysis of explicitation shifts. The author argues that sight translation tends to produce qualitatively different explicitation shifts (e.g., extra information) from shifts reported in many other studies (e.g. strengthening cohesive ties) as typical of the simultaneous interpreting mode.*

Barakat, Eman. (University of Science and Technology, Sana'a, Yemen). 2018. The strategic behavior of undergraduate students in simultaneous interpreting. *Journal of Social Studies* 24:3. 113-137.

** 21 students from the author's university were asked to simultaneously interpret an audio recording of an English speech into Arabic, their output was compared with the input, and shifts, interpreted by the author as "strategies", were analyzed and counted. Frequencies were compared. The author believes that findings suggested that the use of such "strategies" was strongly motivated by the purpose of minimizing processing capacity requirements and recovering source text message.*

Comments by DG: The paper starts with a good literature review of interpreting and processing capacity considerations, including the Effort Model for simultaneous, and correctly defines tactics and strategies as deliberate actions to address problems. It is somewhat surprising that shifts are listed here as "strategies" without any apparent attempt to ascertain that they result from such deliberate goal-oriented action, and are not the result of cognitive saturation and failed comprehension and/or production processes.

Bosch Benítez, Amalia. 2017. Self-confidence in simultaneous interpreting. In **Łyda, Andrzej & Holewik, Katarzyna** (eds). *Interdisciplinary encounters: Dimensions of interpreting studies*. Wydawnictwo Uniwersytetu Śląskiego • Katowice 2017. 72-?

** On the role of self-confidence in interpreters. She presents a number of case studies in which she discusses and explores the impact of empathy on this aspect of the interpreters' personality.*

Carbonell-Agüero, Leire (MIIS Monterey). 2017. Training Interpretation Students at Middlebury Institute of International Studies at Monterey (MIIS) to Work for International Organizations. *CLINA* 3:2. 19-32.

** A description of the MA program in conference interpreting. No mention is made of any theoretical or research component in the two years program.*

Chmiel, Agnieszka (Adam Mickiewicz University, Poznan). 2018. Meaning and words in the conference interpreter's mind. *Translation, Cognition & Behavior* 1:1. 21-41.

* *Semantic priming is the phenomenon by which the processing of a word is facilitated by previous exposure to a semantically related word, be it in the same language or in another.*

In this experiment, using single-word semantic priming tasks, advanced trainees recognized words faster than beginners, but were not outperformed by professional interpreters. A priming effect was found only in the L1-L2 direction. Among the limitations acknowledged by the author, the fact that the task used in the study involved visual rather than auditory word recognition, and the fact that she used single-word recognition, whereas a possible interpreter's advantage might be visible in higher-order, more complex linguistic processing. In this reviewer's opinion, this latter factor is a crucial one when assessing the implications of findings of many studies done by cognitive and neural scientists to actual interpreting (also see the comments on Adolfo Garcías's book later in this issue of the Bulletin).

Chmiel, Agnieszka & Lijewska, Agnieszka (Adam Mickiewicz University, Poznan). 2019. Syntactic processing in sight translation by professional and trainee interpreters. Professionals are more time-efficient while trainees view the source text less. *Target* 31:3. 378-397.

* *The authors asked 24 professionals and 15 trainees to sight-translate English sentences with subject-relative clauses ("the lady that kissed my uncle was a liar") and more difficult object-relative clauses ("the lady that my uncle kissed was a liar") into Polish and measured translation accuracy, eye movements and translation duration.*

They found no difference in accuracy between the groups, but trainees took longer. Professionals also spent less time viewing the sentences and the relative clauses. But trainees viewed the source text less and looked away more. Contrary to expectations, sentence with object-relative clauses were translated more accurately. The authors say that the unquestionable novelty arising from the study is that typical eye-tracking measures used in reading research are not directly transferable to sight translation without considering interference-avoidance related gaze behavior.

Constantinescu Stefanel, Ruxandra (Bucharest University of Economic Studies). 2019. Designing an Introduction to a Simultaneous and Consecutive Interpreting Course. *Dialogos* 36.135-143.

<https://www.ceeol.com/search/article-detail?id=807082>

* *This text posted in the Central and Eastern European Library, which is a "joint archive of Central-, East- and South-East-European publishers, research institutes and various content providers" is a description of the first steps in the design of an introductory course in interpreting for Romanian students of modern languages applied to economics. It is a short course (42 hours over the last semester of an undergraduate curriculum), not intended to train them up to professional level, something which those who wish to become professional interpreters will do in a specialized MA training program. The presence of this paper in the Bulletin might seem surprising at first glance and deserves some explanations:*

Firstly, there are actually many such introductory courses in universities in various countries, though most of them are probably limited to an introduction to consecutive. This for instance was the case of a 3rd year undergraduate introduction to consecutive interpreting from Japanese into French at the French School of Oriental Languages INALCO in Paris, or a 3rd year undergraduate introduction to consecutive interpreting from English into French at the department of 'Applied modern languages' at Université Lyon 2. In both cases, the courses were taught by conference interpreters in line with what was taught in conference interpreter training programs, but source speeches were tailored to the modest linguistic mastery of the students and requirements for passing grade were far lower. Consecutive was also taught to 3rd year undergraduate students of French at the Technical University of Yildiz, Turkey (see Ersöz Demirdağ, 2013 – reported in Bulletin n°46). In countries where the distinction between introductory courses and high-level qualifying courses in conference interpreting is not very clear, there may be many similar cases, which have not been explored systematically in the

literature yet. The point is that it is not clear to what extent such introductory courses actually prepare students who will later enroll in qualifying courses in conference interpreting. The official AIIC position seems to be that training students in conference interpreting before they have fully mastered their future working language is useless, and perhaps counter-productive, but this has not been tested. In Demirdağ's study, students seem to have acquired some professional responses after one semester of training, which, presumably, might save time when they enroll in more demanding programs later.

In this particular case, the Romanian author chose to exclude 'long consecutive' but to include simultaneous, and to devote a considerable time (a third of the contact hours) to lectures, including a presentation of the Effort Models.

Will the design be implemented as such, or changed? The author speaks of evaluating the results at a later stage.

Creswell, Andy (Univ. of Bologna). 2018. Looking up phrasal verbs in small corpora of interpreting. An attempt to draw out aspects of interpreted language. *Intralinea* Special issue: New Findings in Corpus-based Interpreting Studies. www.intralinea.org/specials/article/looking_up_phrasal_verbs_in_small_corpora_of_interpreting

** This study aims at presenting a case for teaching English phrasal verbs to trainee interpreters, the assumption being that knowledge of conventional expressions is an important key to native-like fluency. It proceeds first by seeking to identify the phrasal verbs which are particularly characteristic of interpreting in comparison with English as a whole, as represented by the British National Corpus (BNC). Phrasal verbs are defined as a verb and an adverbial particle (e.g. take down, make up, stand out, eat up, take off). They occur frequently, about once every 192 words in the BNC, and are notoriously difficult to acquire for learners of English as a foreign language. The author hypothesized that such phrasal verbs would occur frequently in the English of native speakers and native-like interpreters and infrequently in target speeches in English by non-natives, and that native or native-like interpreters would use phrasal verbs with textual and interpersonal metafunctions more frequently than non-natives, that non-native interpreters would use idiomatic and figurative phrasal verbs less often than natives.*

One interesting finding was that phrasal verbs in interpretations into English A were far less numerous than phrasal verbs in BNC, which the author somewhat mysteriously explains by the size factor. In interpretations into B, phrasal verbs were even lower, which, according to the author, "confirms" the theory that processing difficulty make the choice of phrasal verbs by non-native interpreters less likely. While the finding is compatible with this theory, why it should 'confirm' it is not clear.

There are other uncertainties in the author's presentation of his methodology and inferences, including the number of interpreters involved in both corpora (especially in the corpus of interpretations into B), the reliability of the assumption that in the corpora of native and quasi-native speakers of English, there were no interpreters working into B, etc. More clarity would have been welcome.

de Vasconcelos Araujo, Denise (PUC Rio, Brazil). 2018. Breve panorama histórico da formação de intérpretes no mundo e no Brasil e a influência da AIIC. *Tradução em Revista* 24, 2018.1.

** In this interesting historical overview, the author starts with the history of conference interpreting, the first conference interpreter training programs in Europe in the 1940s (Geneva in 1941, Vienna in 1943, Garmersheim in 1947, Graz in 1947, HEC Paris in 1948), Georgetown in the USA for the UN in 1949.*

She recalls that the Brazilian APIC (Association of Professional Conference Interpreters) was set up in 1971 by 8 colleagues, that one course in translation and interpreting was set up with personal, intuitive methods by Angela Levy in 1970, that the first interpreter training course was set up at PUC-Rio in 1969. She recalls that Danica Seleskovitch was Executive Secretary of AIIC from 1959 to 1963,

and that during that period, the AIIC school policy was established. The AIIC Schools Committee was then established, initially for the purpose of 'certifying' schools that met with certain AIIC criteria. The first schools that were thus approved by AIIC, starting in 1963, were Geneva, Heidelberg, the Sorbonne and HEC.

The author claims that since AIIC was set up, the most prominent researchers, trainers and professionals in conference interpreting have been AIIC members, and that it is impossible to discuss the history of interpreter training without discussing the history of AIIC. She expresses doubts as to two AIIC recommendations, one being the postgraduate status of the training programs, and the other the minimum duration of two semesters without any indication as to the number of teaching hours.

The rest of the paper is mostly about AIIC, training and other institutional groups, not specifically about Brazil, save for some indications in the very last part.

Demidov, Mikhail; Anisimova, Ksenia; Rubtsova, Svetlana (Saint Petersburg State University). 2019. The construction and activation of language users' background schemata in medical domain discourse. *The journal of teaching English for specific and academic purposes* 7:4. 557-572.

* The authors argue that background knowledge facilitates and speeds up communication and discuss interpreting medical speeches against this background. They observed two professional interpreters prepare for a conference, then interpret at a veterinarian conference, and then debriefed them. They report that at least on four occasions, the interpreters felt their saturation levels were exceeded and they self-reported a probably disruption in communication. They attributed these four situations to a lack of understanding of certain concepts in the speech. The authors believe that in order to help remedy the situation, an "index of sophistication" could predict the "professional complexity" of a speech, and a multilingual explanatory databank organized as a series of overlapping semantic networks could help visualize and internalize relevant schemata. They believe such work would be useful both for interpreter and translator training and for teaching English for medical purposes.

Desmet, Bart; Vandierendonck, Mieke; Defranq, Bart (Univ. of Ghent). 2018. Simultaneous interpretation of numbers and the impact of technological support. In **Fantinuoli, Claudio** (ed). *Interpreting and technology*. Berlin: Language Science Press. 123-27.

* The main question addressed in this experimental study is whether the appearance of numbers on a screen right after they have been uttered by a speaker increases their rendition rate in interpreting. The relevance of this question is highlighted by the introductory part of the paper in which the authors mention findings of previous research on rendition rates of numbers which, in spite of some discrepancies, seems to be of less than 80%, and sometimes much less.

In the absence of technology that would be able to identify numbers in a speech and immediately display them on screen for the interpreter, a simulation was done with PowerPoint presentations that were processed in advance. The experiment was conducted with 10 postgraduate interpreting students who had received 5 weeks of training in simultaneous interpreting. They were asked to interpret speeches from German or French into Dutch, their A language, which contained numbers of different categories, either with or without the numbers they contained being shown on screen. The overall rendition rate improved spectacularly in the experimental condition.

Disdero-Lee, Jeanne. 2019. Learning simultaneous interpretation into the B language: a case study. Online proceedings of RJC2018 - 21èmes Rencontres des jeunes chercheurs en Sciences du Langage, May 2018, Paris, France. hal-02400014. <https://hal-univ-paris3.archives-ouvertes.fr/hal-02400014>

* Five French A English B students were asked to simultaneously interpret a French speech into English. They were then asked to listen to their performance and make comments when they considered this was warranted. The comments were analyzed within the conceptual framework of the Effort Models.

All students made far more comments related to the output than comments related to the source speech. Word choice difficulties were often brought up. They reported that these difficulties, and in particular insufficient availability of words or idioms in English they knew but were not sufficiently active, caused them to lag behind and miss part of the speech and/or its rationale at that segment.

DG's comments: This paper is part of the online publication of one yearly meeting of "young researchers", i.e. doctoral students, and as such, it represents ongoing work rather than a completed piece of research, perhaps not unlike CETRA publications. Despite the associated limitations, when such interim reports are posted online, they contribute by showing the TIS community what kind of methods are being used and what kind of interim findings are obtained.

As regards this particular experiment (I use the term in a wide sense), it is indeed a (small) case study, which the author intends to replicate. However, beyond her individual replications, the simplicity of the design makes it appropriate for multiple replications in other interpreter training programs and with other language pairs. If researchers from various institutions were to collaborate on such a multi-centric set of studies, which could well be carried out by students with the guidance of their supervisors, the multiplier effect could easily generate a substantial dataset which might well lead to solid findings, in addition to providing students who need to meet the requirements of an MA thesis an interesting project with directly applicable results for their own work into their B languages.

Whether such collaboration will materialize or not is not a problem of resources – it depends on people's sense of initiative and willingness to cooperate in a productive endeavor with benefits for all.

Donovan, Clare (ESIT, Université Paris 3 Sorbonne-Nouvelle). 2017. The Place of the Interpreter and interpreting in an Institutional Setting. *CLINA* 3:2. 91-113.

** While this description is fairly general and essentially makes the same points as other authors, in this editor's view, it carries the authority of an experienced practitioner and trainer with a non-dogmatic, open mind (Gile's personal impression of this colleague he has known for many years), who has held important positions at ESIT and at OECD.*

In this paper, she addresses the role and some aspects of working conditions in institutional settings, in particular OECD which she knows well. She reports that remote participation by delegates is becoming frequent, and that a test conducted at OECD in 2013 with two systems, WebEx and Skype, led to the conclusion the sound received by the interpreters under such conditions was still unreliable. She states that the interpreters' complaints about the poor technical quality of the image and sound delivery are perceived (by organizers) as an annoyance which stands in the way of improving flexibility and lowering costs.

Donovan also notes the dominance of English, which not only tends to weaken the interpreters' motivation, but also reduced the chances of their needs being taken into consideration, for instance as regards speaking speeds and the availability of documents for preparation. Speed and the density of information in utterances to be interpreted are also frequently mentioned as challenging, and there is increased use of technology, beyond what has become the standard practice of bringing either laptops or notepads with WiFi to the booth.

Falbo, Caterina (Università di Trieste). 2018. La collecte de corpus d'interprétation : un défi permanent. *Meta* 63:3. 649-664. Special issue on corpus TIS.

** A discussion of interpreting corpora developed over the years, with a special focus on CorIT (Italian Television Corpus) which was collected at the University of Trieste, and CorLex (Legal Interpreting Corpus).*

Fantinuoli, Claudio & Prandi, Bianca. 2018. Teaching information and communication technologies/ A proposal for the interpreting classroom. *trans-kom* 11:2. 162–182.

** The authors propose training modules for interpreters focusing on computer-assisted conference preparation, remote interpreting, and computer-assisted simultaneous interpreting. The proposals are*

fairly general and indicate general ideas and advice which makes sense, but the authors do not seem to have evidence to offer as regards the methods and challenges.

Ferraresi, Adriano & Miličević, Maja. 2017. Phraseological patterns in interpreting and translation: similar or different? In G. De Sutter, M.-A. Lefer, I. Delaere (eds.) *Empirical translation studies: new methodological and theoretical traditions*. Berlin/Boston: Walter de Gruyter. 157-182.

**An analysis of the differences between the relative frequencies of various collocations involving noun + modifier and modifier + noun in interpreting and translation, and in spontaneous oral production vs. spontaneous written production using the Italian component (with English and Italian) of EPTIC, a European Parliament Translation and Interpreting Corpus, which is based on EPIC, the European Parliament Interpreting Corpus developed in Italy. Overall, the authors found translation to be more phraseologically conventional than interpreting, and attribute the differences to cognitive and task-related constraints.*

García, Oya (Universidad Europea del Atlántico, Santander). 2019. La ideología en la interpretación simultánea del discurso político estadounidense: una aproximación cualitativa. *Sendebarr* n°30. 335-355.

** A naturalistic study of allegedly ideologically motivated shifts in Spanish interpretation of 11 American political speeches targeting large audiences and broadcast in Spanish by one Spanish TV channel and several Latin American and European TV channels (20 Spanish interpretations).*

A few shifts are analyzed (no quantitative analysis is attempted) and interpreted by the author as having a certain effect and possibly being ideologically motivated. To this reviewer, these interpretations remain too uncertain; these shifts could well be the result of cognitive saturation and/or coping tactics based on the interpreters' background knowledge as opposed to some ideological influence (DG).

GU, Chonglong (University of Liverpool). 2019. (Re)manufacturing consent in English. A corpus-based critical discourse analysis of government interpreters' mediation of China's discourse on PEOPLE at televised political press conferences. *Target* 31:3. 465-499.

** In China, interpreter-mediated Premier-meets-the-press conferences are high-profile political conferences. A central and recurring theme are statements on PEOPLE. This Critical Discourse Analysis attempts to determine how hegemony and consensus are (re)mediated in English by the interpreters, through the Chinese-English-Political-Discourses Corpus established by the author over 20 years. Specific research questions include "to what extent and how is China's discursive construction of the concept PEOPLE mediated by the interpreters?", "what can the study of collocations with "people" reveal?", and "what are the discursive effects of the interpreters' renditions in (re)constructing a particular image and persona for the Chinese government?" Operationally speaking, the study includes frequencies of PEOPLE-related items in Chinese and in English, interpreters' addition of 'people' untriggered by explicit markers in the source speeches, interpreters' addition of 'people' "to avoid" items with negative connotations in the target speeches, interpreters' use of 'people' in place of items with specialized and culture-specific meanings, collocational patterns. In the discussion, the author claims that the interpreters have served to naturalize and further (re)present an image that Beijing is by the nature the people's government.*

Hiltunen, Sinikka (Univ. of Helsinki); **Mäntyranta, Heli** (Independent researcher, Tampere); **Määttänen, Ilmari** (Univ. of Helsinki, Fac. of Medicine, Dept. of Psychology and Logopedics). 2018. Cooperativeness – A necessary trait for interpreters? A study on temperament and character dimensions of experts in different fields. *International Journal of Bilingualism* 23:6. 1385-1393.

** Using the Temperament and Character Inventory (TCI) developed by Cloninger et al. (1994) and a distractibility scale included in the Revised Dimensions of Temperament Survey (DOTS-R, Windle, 1992), the authors investigated the Temperament and Character of "simultaneous interpreters" (DG:*

Conference interpreters?), “consecutive interpreters” (mostly community interpreters and court interpreters), foreign language teachers and “non-linguistic experts”. A significant difference between interpreters and other groups was found, and social acceptance was found higher for consecutive interpreters whereas helpfulness was higher for simultaneous interpreters.

Horváth, Ildokó (ELTE University, Hungary). 2018. Quality in conference interpreter training. In Kabachki, Viktor; Alekseyeva, Irina; Antonova, Angelique (eds). *Multilingualism and Russia's Ethnic Cultures through English, French, German, Russian and Other Languages*. St Petersburg: Herzen University. 122-132.

* The author, who is head of the department of Translation and Interpreting at ELTE University, a freelance conference interpreter and the president of EMCI, a consortium of 15 universities which provide conference interpreter training at graduate level in cooperation with the European Commission and the European Parliament, describes the EMCI's view of quality in conference interpreting in general terms.

This paper is part of a collection of articles published for the 10th anniversary of the St Petersburg School of Conference Interpreting and Translation, and the only one in English specifically devoted to conference interpreting.

JIN, Yashyuan (Michael) (Newcastle University). 2017. Consecutive Interpreting. Chapter 19 in **SEI, Chris & GAO, Zhao-Ming** (eds). *The Routledge Handbook of Chinese Translation*.

* A rather comprehensive account of consecutive interpreting, including research on the cognition of consecutive and special reference to salient features involving Chinese and to training in China.

LEE, Sang-Bin (Hankuk University of Foreign Studies). 2019. Holistic assessment of consecutive interpretations. *Interpreting* 21:2. 245-269.

* Experimental rating sessions were organized for 4 undergraduate interpreter trainers. The raters were asked to think aloud while holistically assessing six recordings of consecutive interpretation. They also retrospectively wrote and were interviewed, and the computer screen activity was recorded and analyzed. There were differences in the grading styles (e.g. one or two assessments of the same interpretation, the amount of verbalization, attention to form, focus on negative aspects only) and in the final grades). An interesting exploratory study.

LI, Xiangdong (China). 2015. Putting interpreting strategies in their place: Justifications for teaching strategies in interpreter training. *Babel* 61:2. 170-192. DOI: 10.1075/babel.61.2.02li

* The author argues in favor of teaching tactics (he uses “strategies”) to interpreting students, on the basis of the literature.

LIN, Xiaohong; LEI, Victoria; LI, Defeng; YUAN, Zhen (University of Macau). 2018. Which is more costly in Chinese to English simultaneous interpreting, “pairing” or “transphrasing”? Evidence from an fNIRS neuroimaging study. *Neurophoton* 5:2. 025010 (2018), doi: 10.1117/1.NPh.5.2.025010.

* In this paper “pairing” refers to what Seleskovitch called “transcoding” and other call “form-based translation”, while “transphrasing” refers to meaning-based translation.

The study was done with 10 Chinese A postgraduate students who had received training in simultaneous interpreting. In task 1, they were instructed to translate into English two-character culture-specific Chinese words presented on a computer screen. In task 2, they were asked to produce the sound of the words. In task 3, they were instructed to explain the items in English. Alongside behavioral results (mean translation accuracy – how accuracy was determined is not indicated in the paper), neuroimaging results using fNIRS (averages of HbO concentration changes for each channel), and in general, activity in the relevant parts of the brain was explored. The authors claim that transcoding was less costly than “transphrasing” but required more cognitive control.

DG's comments: this experiment is certainly a step in learning how to use neuroimaging technology for the investigation of translation activities. However, there may still be a long way to go before the findings of a study with students who translate single terms as they are presented on a computer screen can generate solid inferences on the processes found in professionals listening to continuous speech in a communication context and interpreting it simultaneously.

LIN, Yangqiong (Xiamen University). 2019. A Study of Cohesion in Simultaneous Interpreting. *Advances in Social Science, Education and Humanities Research*, volume 332. International Conference on Contemporary Education and Society Development (ICCESD 2019). 5-10.
** Very general, explanations on cohesion in general and reflection on cohesion in interpreting.*

Lyda, Andrzej (Poland, Univ. of Silesia). 2017. Where have the connectors gone? The case of Polish-English simultaneous interpreting. In **Lyda, Andrzej & Holewik, Katarzyna** (eds). 2017. *Interdisciplinary encounters: Dimensions of interpreting studies*. Wydawnictwo Uniwersytetu Śląskiego • Katowice 2017. 149-?.
** The author analyses strategies for rendering rhetorical relation of concession from Polish into English and the role of directionality in this respect.*

Magnifico, Cédric & Defrancq, Bart (Ghent University). 2019. Self-repair as a norm-related strategy in simultaneous interpreting and its implications for gendered approaches to interpreting. *Target* 31:3. 352-377.

** The paper is part of a larger project on gender differences in simultaneous interpreting. The authors focused on textual evidence of errors that are corrected by interpreters as an indicator of norm-compliance. Their main research question is whether female interpreters will self-repair more than male interpreters, given what is known about gender differences in norm compliance. They used EPICG, the European Parliament Interpreting Corpus Ghent and explored speeches interpreted from French into English and from French into Dutch. They found that female interpreters repair significantly more than male interpreters. Differences are less clear-cut as regards self-repairs with editing terms or an apology. Interestingly, differences seem more marked in the French-English sub-corpus than in the French-Dutch combination. Also, the authors found it striking that in the Dutch-speaking corpus, interpreters also used apologies as editing terms.*

Interesting – and the authors are aware of the possibility that gender differences could be due to factors other than norm-compliance. They explicitly note that corpus data only reveal behavioral tendencies and can only inform to a very limited extent about motivations, thus opening the way for complementary methods, including introspection and experimenting.

Mellinger, Christopher J. & Hanson, Thomas A. (Univ. of North Carolina at Charlotte, Butler University). 2019. Meta-analyses of simultaneous interpreting and working memory. *Interpreting* 21:2. 165-195.

** This is a meta-analysis of the strength of the relationship between working memory and simultaneous interpreting, based on a random effects model applied to the findings of multiple studies examining differences between professional interpreters and other groups and studies examining the relationship between working memory capacity and interpreting performance. Results suggest the existence of differences in working memory capacity between interpreters and other groups, and of a positive correlation between working memory capacity and simultaneous interpreting quality.*

PAN, Feng (Huazhong Univ. of Science and Technology) & **ZHENG, Bingham** (Durham University). 2017. Gender Difference of Hedging in Interpreting for Chinese Government Press Conferences: A Corpus-Based Study. *Across Languages and Cultures* 18: 2. 171–193.

**The corpus comes from transcripts of live broadcasts of governmental press conferences with consecutive interpreting by 6 male and 9 female professional Chinese foreign ministry interpreters. Overall, male interpreters were found to use more hedges than female interpreters. As regards the*

functions of hedges, male interpreters were found to use more content-related hedges, while female interpreters were found to use more audience-related hedges (expressing politeness, humbleness towards the audience etc.). The authors checked that these were hedges added by the interpreters, not transferred from the source speeches.

DG's comment: very interesting, but in such a small sample, it is possible that the differences are due to sampling error (not 'errors' in the usual sense of the word, but a difference between sample characteristics and population characteristics, which may be due to random variation). Replications are required to have a better idea of whether the findings are indeed robust.

PAN, Jun & WONG, Billy Tak Ming (Hong Kong Baptist Univ. & Open University of Hong Kong resp.) 2018. A Corpus-driven Study of Contrastive Markers in Cantonese-English Political Interpreting. *BRAIN Broad Research in Artificial Intelligence and Neuroscience* 9:2. 168-176.

** In a corpus of annual policy address speeches delivered in Cantonese by 3 Chief Executives of the Hong Kong government from 1997 to 2017 and their simultaneous interpretation into English, English translations of two contrast markers (不過 & 但[是]), roughly the equivalents of 'however' and 'but' respectively were identified and examined. The authors claim that the way these two markers were translated (or not) suggests that interpreters tend to employ mitigation strategies when interpreting political speeches.*

PAN, Jun & WONG, Billy Tak Ming (Hong Kong Baptist Univ. & Open University of Hong Kong resp.) 2019. Pragmatic Competence in Chinese-English Return Interpreting of Political Speeches. A Corpus-Driven Exploratory Study of Pragmatic Markers. *InTRAlinea Special Issue: New Insights into Translator Training*. Edited by: Paulina Pietrzak. <http://www.intralinea.org/specials/article/2415>

** Essentially a quantitative comparison of frequencies of pragmatic markers (I know, I think, I suppose, actually, kind of, sort of, then, but, instead of, however, above all, what is more, in other words) in a corpus of native speakers of English delivering political speeches and a corpus of English interpretations of high profile Chinese speakers' speeches delivered in Chinese.*

Pérez-Luzardo Díaz, Jessica & González-Ruiz, Victor. 2018. The Sound of Drivel. Interpreters and the Manipulation of Style in the Legal Discourse. *Lebende Sprachen* 63 :1.1-31.

** Spanish undergraduate law students were asked to listen to a Spanish consecutive interpretation of a lecture in German on constitutional law in either a traditional, rather complex style or in plain language and to comment on the quality of the interpretation they heard. Contrary to the authors' expectations, they preferred the more complex, traditional style.*

Rosiers, Alexandra & Eyckmans, June (University of Ghent). 2017. Birds of a feather? a comparison of the personality profiles of aspiring interpreters and other language experts. *Across Languages and Cultures* 18: 1. 29–51.

** Third year Ghent University undergraduates in their 3rd year of studies and about to branch off into translation, interpreting or multilingual communication filled out two questionnaires, one on Willingness to Communicate and the other on Multicultural Personality. Student interpreters are found to be more emotionally stable and more extraverted than the other two groups according to these self-reports. The authors wisely note that for several reasons, these findings should be considered with caution.*

Ruiz Rosendo, Lucía & Diur, Marie (Université de Genève). 2017. Admission exams in international organisations: The United Nations' Language Competitive Examination (LCE). *CLINA* 3: 2. 33-52.

**After explaining the history of the LCE and describing the process, the authors describe their empirical study, which was questionnaire-based. 80 UN interpreters completed a questionnaire. Among the salient findings, a majority found that the main challenge was speed of the speaker's delivery. This was also one of the main reasons to which they attributed the low pass rate at the LCE,*

the others being, stress, lack of knowledge of UN-related topics, insufficient mastery of their C language. Problems with their A language, insufficient general knowledge and insufficient knowledge of the structure of the UN were also frequently mentioned challenges.

Ruiz Rosendo, Lucía & Diur, Marie (Université de Genève). 2017. Employability in the United Nations: an empirical analysis of interpreter training and the LCE. *The Interpreter and Translator Trainer* 11:2-3, 223-237.

** Very similar to the paper summarized above.*

Seeber, Kilian G.; Keller, Laura; Amos, Rhona; Hengl, Sophie (University of Geneva). 2019. Expectations vs. experience. Attitudes towards video remote conference interpreting. *Interpreting* 21:2. 270-304.

** The interpreters' attitudes towards video remote interpreting during the 2004 FIFA World Cup were analyzed through questionnaires before and after the event and on site through structured interviews during the event. Half of the interpreters felt that Remote Interpreting was more stressful and difficult than onsite interpreting, and half expressed the opposite view. Even those who felt it was more stressful and difficult seemed willing to accept the modality (DG: this seems somewhat tautological, since they had accepted the contract). An interesting point is that most of the interpreters enjoyed traveling (could this bias them against remote interpreting?). Data were also collected about their physiological and psychological wellbeing, their work environment and workspace, and about suggested improvements. These included in particular the interpreters' ability/inability to communicate with conference participants and technicians at the remote location, and the availability of visual information. The authors conclude that findings show the technical feasibility of video remote interpreting and highlight aspects with a high potential to shape the interpreters' attitudes. The quality of the onsite technical team and the availability of visual input in the entire conference room are key to offsetting the feeling of alienation experienced by interpreters.*

Valuable information.

Shehab, Ali Ahmed & Al-Mariani, Jasim (University of Basra). 2019. The Impact of Ideological and Non-Ideological Factors on the Quality and Quantity of Errors in the Simultaneous Interpreting of Contemporary American Political Discourse. *Adab Albasra* 2019. 32-84.

** Four Arabic simultaneously interpreted renditions of Donald Trump's speech delivered in Riyadh at the Arab Islamic-American Summit on May 21, 2017, and broadcast live by TV channels Al-Arabiya, Al-Jazeera, France 24 and Russia Today were analyzed using the Effort Models and Mona Baker's narrative theory in an attempt to identify factors that caused errors.*

The authors note from 195 to 811 lexical errors, depending on the Channel, 85 to 172 syntactic errors, 8 to 21 phonetic errors. The errors are tentatively attributed to various factors, including ideological factors, insufficient knowledge of Arabic, insufficient background information, influence of local dialect as opposed to standard Arabic. These attributions seem to be speculative.

TANG, Fang (Guangdong Univ. of Foreign Studies) & **LI, Dechao** (Hong Kong Polytechnic Univ.). 2017. A corpus-based investigation of explicitation patterns between professional and student interpreters in Chinese-English consecutive interpreting. *The Interpreter and Translator Trainer* 11: 4. 373-395.

** 12 young professional interpreters and 12 student interpreters with 14 weeks of training behind them were asked to interpret a short Chinese speech by former Chinese minister of Education into English, and their "explicitations" noted, classified and counted. According to the authors, students tended to make more explicitations to gain time or manage lack of comprehension of the source speech, while professionals tended to make more explicitations for clarification and cohesion enhancement.*

When reading the paper, including the examples given by the authors, this reviewer found the classification used interesting but not entirely clear, and had doubts about the inclusion of some additions as “explicitation”. (DG)

Van de Putte, Eowyn; De Baenel, Wouter; Garcia Penton, Lorna; Woumans, Evy; Aster Dijkgraaf, Aster; Duyck, Wouter. (Ghent Univ., Tilburg Univ., BCBL San Sebastian and Univ. Of Toronto Scarborough respectively). 2017. Anatomical and functional changes in the brain after simultaneous interpreting training: A longitudinal study. *Cortex*. December 2017. DOI: 10.1016/j.cortex.2017.11.024

** One of the reasons cognitive scientists are interested in simultaneous interpreting is related to a question about the possible cognitive advantages of speaking more than one language. As the authors explain in the introductory part of the paper, conflicting findings about ‘mere’ bilinguals led to the idea that such cognitive advantages, in particular cognitive control and problem-solving capabilities, may be associated with frequent language switching, and simultaneous interpreting is considered an extreme example of such language switching.*

In this study, the authors compared a group of translation students and a group of interpreting students from Ghent University and measured their performance in cognitive control tasks as well as neural activity and structural connectivity between brain regions involved in cognitive control before and after 9 months of training. They found no behavioral differences between groups, but did find functional and structural neural differences.

Vávrová, Iva. 2019. *Role tlumočnicka v komunikační situaci a její explicitní projevy (The Interpreter’s Role in Communication and Its Explicit Manifestations)*, in Czech. MA thesis, Charles University, Prague, Institute of Translation Studies, director of the MA thesis: PhDr. David Mraček Ph.D.

** This master’s thesis studies explicit manifestations of the interpreter’s role in consecutive interpreting – specifically in interpreted debates after films at the One World film festival. Consecutive dialogue interpreting in front of an audience is an interesting genre of interpreting, which is fairly common in the Czech Republic, but rather underrepresented in interpreting research. Its unique features are especially salient in case of interpreting between English and Czech, as this means a large part of the audience is then likely to have some level of comprehension in both of these languages. The One World festival also often employs young interpreters – students or graduates of Translation Studies at Charles University – and serves as one of their first work experiences.*

The theoretical part of the thesis provides an overview of existing research in the field of dialogue interpreting and film festival interpreting. It also presents the theoretical framework used to analyze the manifestations of the interpreter’s role in authentic interactions. The framework divides these manifestations into several layers of analysis – role as an activity, facework, and norm orientation in language management. It also employs the tools and terminology used by conversation analysis.

The empirical part of the study is divided into three case studies, which consist of selected examples from three recorded interpreted debates at the festival. These examples are analyzed with an emphasis on explicit manifestations of roles as activities, facework and norm orientation. The analysis mostly focuses on examples of corrections, turn-taking and overlaps, language management and face threatening acts that the interpreters must deal with. Each case study also contains a summary of a follow-up interview, which gave the interpreters an opportunity to express their opinion on the festival as a whole and their impressions from the debate and to explain some of their interpreting decisions.

(IC)

DG’s comments: This type of assignment is not uncommon in the life of conference interpreters working in the private market, and provides an interesting extension to the more usual work they do. Question and answer periods in more standard conferences can also take the form of debates, so this analysis, which is rather rare in the literature, is quite relevant to CIR.

WANG, Xinyu & WANG, Caiwen (freelance interpreter and Univ. of Westminster resp.). 2019. Can Computer-assisted Interpreting Tools Assist Interpreting? *Transletters. International Journal of Translation and Interpreting* 3. 109-139.

* *This experimental study explores how a potential computer-assisted interpreting tool affects consecutive interpreters' performance in accuracy and fluency and their cognitive process during interpreting. It consists of an experiment with ten participants and a follow-up interview with them. The results show that (1) the tool has improved the interpreters' accuracy but has had a mixed impact on their fluency. (2) it especially benefits those who have better language proficiency and interpreting experience; (3) in terms of cognitive load, novice interpreters who have relatively low language proficiency are adversely affected.*

WU, Zhiwei (Hong Kong Polytechnic University). 2019. Text characteristics, perceived difficulty and task performance in sight translation. An exploratory study of university-level students. *Interpreting* 21:2. 196-219.

* *29 undergraduate students were asked to sight-translate 6 texts from their English B into their Chinese A. They were also asked to make a reflective commentary on their performance – they were provided with the source text and a recording of their performance. Decoding difficult words and the mean length of a T-unit (a main clause plus a subordinate clause that is attached to it or embedded in it) produced the highest correlation with perceived difficulty, accuracy and fluency in their sight-translation performance. Cohesion and discoursal structure turned out to be weakly correlated with the dependent variables. Cognitive overload issues (indicated by failure to read ahead and searching for information) were largely caused by difficult syntax. According to the author, when the students were forced to unpack the complex structures, they struggled with the management of their cognitive resources. Students tend to process the ST shallowly and progress in a linear way by addressing short cognitive units at a time, often translating them literally and overlooking the overall conceptual progression in the text. One pedagogical implication noted by WU is that authentic materials may not be the most appropriate at all stages of the learning process because of their level of difficulty. Another is that sight translation may not be a very satisfactory method to train students to analyze source texts in depth.*

YANG, Liuyan (Xiamen Univ.). 2018. Effects of three tasks on interpreting fluency. *The Interpreter and Translator Trainer* 12:4. 426-443.

* *Four groups of Chinese third-year undergraduate students – English majors – were given exercises supposed to increase their fluency in English: pre-task planning, task repetition and the acquisition of formulaic expressions in English, and various aspects of fluency of their output in the consecutive interpreting of a simple Chinese speech of about 30 seconds were measured and compared with those of a control group. It turned out that the repetition task had the most visible effect on fluency.*

ZHANG, Wei & YU, Dewei. (BFSU, Beijing & Liaoning Shihua Univ. & Beijing Language and Culture Univ.). 2018. Can memory training help improve interpreting quality? A case report in China. *The Interpreter and Translator Trainer* 12:2. 152- 165.

* *3rd year Undergraduate students ('beginners') from one university in Beijing and second year graduate students from another university in Beijing participated over one semester in two series of specific exercises. In one ('memory capacity training'), they listened to an audio recording and were then asked to remember as many keywords as possible. In another ('memory coordination training', they were asked to "read aloud every two of three numbers" while listening to a recording, and then to answer 'True or False' questions, presumably on the content of the recording. According to the authors, who present their findings in a way which would have benefited from more clarity, these exercises improved the participants' performance, and one had a more beneficial effect on the interpreting performance of 'beginners' while the other was more efficient in improving interpreting*

performance among the more advanced students. More explanations about what particular memory skills they are supposed to address would have been welcome. Also, in this study, 'beginners' and 'advanced students' are not necessarily the same people at different stages of training. They are from different universities and may have different features that confound the findings of the comparison. Again, some explanations that justify the comparison and spell out its potential limitations would have been welcome. (DG)

M.A. AND GRADUATION THESES

Hradilová, Helena. 2019. *Výuka tlumočnické notace ve Spolkové republice Německo (Teaching Note-taking for Consecutive Interpreting in Germany)*, in Czech, MA thesis, Charles University, Prague, Institute of Translation Studies. Director of the MA thesis: PhDr. David Mraček, PhD.

* This thesis focuses of training in note-taking in selected universities in Germany. The aim of this theoretical-empirical study is to find out how lecturers teach note-taking, which sources they use, and how much importance they assign to teaching note-taking. Findings from German universities are compared with responses from research participants from a university in the Czech Republic.

The theoretical part of this study introduces the topic of note-taking in a wider context of interpreting, discusses the prevailing systems of note-taking in more detail and deals with teaching note-taking and some of its aspects. Tools and technologies used for note-taking are also mentioned.

In the second, empirical part of the thesis, the goals, chosen methodology and possible limitations of the research are presented. Participants and universities selected for the research are also introduced. The data is collected by means of questionnaires and semi-structured interviews. Findings from both of these methods are then compared based on thematic areas. Although the target group of the research is relatively small, and the results are therefore not fully decisive, a number of noteworthy trends have been identified which may serve as basis for future research. Also, the comparison of teaching note-taking across different universities might present a source of inspiration for both students and teachers of interpreting and provide a new perspective on teaching note-taking. (IC)

Issa, Shareef. 2018. *Challenges Facing Conference and Television Interpreters*. MA Thesis, Auckland University of Technology. <http://hdl.handle.net/10292/11537>

* A questionnaire- and interview-based study of challenges that interpreters face when working in conference settings and TV settings and of tactics and strategies they use in such situations. The data collected provide little new information, but some anecdotes and direct citations are interesting, in particular some linguistic and cultural aspects linked to Arabic speeches.

Maricou, Jozefien. 2018. *L'interprétation en relais. Étude comparative de la qualité d'interprétations directes et indirectes sur la base d'un corpus*. Master's thesis, Ghent University.

* This study uses the European Parliament Interpreting Corpus Ghent (EPICG) developed by researchers from Ghent University and studies interpretations of 6 very short speeches (most of them of just above 1 minute to just above 2 minutes long and all of them less than 422 words long) from Dutch into French through German or English relays. The author looked at informational fidelity, silent pauses, filled pauses and the number of words.

Interestingly, indirect interpretations (through relays) could be determined thanks to a consistent lag of more than 4 seconds between the original and the interpretation, and through audio traces of unfiltered speech in a different language than Dutch, presumably from the 'pivot' interpreter.

Interpreting quality was assessed through informational content comparison (more specifically through the count of shifts of various types – additions, omissions, 'semantic shifts') rather than a documented, tested case-by-case weighting of each shift in its context), the comparison of word counts (why and how exactly word counts as such are a useful indicator of quality is not explained), the number of filled pauses and the number of unfilled pauses. The author's general assessments of the

impact of shifts on fidelity was apparently subjective – no specific indications of why and how they were assessed as having no impact, a small impact or a larger impact on comprehension by delegates are given.

The author found that there were more filled pauses in the ‘direct’ interpreter’s target speech (the one working directly from Dutch) than in the relay interpreter’s, and that the ‘end-interpreter’ who interpreted from the relays made less filled pauses. Overall, end-interpreters used more unfilled pauses in 5 out of the 6 speeches and were less informationally faithful to the original than ‘direct interpreters’. However, considerable interindividual variability is noted.

DG’s comments: it is difficult to draw conclusions on the relative quality of direct vs. indirect interpreting on the basis of such a small sample, with such short speeches and the relay being either in German or in English. Nevertheless, the general design used is certainly promising, provided enough manpower is available to work on far larger samples and provided the finer points of the design, including the assessment of the impact of various shifts, are improved.

Another point worth noting is that even in these very short speeches interpreted by highly qualified professional interpreters (those working for the European Parliament), there seem to be many shifts in content, including errors and omissions of full sentences.

Petrášová, Marta. 2019. *Zpětná vazba v hodinách jako prostředek výuky tlumočení (Feedback in class as a means of teaching interpreting)*, in Czech. MA thesis, Charles University, Prague, Institute of Translation Studies.

Director of the MA thesis: Prof. PhDr. Ivana Čeňková, CSc.

** This thesis deals with the role of feedback in interpreter training. Its aim is to give an overview of the students’ attitude towards feedback, their expectations, preferences and the way they use feedback in their work outside the classroom. The empirical part of the study also compares the expectations of two groups of BA and MA students at the Institute of Translation Studies, Faculty of Arts, Charles University.*

The theoretical part discusses the general importance of interpreter training. It presents the requirements for teachers of interpreting, recommendations for interpreter training programmes as well as the role of feedback in interpreting classes. It clarifies the role of feedback as a means of teaching interpreting, its components, functions, techniques and types and it concludes with a presentation of recommended feedback methods. The empirical study analyses data collected in a questionnaire including BA and MA interpreting students at the Institute of Translation Studies. The results confirmed some of the recommendations presented in existing literature. The data also suggest that students’ attitude towards feedback differs according to their year of study. MA students tend to prefer more general, strategic-oriented and diagnostic feedback, while BA students require very detailed and specific feedback focused on suggestions of alternative language solutions. Advanced MA students tend to be given better and more specific feedback. All students involved in the study stated that they take notes of feedback elements but very few actually use them outside the classroom. (IC)

Simon, Thomas. 2019. *Exploring difficulties in simultaneous interpreting. Insights from the English-French Louvain Corpus of Simultaneous Interpretations*. MA thesis, Faculté de philosophie, arts et lettres, Université catholique de Louvain, 2019. Prom. : Lefer, Marie-Aude.

<http://hdl.handle.net/2078.1/thesis:21680>

** The first 12 to 14 minutes of four simultaneous interpretations of read-out specialized speeches by 8 French A English B students towards the end of their training curriculum were compared to the original in a corpus-based investigation of several categories problem triggers as defined within the framework of the Effort Models: numbers, names, complex noun-phrases, single-word terms, phrasal words and culture-specific items. Renditions were classified as “close renditions”, “reduced renditions” (in this reviewer’s opinion, the example given in the thesis is one of partial omission), “expanded rendition” (in the example given in the thesis, this is a close rendition rendered with more*

words but not more information), “substituted rendition” (in the example, a close rendition rendered in different words), “summarized rendition” (in the example, again a close rendition), “divergent rendition” (in the example, a partial omission), “innovative rendition” (in the example, interference by import of source-language word while corresponding lexical units exist in the target language), “zero rendition” (omission). The author also measured delivery rates (relatively low in the source speeches, a bit lower in the target speeches), lexical densities (similar in the source texts and target texts) and “expansion rates” (the ratios of numbers of words of source speech vs target speech).

According to the author, complex noun-phrases were the most challenging type of problem-trigger, with about 51% of close renditions, especially noun-phrases of the type Noun + subclause. The rate of close renditions of numbers was about 79%, higher than in other studies which focused on numbers. Names were not found to be missed often either. Finally, unsurprisingly, no marked evolution occurred over the month elapsed between the first and last interpreting performances.

In spite of a number of methodological uncertainties, this is an interesting example of a self-made corpus-based analysis by an MA student. (DG)

DOCTORAL DISSERTATIONS

Abad Colon, María. 2019. *La interpretación de conferencia en el ámbito de la ciencias de la salud en España: situación actual y desafíos derivados del uso del inglés como lingua franca*. Doctoral dissertation, Universidad de Alicante.

* *The main aim of this dissertation was to explore the implications of the spreading of English as a Lingua Franca (ELF) for conference interpreters working in the medical field in Spain. The original angle under which the author worked on the topic is sociolinguistic, insofar as she argues that ELF is face-threatening to scientists who mastery of English is low and interpreting is a way to avoid loss of face – partly only, because going through interpreters may make them appear less professional in front of their peers.*

The author conducted surveys among Spanish scientists, events organizers, interpreters and students as well as interviews with members of the first three groups.

Barakat, Eman. 2015. *Interpreter education and training in Yemen*. A case study. Unpublished doctoral dissertation, University Sains Malaysia, Penang.

* *CIRIN does not have access to this dissertation, which was cited in Barakat’s paper (see Articles section).*

Chevalier, Lucille. 2019. *Perception de la qualité de l’interprétation dans les médias*. Doctoral dissertation, Université Paris 3 Sorbonne Nouvelle.

* *62 non-interpreter participants and 7 interpreter participants listened to 16 different extracts of authentic interpretations that had been initially broadcast either on TV or on the web. The participants commented and rated these recordings. Non-interpreters’ comments tend to show that the interpretation “works”, i.e. it seems to carry the speaker’s message across. Comments tend to focus on form rather than content. Non-interpreters seem to pay attention to quality parameters which already feature in the literature (in particular intonation and fluidity) but also to some (supra)parameters which have rarely been studied so far: the balance between the sound levels of the original speech and its interpretation in the sound track provided to users of the service; the way the speaker is portrayed through the interpretation; and the way emotion in the source speech is conveyed in the interpretation. None of the individual parameters identified in the present study turned out to have a clear-cut, major influence on overall quality assessment. The author studied not only individual quality parameters but also interactions between them. In particular, perceptions of form and content seem to be closely linked, and listeners’ trust seems to be determined by a number of both form- and content-related parameters. Some differences between the two groups of participants emerge. Interpreters seem more sensitive to wording. False errors were flagged up only by*

non-interpreters. Non-interpreters seem to 'listen to the speaker's message' first and foremost; their reactions to the interpretation itself tend to come later, if at all.

Seubert, Sabine. 2018. *Visuelle Informationen beim Simultandolmetschen. Eine Eyetracking-Studie.* See book section below.

WU, Yin-Yin. 2017. *A Study of Chinese-to-English Interpreting Strategy Training on Taiwan College-level EFL Learners' English Oral Proficiency.* Doctoral dissertation. Graduate Institute of Translation and Interpretation, National Taiwan Normal University.

** Basically, the author sought to see whether teaching interpreting "strategies" could also be used to enhance language skills in learners of English as a Foreign Language. Advanced level Chinese students of English either received instruction in "interpreting strategies" for three months along with their other classes (the experimental group), or did not (the control group). The experimental group gained more in fluency in descriptive/narrative discourse, but no significant advantage in overall oral fluency was found.*

In fact, the "strategies" taught are general principles for speech production. Under the principle "be flexible", for instance, "strategies" included using a more general term, using a similar term, explaining and paraphrasing. Under the principle "One chunk at a time", "strategies" included chunking the source text, preserving linearity and producing short, simple, direct and self-contained sentences. Under the principle "Be clear", "strategies" included restructuring message from general to specific and adding cohesive words to explicate logical relationships. Finally, under the principle "Be concise", strategies include omission of redundant, secondary, superfluous or repetitive speech segments and selection of important messages.

BOOKS

Correa Etchegaray, Isabel; Mac Gregor Anciel Josefina; Torres de Cerf, Edna (eds). 2019. *Tras la Huellas de una Profesión la Interpretación de Conferencias en México. La Entrevista Guido Gómez de Silva.* Mexico: Tirant lo Blanch 2011.

** A book describing the professional trajectory of Guido Gómez de Silva, one of the pioneers of conference interpreting in Mexico, who was born in Italy in 1925, was naturalized Mexican, completed his studies in Mexico in 1946 and went to the UN to work as a librarian, and later became a central personality in conference interpreting. This 72-page electronic book (with a print version to be published) takes the reader through 9 chapters of personal biography in the wider context of the development of conference interpreting in Mexico (starting in chapter 4), including the birth of CMIC, the Mexican Colegio of Conference Interpreters. The last three chapters are dedicated to bilingualism, advice to young interpreters, and interpreting and health respectively. (GW)*

Seubert, Sabine. 2019. *Visuelle Informationen beim Simultandolmetschen. Eine Eyetracking-Studie.* Berlin: Frank & Timme.

** This is the published version of the author's exploratory doctoral dissertation, defended in 2018 at Johannes-Gutenberg-Universität Mainz in Gernersheim. In a simulated but realistic conference situation, gaze data were collected from professional conference interpreters to find out inter alia where the interpreters' gaze went at various times while they were interpreting and what influence this had on their interpreting performance, whether visual information played the same role throughout, whether general trends could be identified or not because of too much interindividual variability, whether visual overload ever occurred.*

Seubert adopts Mouzourakis's view that human vision does not consist in passively recording details around us, but that it searches for essential features which will help find answers to specific questions. (p.70). She reviews ideas and findings about non-verbal communication and experiments

that did not unequivocally show that kinesics and proxemics actually help in spoken language interpreting.

Her participants were 13 female professional interpreters with German as an A language and French as a B language. Their interpretation was recorded, and besides an eye-tracker, an external webcam recorded their body postures and head movements so as to determine where they were looking. The speaker (the author in this case, as the experiment had to be replicated a number of times and a speaker with sufficient availability was required) was physically present, but her image was also projected on a large screen on her left, and visuals were projected on a large screen on her right. The source speech was given in French with 58 PowerPoint slides (photos, drawings, maps and text) and interpreted into the interpreters' German A language. The PowerPoint file was not sent to them in advance. Some slides contained cognitively taxing elements such as citations which were read out, as well as drawings where specific parts were pointed out with a laser pointer during the presentation, and numbers of different categories. Steps were taken to make the simulation as realistic as possible, including the presence of an audience and of a boothmate in each case, and an 'unexpected' event involving the speaker and a person moving in the conference room was organized to observe the interpreters' reactions. The experiment was followed by a questionnaire. A carefully planned exploratory experiment which made it possible to observe the specific visual behavior as well as the associated interpreting behavior of professional interpreters when faced with a speech and visuals having different features in terms of content, including shape, information density, pictures, numbers of various kinds.

Besides the experiment itself, the author provides a welcome overview of several interpreting models authored by German-speaking researchers which are not cited often enough, perhaps because they wrote mainly in German (e.g. Kade, Kirchhoff, Salevsky, Stenzl, Feldweg, Andres). Interestingly, Seubert also draws the readers' attention to similarities between Gadamer's philosophical analysis of communication and Seleskovitch's 'deverbalization'. Thorough, solid work which could open up avenues for more targeted studies.

... AND BEYOND CONFERENCE INTERPRETING

SIGNED LANGUAGE INTERPRETING

Articles

Haug, Tobias; Bontempo, Karen; Leeson, Lorraine; Napier, Jemina; Nicodemus, Brenda; Van Den Bogaerde, Beppie; Vermeerbergen, Myriam. 2017. Deaf Leaders' Strategies For Working With Signed Language Interpreters: An Examination Across Seven Countries. *Across Languages and Cultures* 18 :1. 107–131.

** 14 Deaf leaders across 7 countries, including Australia, the US and 5 European countries were asked how they viewed work with signed language interpreters by 7 researchers who used a semi-structured interview questionnaire. In a literature review, the authors point out that Deaf individuals emphasize the need for a connection, and that while interpreters are more concerned about the relationship of the Deaf individuals to others in a setting, Deaf individuals emphasized the importance of their relationship with the interpreters, which included a sense of trust. In this study, the authors found inter alia that Deaf leaders expected interpreters to provide them with contextual information while interpreting (a different expectation from what is generally found in spoken language interpreting), that Deaf leaders considered they were able to assess the quality of an interpreters' signed language output when they knew the subject well (DG: more research could go into how reliable such assessments are, in both spoken and signed language interpreting environments), that they adapt their signing style in interpreted situations in order to make sure that the interpreters*

understand them, and two Deaf leaders provide interpreters with required technical terminology in their signed language (something which is rather rare in spoken language interpreting, at least in the 'West'). In their discussion, the authors stress that Deaf people are active participants in interpreted discourse rather than passive recipients of interpreting service.

DG : The sample is small, and some behavioral patterns could be linked to national cultural traits, which means that, as the authors acknowledge, generalizing is difficult, but this study has awareness-raising qualities, both for SLI and for spoken language interpreting.

Napier, Jemina; Skinner, Robert; Turner, Graham H. (Heriot-Watt University, Scotland). 2017. "It's good for them but not so for me": Inside the sign language interpreting call centre. *Translation & Interpreting* 9:2. www.trans-int.org

** A multi-country survey about VRI and VRS interpreting, which highlights the interpreters' view of pros and cons of video-relay interpreting.*

Richardson, Michael (Heriot-Watt University). 2019. Negotiating Power and Translation in a Bilingual (British Sign Language/English) Rehearsal Room. *New Voices in Translation Studies* 20:163-184.

** The author asks how power is exercised and negotiated within the creative and translation processes of devised bilingual theatre, and how do negotiations of power influence the achievement of equality for participants. Ten actors participated in the project; five were deaf (with knowledge of written English, and three could use some spoken English, at least as regards receptive skills) and five were hearing, only one of whom was able to use BSL. Two BSL/English interpreters supported the research activity. Deaf and hearing actors create bilingual (BSL and English) performances without pre-existing source texts. A sociological analysis of the power dynamics within two examples of practice is facilitated by conceptualizing deaf and hearing as Bourdieusian fields. The analysis suggests that while it is possible to override the impact of hierarchies within such a translation event, more typically societal inequalities that impact negatively on translation processes are maintained. One more example of the high relevance of sociological consideration in signed language interpreting.*

Woolfe, Ramon (Humak University, Finland). 2019. *The Perception of Reality of Omissions by Deaf Interpreters*. EUMASLI Master's thesis. (European Master's in Signed Language Interpreting)

** An experiment with 2 Deaf interpreters (a case study), which looks at various types of omissions in their renditions of an English speech with and without an audience. The findings are compared with those of two earlier studies by Napier and Kauling. The interpreters interpreted different parts of the same speech, one with an audience and one without it, their omissions were identified and they were asked to explain them.*

To this reviewer, the most interesting parts of this thesis were:

- The review of the status of Deaf Interpreters, who work either as Relay Interpreters from Non Deaf Interpreters or from a Text which is fed to them live via an 'autocue' (in which case they do sight-translation), are believed to have better knowledge of Deaf Culture and better mastery of sign language than Non Deaf Interpreters (but no evidence is available at this point to document the alleged cultural or linguistic superiority of their target speeches – p.32), but who remain at the early stages of professionalization.

- Explanations about CAT, Communication Accomodation Theory, according to which certain strategies are adopted when interlocutors adjust aspects of their use of language to receiving participants. This can be done on the basis of a representation of receiving participants, but also on the basis of actual feedback from them. It is clearly very relevant in the case of signed language interpreting, but also in the case of spoken language community interpreting, and is not irrelevant in conference interpreting, where adaptation is often mentioned in training programs but not often studied empirically.

- *The associated idea that even in monologic speech (and interpreting), co-participants use cues deliberately and strategically to signal comprehension, mark episodes, clarification and control the pace of the presentation (a finding from Napier, 2007). According to Woolfe, both Janzen (2005) and Napier (2007) argue that audience members make nonverbal or verbal signals available to the interpreter even in monologic interpreting, which allow the interpreter to adjust elements of register and style to achieve better audience comprehension (p. 15), a phenomenon that Sannheim refers to as “back-channelling”. Pashler (1989) describes the interference effect on the interpreter of watching for any back-channelling information who is already monitoring incoming text and processing the interpreted text.*

Again, reading research into signed language interpreting can help spoken-language interpreters, including conference interpreters, become aware of some subtle parameters that are less visible in their world, but exist nevertheless and deserve further exploration.

Doctoral dissertations

Clark, Lewana. 2018. *The Interactive Courtroom: The Deaf Defendant Watches How the Speaker is Identified for Each Turn-at-Talk During a Team Interpreted Event.* Doctoral dissertation, Department of Interpretation and Translation and the Graduate School, Gallaudet University.

** The topic of this study is rather explicitly indicated by its title, with an additional element: the author compares teams in which interpreters alternate being active and passive (the on-off/“rotate model”), and teams where interpreters are assigned to distinct speakers and become active when these speakers take the floor (the specific speaker assignment/“remain model”). Its aim (p.69) is to help team interpreting be more effective in the courtroom.*

The basic design was that of 4 mock trials of about 90 minutes each with 6 legal interpreters working from English into ASL, 2 Deaf actors who played the defendant and two English speakers who played the role of witnesses, plus individuals who played the roles of court officers. 4 attorneys also participated. Speaker identification markers were analyzed in monologic and dialogic situations. For monologic discourse, the interpreters identified the speaker more consistently than in the on-off/rotate model.

The main finding from the study is that one teaming model does not necessarily fit best all discourse types.

Additional comments by DG: The author cites some publications from the spoken language interpreting literature, but does not seem to realize that the on-off model has been a standard model for conference interpreters from very early on and was actually one of the main reasons for AIIC’s early recommendations about manning power in the booth, and that the specific speaker assignment/remain model is also standard in TV interpreting and frequent in conference interpreting.

Halley, Mark (Gallaudet University). 2018. *Interpreting Dissent: Narratives about American Sign Language – English Interpreting for the Deaf President Now Protest.* Doctoral dissertation, Department of Interpretation and Translation and Graduate School, Gallaudet University.

** A paper based on this doctoral dissertation was listed in Bulletin n°58 (July 2019). This is a historical-ethnographic study of the signed language interpreters who participated in the protest, either as volunteers or as paid interpreters. The data come from archival documents and materials, and most importantly, from interviews of 21 interpreters, 5 deaf protesters and one deaf member of Gallaudet administration. The author introduces himself as a political activist engaged in social movements, and thus acknowledges honestly his own bias. However, it is not clear to this reviewer (DG) that such bias has had deleterious consequences in his presentation and interpretation of the data, though the possibility cannot be ruled out.*

The dissertation presents a narrative of this important event which occurred in 1988, before he was born, as well as analyses of various aspects of interpreting during the event, including organization matters, technical challenges (briefly), linguistic challenges (also very briefly, and without analyzing the linguistic product of interpreting), social relationships and positions, ideological positions and personal outcomes. To this reviewer, who is an admirer of signed language interpreters but an outsider, the most striking aspect of SL interpreting which emerges from this account, already noted when reading other accounts and in discussions with signed language interpreters, is the alignment of many of them with the Deaf community and their often deliberate side-taking in 'defense' of the deaf peoples' interests, which clashes with the traditional ethical/professional principal of impartiality in interpreting. I am not in a position to pass judgment on this attitude, which could be positive towards social justice but also counter-productive in other ways, but as a researcher, I wonder to what extent this positioning is determined by the SLIs dependency on the Deaf community, a situation which, to my knowledge, does not occur in interpreting between spoken languages (interpreters in a certain language combination being dependent on a community of speakers of one of the languages to such an extent). One of the author's many interesting observations is that the (hearing) interpreters he interviewed felt a sense of collective identity with the deaf community. But no evidence is presented that the deaf community felt the same. Rather, it seems that the deaf community saw them as friends or allies, but they never truly become full members of the community. Is there not some dissonance there, which could account to a large extent for the strong commitment of many SLIs to the community? (DG)

Miner, Annette. 2018. *The Use and Perceived Effectiveness of Situated Learning in American Sign Language-English Interpreter Education*. Doctoral dissertation, Department of Interpretation and Translation and Graduate School, Gallaudet University.

** The purpose of this study was to describe the use and perceived impact of situated learning activities in ASL-English interpreter education in the United States. The author starts with an informative description of the current institutional SLI training landscape in the USA and points out existing challenges, including a gap between the immediate outcome of formal training and the skills required to interpret effectively, which calls for improvement. Situated learning, which is one possible tool for improvement, is introduced by her as an approach that includes performing authentic tasks in the environment in which future practitioners will have to perform, thus giving learners inter alia the opportunity to benefit from familiarity with the environment and from authentic social interactions as they occur in it. Her research is composed of two studies: a survey + interviews on teaching practices in ASL-English interpreter training, to identify where and how situated learning was incorporated into interpreter training, and a set of interviews from stakeholders of one interpreting program that actively engaged students in situated learning contexts.*

Miner's methodological approach is very thorough and systematic. In her dissertation, she does find answers to her research questions, through much descriptive data, but perhaps more interestingly, through reports by interns in a cohort that participated in an intensive training course with much situated learning, with many direct citations of the interns' words, which provide food for thought.

OTHER INTERPRETING RELATED PUBLICATIONS

Běloušková, Eliška. 2019. *Dějiny Jednoty tlumočnicků a překladatelů (History of the Union of Interpreters and Translators (JTP))*, in Czech. MA thesis, Charles University, Prague, Institute of Translation Studies.

Director of the MA thesis: PhDr. Et Bc. Tomáš Svoboda, PhD.

** This thesis aims to document the development of the Union of Interpreters and Translators from its foundation until today. The thesis deals with the situation before 1989 and associations of translators and interpreters during the Communist era. It also describes the circumstances of the establishment of*

the Union of Interpreters and Translators and its subsequent history. It describes the specific activities of the organization such as contests, trips and educational and publication activities. Such a systematic review has not been published in Czech so far. The chosen research method is oral history, which was implemented through interviews with the four founders of the organization. The acquired data were then verified and put into the context of the records of the magazine ToP: Interpreting-translation, of letters addressed to the members of the Union and documents from the meetings of the organization. (IC)

Delisle, Jean. 2019. *Interprètes au pays du Castor*. Presses de l'université Laval.

** Jean Delisle is known as a Canadian translator educator and Translation historian. This book, his latest, tells the story of 15 interpreters who counted in the history of Canada.*

Englund Dimitrova, Birgitta & Tiselius, Elisabet (Univ. of Stockholm). 2016. Cognitive aspects of community interpreting. Toward a process model. In Muñoz, Martín (ed). *Reembedding Translation Process Research*. Amsterdam: Benjamins. 195-214.

** The authors argue (with two examples of interpreted interactions) that different kinds of monitoring are a crucial and pervasive component in the community interpreting process. They also stress the importance of the interpreter's professional self-concept. No Process Model is actually offered. DG: The two authors' points are well taken, and monitoring can be demonstrated to be part of many activities in which humans interact. To this reviewer, an important question is whether such monitoring, or other factors or specific situations in community interpreting, are particularly problematic in terms of cognitive load or cognitive effort. The Effort Models for conference interpreting were developed because it was felt that cognitive load was a major factor that explained errors, omissions and infelicities because interpreters often worked close to saturation (close enough to be saturated or to feel they will be saturated if they attempt a full rendition – and give up). Is overall cognitive load in community interpreting as associated with monitoring also a factor of disruption in a similar way? Perhaps in certain situations? Further explorations in that direction would be welcome.*

Getta, Elizavetta. 2019. *Tlumočení mezi německými kolonialisty a místním obyvatelstvem v Namibii během období, kdy byla německou kolonií. Pohled na mezijazykovou a mezikulturní komunikaci v Namibii z historického pohledu s přesahem do doby po zániku kolonie (Interpreting Between German Colonists and Local Residents of Namibia During the German Colonisation. A View of Interlinguistic and Intercultural Communication in Namibia from a Historical Perspective considering the postcolonial era)*, in Czech. MA thesis, Charles University, Prague, Institute of Translation Studies. Director of the MA thesis: Mgr. Věra Kloudová, Ph.D.

** This diploma thesis deals with interpreting in Namibia both during its existence as a German colony and in its post-colonial era. In 1884 the territory of present-day Namibia became a colony called German South West Africa. Among the problems encountered by the colonizers were the linguistic and cultural differences that made communication between the Germans and the locals complicated and, at times, impossible.*

Due to their ambivalent role, interpreters were treated with a lot of mistrust and the clients suspected them of twisting the intended information in favour of one of the parties. Although the Colonial Administration emphasised language training for both negotiating parties, at the end, this approach turned out to be too ambitious, and it proved necessary to use interpreting services, especially in the areas of law, religion and diplomacy. This paper explores the role, status, working conditions and competences of interpreters in these areas. Many of the findings are partly intertwined with modern interpretation theory and practice, making it possible to apply some of the crucial theoretic claims on Namibia's colonial era.

The work also creates a broader context encompassing translation issues as well as the development of interpreting services after the collapse of the colony. The importance of interpreting

grew substantially during the negotiation process on the independence of Namibia. The concept of oral transmission is connected to the conveying of written texts, especially during the explanation of Christian and European values to the local population of Namibia. Cultural and linguistic understanding in Namibia opens new perspectives on the creation of an international dialogue taking into account the growing global problems of the present world. (IC)

Herring, Rachel. 2018. *I could only think about what I was doing, and that was a lot to think about: online self-regulation in dialogue interpreting.* Doctoral dissertation, University of Geneva no. FTI 31. <https://archive-ouverte.unige.ch/unige:108626>

** This study explores dialogue interpreters' online self-regulation, defined as online monitoring of affect, behavior, cognition, and context and the online employment of affectual, behavioral, or cognitive control mechanisms in order to maintain or increase alignment between the current state of the interactional system and the interpreter's performance goals. Eight participants (5 'expert', 3 'novice') interpreted a simulated interaction and completed a retrospective process tracing session. Among evidence of self-regulation, there were requests for pauses, interruptions, self-corrections. The data also show qualitative differences between novices and experienced interpreters, but not quantitative differences in their performance, that all three novices, including those whose languages were roughly balanced, made very frequent major language errors, that the interlocutors' affect can influence interpreting performance, a topic which the author believes deserves further exploration. Some comments were also made on fast speaking by interlocutors which saturated memory and led to omissions. The author discusses behavioral control mechanisms. In retrospective comments, there was little mention of cognitive control mechanisms. There is definitely much to explore.*

García, Adolfo. 2019. *The neurocognition of translation and interpreting.* Amsterdam/Philadelphia: John Benjamins.

** The author is a trained translator and English language teacher, but most importantly, a distinguished, internationally recognized neuroscientist. His book is very systematic, informative, comprehensive and honest, and deserves much more than the micro-abstract that CIRIN can offer. The editor offers some comments here to whet the colleagues' appetite.*

The author speaks about his experience as a practitioner and teacher of translation (p.3), yet he writes the book as a neuroscientist. Interestingly, he states that neuroscientific research is far from perfect, and that actually, it is plagued with theoretical and methodological problems, that brain-based evidence is neither better nor more critical than evidence offered by behavioral, qualitative or otherwise humanistic approaches (p.4), that most findings in cognitive neuroscience show relations between neurological and behavioral patterns, but these do not often justify mechanistic conclusions in terms of causal relations (p.73), that neuroscience in TIS does not entail a major break from current tenets, notions and lines of work, but constitutes an addition, a complement to various non-neural approaches that he also describes in the first part of the book, and, at the very end of the book, that newcomers should be alerted not to overestimate the weight of neuroscientific results (p. 217) and that conclusions reached so far are mostly partial and preliminary; they vary in their degree of empirical support, and all of them could be proved wrong. Laudable statements coming from a neuroscientist.

The book is mainly intended for aspiring and professional researchers in cognitive TIS. García acknowledges that a good part of the evidence comes from bilinguals without field-specific training (p.7), but claims that several neurolinguistics aspects of IR (interlingual reformulation) can be presumed unalterable irrespective of expertise. To this reviewer, the question is to what extent these aspects can explain the behavior of professional translators and interpreters at work. For instance, in p. 132, he says that the linguistic unit which is processed determines the brain network that is recruited (see in particular p. 153, 162). If so, does this not mean that it is difficult to draw conclusions on such professionals on the basis of experiments with single lexical items or out-of-context clauses or sentences? (see his comments on that matter on pages 212 and 213).

García also laments the fact that most existing models of translation and interpreting overlook directionality as a cognitively relevant factor, and says that converging ERP evidence suggests that translation in one direction (“Forward Translation”, into one’s B language) involves more effortful lexical retrieval and selection operations as well as a higher attentional load than translation in the other direction (BT, into one’s A language). But if this is based on experiments in which participants translate single words, to what extent does this hold when translation and interpreting are done on continuous speech/text in a context? Hyöna et al 1995, cited in Seubert, 2019, p. 116, say that results from lexical translation cannot be directly applied to simultaneous interpretation...[which] cannot be construed as a process of simple lexical look-up, as the interpreter has to carry out other cognitive operations that go well beyond lexical translation.

The author describes essential concepts in neuroscience and the main tools used in cognitive TIS, with their respective advantages and drawbacks, as well as basics of the brain and its neural operation.

In a particularly thought-provoking part of the book, he reports on experiments showing anatomical changes in the brain of SI students over 15 months of training, and talks about “at least some neurocognitive changes triggered by simultaneous interpreting training” that seem to be specific to SI. And yet, according to him, these results cannot be interpreted as reflecting cognitive improvements in any specific subfunction. Some processing advantages associated with sustained experience in simultaneous interpreting emerge only after several years of practice, a period longer than the training programs (p. 203). There is much food for thought in what this editor considers a very important book for TIS.

Łyda, Andrzej & Holewik, Katarzyna (eds). 2017. *Interdisciplinary encounters: Dimensions of interpreting studies*. Wydawnictwo Uniwersytetu Śląskiego • Katowice 2017.

** A collective volume with 11 chapters on various topics related to interpreting, some of which sound very interesting. Those within or apparently closest to conference interpreting are listed in the Conference Interpreting section of this Bulletin. The others are listed below. Only the introduction and table of contents were available to the editor, and the information provided in this Bulletin is based on the editors’ introduction.*

Estévez Grossi, Marta (Diachronic research on community interpreting: Between interpreting, linguistics and social sciences) focuses on research on community interpreting among migrant workers from Galicia, Spain in Germany in the 1960s and 70s using oral history in the form of narrative interviews.

Valero-Garcés, Carmen (Evolution, trends and gaps in public service interpreting training in the 21st century). Starting with the first Critical Link Conference in Canada in 1995.

Toledano Buendía, Carmen & Laura Aguilera Ávila (Stress, interpersonal communication and assertiveness training in public service interpreting). The authors report on the results of an introductory course for public service interpreters aimed at delivering assertiveness training.

Holewik, Katarzyna (PEACE in interpreter-mediated investigative interviews – working together to achieve best evidence). PEACE stands for Professionalism, awareness and understanding, cooperation and trust. The author looks at interpreted-mediated police interviews under the light of this model.

Iannone, Elvira (Community Interpreting – Professionalization for Lay Interpreters: A new initiative for the training of community interpreters in Austria). The author reports on the development of a new university course in community interpreting in the field of medicine, psychotherapy, social work and community settings.

Stachl-Peier, Ursula & Norberg, Ulf (Discourse prosody and real-time text interpreting: Making live speech visible). The authors analyze a number of cases focusing on loudness, stress, pauses and

sentence-initial and sentence-final pitch patterns.

Monteoliva-García, Eloísa. 2017. *The collaborative construction of the stand-by mode of interpreting in police interviews with suspects.* Doctoral dissertation, Heriot-Watt University.

* CIRIN does not have access to this dissertation, but the topic seems to be particularly interesting.

Monteoliva-García, Eloísa (City University of New York). 2018. The last ten years of legal interpreting research (2008-2017). A review of research in the field of legal interpreting. *Language and Law* 5:1. 38-61.

* For the purposes of this analysis, publications on legal interpreting were compiled (including court, police, prison, asylum, immigration and military interpreting), and a database was created. Overall, 464 publications were collected and coded per setting and main theme, and reviewed for identification of salient themes and trends.

This review is partly bibliometric, with explicit explanations of how the data base was constructed and of its limitations (a welcome indication, which is sometimes missing in bibliometric studies), and partly theme-oriented, with indications on salient and/or interesting foci, findings and developments. For colleagues interested in showing how research into interpreting is useful for society – and for practitioners – this is a good source of information. Also note the standby mode of interpreting, which is found not only in legal interpreting, but also in conference interpreting, and which has not been investigated so far, though practitioners are aware of some issues with which it is associated. (DG)

Pöchhacker, Franz (Univ. of Vienna) & **Remael, Aline** (Univ. of Antwerp). 2019. New efforts? A competence-oriented task analysis of interlingual live subtitling. *Linguistica Antverpiensia, New Series: Themes in Translation Studies*. 18. 130-143.

* A systematic conceptual analysis of a hybrid. Interlingual live subtitling (ILS is the acronym used by the authors – but it could also be used for intralingual live subtitling, and the acronyms may have to be updated later) consists in producing live subtitles in a target language from spoken source-language utterances. (DG: it could also apply to the production of live subtitles when the source-language utterance is signed, not spoken). Typically, SLI is used in live TV broadcasts, but it could also be performed at live events. In a terminological discussion, the authors propose to use the word ‘transpeaking’ rather than ‘respeaking’ to reflect the fact that it involves translation from one language to another.

Moving on to an analysis of the process, the authors describe it as a multi-step process involving a first (human) phase in which SL audio content is rendered orally in the TL, followed by a second (machine) phase in which the output is turned into written text by a speech recognition (SR) system, with the possibility of human editing using a computer keyboard in a third phase.

The authors point out that the first phase (transpeaking) is essentially an interpreting task, with the significant difference that the output must be adapted to recognition by the SR system and to the target audience reading-time needs (DG: and probably to the time lag between SL utterance and availability of the TL text to viewers). Taking inspiration from the Effort Model for simultaneous interpreting, they identify particular sub-components of the ILS transpeaking production effort:

- strategic reformulation (which, in particular, may involve much compression)
- dictation (a specific software-adapted articulation style)
- auditory monitoring (DG: which is also part of the Production Effort in the standard model for simultaneous interpreting).

Beyond transpeaking, monitoring and correcting the written output are another Effort, which (in Gile’s view), adds to short-term memory load because of the additional time lag and to pressure on the Coordination Effort.

In a second part of the paper, the authors describe the various components of ILS competence, with general labels.

DG: A good starting point. Empirical investigations in the future will certainly help fine-tune the analysis and identify critical components.

Vorlická, Kateřina. 2019. *Soudní tlumočení pro děti a nezletilé (Court Interpreting for Children and Minors)*, in Czech. MA thesis, Charles University, Prague, Institute of Translation Studies.

Director of the MA thesis: Prof. PhDr. Ivana Čeňková, CSc.

** After a short historical introduction to history, the author describes the characteristics of court interpreting with the emphasis on children and minors involved in judicial proceedings. The following chapters focus on court interpreting in the Czech Republic, expanding on its description, the related legal framework, the required qualifications and training of court interpreters. Subsequently, the thesis draws a comparison with training and education of other professionals taking part in proceedings with minors.*

The author also compares the situation in the Czech Republic and in Belgium where the project CO-Minor-IN/QUEST was launched and carried out. To our knowledge, this is the first international project on cooperation among major professionals involved in interpreted criminal proceedings with minor participants. The thesis presents a summary of findings concerning communication with children and minors, laying stress on particular patterns of behaviour and conduct that are likely to occur in little and school-age children. The information provided is considered in the context of court interpreting. The thesis puts emphasis on the most significant differences between court interpreting for adult and minor participants. The last theoretical chapter presents a summary of recommendations on interpreting for children.

The empirical part of the thesis consists of both quantitative and qualitative research with the aim to describe the common practice of court interpreting for minors in the Czech Republic. The study is based on findings of Heidi Salaets and Katalin Balogh, Belgian researchers and leading figures of the CO-Minor-IN/QUEST project. The present study is not limited only to criminal law. Questionnaires and interviews were used as research tools in order to find out what experts – interpreters, judges, public prosecutors, social workers, lawyers and the police – think of court interpreting for minors in the Czech Republic. The focus was mainly on the following issues: overall description of interpreted judicial hearings with children, training of professionals involved in the proceedings and the roles they assume. The first part of the survey deals with the common practice of court interpreting with minor participants while the second part aims to find out the experts' opinion on it and how they think it be improved. Results are analysed in a broader context and compared according to professions of respondents. (IC)

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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.

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