

THE CIRIN BULLETIN

Conference Interpreting Research Information Network

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

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This Bulletin aims at contributing to the dissemination of information on conference interpreting research (CIR) and at providing useful information on CIR worldwide. It is published twice a year, in January and July. For further information and electronic copies of early issues no longer posted on the [CIRIN site](#), please contact [D. Gile](#).

Notes:

1. The mini-abstracts may be followed by the initials of the contributor 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 CIR 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 quotes, the authors’ terminology prevails. The same applies to the distinction between ‘cognitive load’ and ‘cognitive effort’, ‘cognitive effort’ being the ‘effortful response’ to cognitive load.

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EDITORIAL

Online experiments

In this issue, readers will find reports on two MA theses from Vienna whose authors conducted experiments online due to the COVID crisis. Online surveys and interviews are not new (several examples are reported here, and at least one paper, also listed in this issue, is devoted to them), but I believe converting onsite experimental designs to online experimental designs is an interesting development, both in terms of increased potential and in terms of technical and other challenges.

Corpus-based research – vs. case studies

Corpus-based research is gaining salience in Interpreting Studies, and this is also reflected in this issue of the *Bulletin*. The European Parliament Corpus may be overrepresented, with a risk of bias when considering the general population of interpreters and interpreted speeches, but more colleagues are working on the construction of new and more diversified corpora. Ella Wehrmeyer built a signed-language interpreting corpus (the first) in South Africa, Daria Dayter built a corpus with Russian, etc.

Again, the potential gain from corpora is spectacular, but associated challenges require attention. One would be excessive reliance on the convenience of readily identifiable and measurable indicators without devoting sufficient attention to their limitations in terms of sensitivity and specificity. Obviously, if they are not sufficiently sensitive and/or specific to detect reliably what the researchers want to detect and measure, their convenience becomes irrelevant. Another would be a tendency to only conduct group analyses and neglect individual behavior patterns. Not all phenomena of interest are assumed to occur in all cases and in all interpreters. Some, such as imported cognitive load effects, are hypothesized to occur *sometimes* – no hypothesis regarding their frequency has been formulated at this time. If they are to be detected and measured, individual behavior needs to be explored. As illustrated by several Viennese MA theses and one French signed language interpreting thesis micro-summarized and commented here, this is where small-sample studies and case studies can provide useful input including ideas and findings which can then be investigated further using corpora.

Another possibility is to combine corpus research with other methodologies so as to leverage the advantage of each.

Experimenting with students

A recurring challenge in Interpreting Studies is difficult access to practitioners who are willing to participate in experiments and surveys. The public availability of an increasing number of interpretations in the media is a partial solution, as their recordings make it possible to create corpora, but identifying the features of the individual interpreters and determining the relevant working conditions are not necessarily feasible. One easy way out has always been the recruitment of students. Much preparatory work and piloting can be done with students, but when working on interpreting cognition in matters as sensitive as attention-sharing and other executive cognitive skills which probably come to maturation over years of practice, extrapolating from experiments with students to professionals becomes tricky.

The work of Fantinuoli and his team on ASR and InterpretBank is promising, and the technical achievements reported so far are impressive, but the sole use of students in the reported experiments is self-limiting and perhaps misleading. If professional interpreters have had time to hone relevant cognitive skills markedly over the years, perhaps their interpreting performance with InterpretBank would be significantly better than what experiments with students report. Of course, this would apply not only to accuracy as regards whatever is ASR-ized, but hopefully to overall performance, which seems not to have been assessed so far.

Caution with formulations, caution with inferencing

Contrasting with early interpreting research by practisearchers (practitioners of translation and interpreting who also do research), over the past few years, many studies reported in this *Bulletin* use sophisticated designs with systematic control of potential confounds and advanced statistics. This is good news – provided the researchers are careful in their logic and about the wording of hypotheses and theories they are testing. If they are not, their sophisticated experimental designs and other analyses lose much of their power. In some studies micro-summarized in this and other issues, the design and

tools are fine, but the logic is not, or the inferences do not apply to the theory or hypothesis which is being tested as it was formulated by its author.

Viennese MA theses

In this issue, readers will find reports on several recent MA theses from Vienna (Franz Pöchhacker, who supervised most of them, sent CIRIN a list for the *Bulletin*). While reading them (with much interest), I found references to earlier Viennese MA theses, which are also partly listed in this issue of the *Bulletin*. It turns out that there is considerable follow-up work and replication work at the Zentrum für Translationswissenschaft (Center for Translation Studies) of Vienna University. This is valuable not only for the MA students themselves, as it facilitates their learning process without impairing the quality of research, but also for the discipline as such – provided the data from replications find their way to the publication space. Samples tend to be small, but the overall quality of the scholarship in these theses is good, probably thanks to careful guidance by Pöchhacker and perhaps others. I wonder if some time could be found for the drafting of review articles of such replications to be published in TIS journals.

Another thought that crossed my mind while reading these theses is that no matter how good the scholarship, it is not realistic to expect generalizable findings from a controlled study with groups of a handful of participants for each condition. Such studies involve considerable work investment, and one may wonder whether it would be feasible to do collective theses and multiply sample size by 3 or 4 for the benefit of all. By contrast, exploratory studies, which can highlight noteworthy points or phenomena, can be quite productive even with very small sample sizes.

Finally, time and again, when reading seriously supervised theses, I find the reminders they offer of relevant and interesting theories and findings from the literature very useful.

I am looking forward to the pleasure of reading those Viennese theses I have received but not had the time to read in preparation of this issue of the *Bulletin*.

Non-CIR items

Gautrin's signed language interpreting study on fingerspelled words in source speeches is interesting on several accounts: as a demonstration of the usefulness of retrospection to identify processes which are difficult to identify through product analysis only (this was also salient in Gumul's work which, unfortunately, did not include professional interpreters) and of case studies as providers of input that can then be processed further with larger samples, on anticipation in comprehension, on effort avoidance in interpreting and on fingerspelling reading as a problem trigger.

Some CIR statistics

I occasionally draw the attention of *CIRIN Bulletin* readers to the fact that works listed in individual issues of the *Bulletin* cannot be considered representative of the IS literature in a statistical sense, because their inclusion depends on the editors' (personal and limited) direct access to the literature and on contributions by colleagues. It is enough for one contributor to send in a list of a few dozen entries from a particular country, say China, for the content of the *Bulletin* issue at hand to become very biased. The present issue illustrates this clearly through the list of recent Viennese MA theses contributed by Pöchhacker. When I realized that much replication and follow-up work was being done by MA students in Vienna, I added references from the theses I read, which had the effect that Viennese theses make up one third of the total number of CIR items in this issue.

For this reason, my presentation of CIR statistics for this issue will be very succinct:

The total number of CIR items is 45, including 27 articles from journals, books or other types of collections, 17 master's theses and 1 doctoral dissertation. At least 30 works report empirical studies,

12 are non-empirical and 3 could not be identified as empirical or not. All but 1 of the MA theses report empirical research. This is much in line with the overall dominance of empirical research in CIR output in recent decades. There are 6 items that report corpus studies, and 12 that report experiments, including 2 online experiments. As regards topics, with 8 items, training issues seem to be as popular as ever. So is quality perception.

Daniel Gile

CIR PUBLICATIONS

ARTICLES

Amos, Rhona (Univ. of Geneva) & **Pickering, Marion J.** (University of Edinburgh). 2020. A theory of prediction in simultaneous interpreting. *Bilingualism: Language and Cognition* 23: 706-715.

* *A discussion of prediction (what is often referred to as 'anticipation' in the CIR literature) which reviews the psycholinguistics literature and cites both theories and empirical evidence for anticipation. Interesting experiments show the experimenter's creativity in designing setups which make it possible to detect such evidence. The authors propose that prediction during comprehension (which they say is always complex and difficult, whatever its form) routinely occurs as part of production planning. This also applies to prediction during simultaneous interpreting. Instructive and interesting.*

Bartłomiejczyk, Magdalena (University of Silesia). 2019. Pragmatic equivalence as a challenge for interpreters of political discourse. *Linguistica Silesiana* 40. 385-408.

* *The author analyzes extracts of rude speeches from the European Parliament in the English-Polish language combination and shows that different pragmatic rules in the two languages make the interpretation problematic. More precisely, she concludes that "political discourse is often too sophisticated and abundant in subtleties to be given full justice in another language in real time". Food for thought.*

CAI, Zhongxi; RYU, Koichiro; MATSUBARA, Shigeki (Univ. of Nagoya & Mie prefecture college) 2020. Features of Source Language that Affect the Word Order of Target Language in Simultaneous Interpretation. (in Japanese) *Interpreting and Translation Studies* 20. 25-40.

* *Twenty-two English speeches were interpreted in simultaneous into Japanese by 4 professional interpreters and translated by 2 professional translators. Short information chunks, mostly content words, were identified in the source speeches, and the corresponding chunks were located in the target speeches or texts, to compare word order. Findings suggest that simultaneous interpreters are more likely to maintain word order than translators, perhaps to manage cognitive load and effort optimally. Chunk dependencies, length of post-modifiers and distance between chunks affect word-order in simultaneous interpreting.*

>>> **Čeňková, Ivana** (Charles University, Prague). 2020. What should fresh graduates of the Master's Interpreting programme be able to do? Or, interpreting skills are not enough. In **Bohušová, Zuzana; Djovčoš, Martin & Melicherčíková, Miroslava** (eds). *Translationswissenschaft und ihre Zusammenhänge. Translation Studies and its Contexts. Translatológia a jej súvislosti*. Vienna: Prasens. 78-88.

** The author describes in detail the State Exam that graduating Charles University Students enrolled in the Master's program in interpreting take – and notes that radical changes were introduced in the program in 2010/2011 in view of the renewal of its accreditation. The exam not only tests the interpreting skills of graduating students in consecutive, sight translation, simultaneous and simultaneous with text, but also their ability to use theory to analyze recordings and transcripts and source speeches and their interpretations, and their general world knowledge, including geopolitical and economic knowledge.*

**DG: Two particularly interesting aspects stand out in this test:*

- It goes towards filling a gap in the prevalent practice of graduation exams, which focus on interpreting skills only. Perhaps there has been an underlying assumption that the content of the speeches selected for the exam also tests the general knowledge of candidates to a sufficient extent, but the existence of a dedicated general culture component can reasonably be assumed to provide to students stronger motivation to take the acquisition of relevant encyclopedic knowledge more seriously than they tend to do, because they tend to devote all their efforts to the acquisition of interpreting skills at the expense of such knowledge acquisition.

- It resolutely positions theory as a practical tool (albeit a conceptual one). Arguably, this drives trainers to select for their theory classes the most relevant concepts, models and ideas. It would be interesting to find out whether over the past ten years, the trainees' experience in selecting such ideas has changed their preferences or views as regarding theories.

CHEN, Sijia (Southwest University, Chongqing). 2020. The impact of directionality on the process and product in consecutive interpreting between Chinese and English: Evidence from pen recording and eye tracking. *The Journal of Specialised Translation* n°34.

** Twenty-six professional interpreters with Chinese A and English B working in Australia were asked to interpret two speeches in consecutive, one in English and one in Chinese (care was taken to make the two speeches comparable). During the experiment, the participants' note-taking process was recorded by a digital tablet equipped with a digital pen, and a head-mounted eye tracker was also used. A retrospection session (audio-recorded) cued by the written notes followed the task. Participants were asked to recall whatever they could remember about the interpreting process, and report the content, form, and language of each note unit. Due to technical reasons, full records are only available for 18 of the participants. Average eye fixation duration was used as an indicator of cognitive processing. Informational accuracy was assessed by three raters on the basis of transcripts and propositional comparison. Fluency was assessed automatically by a piece of software.*

Ear-Pen-Span was significantly shorter when working into A. The amount of notes was about the same in both directions. Overall, participants preferred language notes to symbols, but the proportion of language notes (vs. symbol notes) was significantly higher when working into A (Chinese). Participants preferred notes in English to notes in Chinese. Mean eye fixation duration during the reformulation phase was shorter when working into A (Chinese). The author interprets this as indication that cognitive load was lower in that direction. Informational completeness was significantly higher when working into B (English). Fluency was better when working into A (Chinese).

Dayter, Daria (Univ. of Basel). 2020. Strategies in a corpus of simultaneous interpreting. Effects of directionality, phraseological richness, and position in speech event. *Meta* 65:3. 594-617.

** The author has created a parallel bidirectional English-Russian corpus of political speeches, briefings and interviews, with interpreters working into their A or B language. She looked at the relative occurrence of eight “generalized interpreting strategies” (DG: actually shifts that may or may not reflect tactical or strategic decisions), i.e. (voiced) anticipation, compression, explicitation, omission, saucissonnage, stalling, trial and error, waiting, on the basis of a sample of 360 5-second speech transcription segments. She looked at each shift and manually noted whether it occurred at the*

beginning, the end of the “main body” of the event, and in what way it was related to pre-patterned language strings. Among her findings, “anticipation” was very rare and she wonders whether this is due to the 5 seconds accuracy alignment of source and target texts. DG: A simpler explanation is that “anticipation” as it is perceived by interpreters is primarily mental anticipation, in other words a prediction of what is to come, and operationalizing it as actually voiced anticipation means that the signal is drowned in the noise generated by the lag in actual reformulation of information that was understood by interpreters.

DG: There is little doubt that working on large corpora increases dramatically the possibility of identifying recurring patterns in the interpreters’ production. But working backwards from product to process on the sole basis of corpus data is tricky, especially when investigating tactics and strategies.

Defrancq, Bart & Fantinuoli, Claudio (Ghent University & Johannes Gutenberg University Mainz resp.). 2021. Automatic speech recognition in the booth. Assessment of system performance, interpreters’ performance and interactions in the context of numbers. *Target* 33:1. 73-102.

* *The authors examined number rendition by six interpreting students in an experiment in which speeches were delivered with concurrent ASR which provided them with fast real-time transcription of numbers. They found an improvement of number rendition, regardless of whether the students used or did not use the transcripts (as shown by gaze analysis). They also report comments by the students about the convenience/usability of the setup.*

The analysis is detailed and systematic (as is often the case in empirical research by Defrancq), taking on board the relative difficulty of speeches used and the types of numbers, using eye-tracking and the participants’ comments. But this reviewer is puzzled: according to their explicit comments, the authors are aware of limitations in their design, including the small number of participants, the fact they were students “whose performance cannot be extrapolated to the professional community”, the possible bias induced by the experimenters telling them in advance that the experiment dealt with the interpretation of numbers. The authors are also aware of the possibility that the use of the transcripts of numbers might have taken up some of the students’ attentional resources to the detriment of overall performance, but did not check overall performance, which would not have been too difficult with six renditions of speeches of about five and a half minutes.

The production of transcripts was fast and rather accurate, and unsurprisingly, the rendition of numbers by the students turned out to be better with ASR and the transcript, but we do not know whether this would apply to professionals and we do not know how ASR affected the performance as a whole. Had the experiment been a pilot study as preparation for an experiment with professionals and without these limitations, it would have been very good material for a poster presentation at a conference. But for a full paper, the authors should have replicated or extended it with professional interpreters and an assessment of overall performance (see Korpál and Stachowiak-Szymczak, 2020 micro-reported in this issue of the Bulletin).

Djovčoš, Martin & Šveda, Pavol. 2021. The current state and future of interpreting training in Slovakia. In **Djovčoš, Martin & Šveda, Pavol** (eds). 2021. *Translation and interpreting training in Slovakia*. Bratislava: STIMUL, Advisory and Publishing Centre, Comenius University in Bratislava. Chapter 5. 100-120.

* *In this chapter, the authors review developments in both practical training and in Slovak research, which, they say, includes productive collaboration with psychologists, inter alia in the framework of doctoral dissertations and theses. And yet, the actual impact of research on training remains unclear. They offer practical information on interpreter training curricula and, interestingly, on the results of surveys among students who expressed their preferences for translation vs. interpreting. Djovčoš and Šveda say that on this basis, more specialization in Slovak universities would be preferable to the present system, with too many compulsory classes and not enough specialized classes. They make*

recommendations for both undergraduate and graduate-level classes, with an introduction to consecutive as early as the 2nd or 3rd year of undergraduate studies. Requirements from trainers and recommendations regarding the actual content of training are also included. They are in line with the AICC-Interpretive Theory tradition. But the authors add two training components which were not found in traditional conference interpreter training curricula: remote interpreting and community interpreting.

Fantinuoli, Claudio & Prandi, Bianca (Johannes Gutenberg University Mainz & Kudo AI). 2021. Towards the evaluation of simultaneous speech translation from a communicative perspective. *arXiv:2103.08364v1*.

** The authors compared the quality of a simultaneous speech translation engine with that of professional interpreters. They compiled a corpus of authentic English speeches and aligned them with their interpreted versions into Italian by 5 professional interpreters and with the output of an Azure Speech Translation simultaneous speech-to-text translation system. They assessed the transcripts manually using randomly selected 2-minute extracts from each speech. They note that the small sample size does not allow for generalizations. Three of the speakers were native English speakers and 2 were not. Four speeches were impromptu, and one was read aloud. Delivery speed was rather high, (142 wpm, 151 wpm, 157 wpm, 160 wpm and 160 wpm). Six raters “with a background in interpreting and translation” rated intelligibility (fluency, clarity, adequacy etc. on a six-point Likert scale – DG: it is not clear how these parameters could be assessed on the basis of transcripts only), and “informativeness” (informational accuracy). Latency was not included in the assessments. The interpreters were found to be more intelligible, and the machine was slightly better in terms of informativeness. The authors noted high inter-individual variability among the interpreters, and far lower variability in the automatic device.*

DG: The authors are well aware of the limitations of their experiment, which, they explain, was an attempt to expand the evaluation methodology from the purely computational approach to a more user-centric and communication-oriented one. If this is their wish, in view of the complexity of human reactions to various quality parameters, which has been well demonstrated by the ECIS group in Granada, they would need to eventually include sound extracts in the procedure as well.

Gallego-Hernández, Daniel & Tolosa-Igualada, Miguel (Universidad de Alicante). 2020.

Terminología bilingüe e interpretación de conferencias. Investigación evaluativa sobre metodologías aplicadas al mundo real. In **Antolí Martínez, Jordi M.; Díez Ros, Rocío & Pellín Buades, Neus** (eds.) *Redes de Investigación e Innovación en Docencia Universitaria*. Volumen 2020. 229-241.

** A questionnaire-based empirical test of the efficiency of training methods focusing on the preparation of glossaries for interpreting at the University of Alicante in a 15-week curriculum. The respondents' answers to questionnaires on their perception of interpreting classes and terminology classes were overall positive.*

Katan, David & Straniero-Sergio, Francesco. 2003*/2014. Submerged Ideologies in Media Interpreting. In **Calzada Pérez, María** (ed.). *Apropos of Ideology. Translation Studies on Ideology – Ideologies in Translation Studies*. London and New York: Routledge. 131-144. (*The book was initially published by St. Jerome in 2003).

** The authors propose a link between media interpreters and two “basic ideological forces”: capitalism and popular culture (couch potato). According to them, interpreters are judged by their value on the TV market as a commodity, the value being strongly correlated with their ability to help maintain or increase audience share. The authors suggest that this gives different quality components, e.g. the interpreters' voice and other delivery parameters as well as language register, more weight than in conference interpreting. What this reviewer found striking was the authors' reporting of*

instructions given by broadcasters on how to interpret, including gatekeeping of content. The extent to which this is done may depend on the type of program, the channel or the country. A potentially interesting investigation.

Kajzer-Wietrzny, Marta & Grabowski, Lukasz (Adam Mickiewicz University & University of Opole, Poland respectively). 2021. Formulaicity in constrained communication: an intermodal approach. In: **Calzada, María & Laviosa, Sara** (eds.) 2021. *Reflexión crítica en los estudios de traducción basados en corpus / CTS spring-cleaning: A critical reflection*. *MonTI* 13, pp. 148-183.

** To the authors, in this study, 'constrained communication' includes speech production by non-native speakers and interpreters, presumably because they assume in both cases, cognitive pressure ('constraints?') is higher than in everyday speech production. They hypothesize that 'formulaic language', i.e. increased frequency in the use chunks of several words repeatedly helps alleviate the cognitive load associated with such cognitive pressure, and seek to test this hypothesis by comparing formulaicity in Polish-English speeches, original, interpreted version and translation, found in EPIC, the European Parliament Translation and Interpreting Corpus, which is published on the European Parliament website. They focus on bigrams, chunks of two words, of which they selected 215 and 237 frequent bigrams for the spoken and written registers respectively. They found trends, not all of which turned out to be statistically significant. According to them, the translated language variety had the highest number of the most frequent bigrams for both written and spoken registers, and increased frequency in such bigrams was generally found in impromptu speeches. They also found considerable inter-individual variability in formulaicity.*

Korpala, Pawel & Stachowiak-Szymczak, Katarzyna. 2020. Combined problem triggers in simultaneous interpreting: exploring the effect of delivery rate on processing and rendering numbers, *Perspectives* 28:1. 126-143, DOI: [10.1080/0907676X.2019.1628285](https://doi.org/10.1080/0907676X.2019.1628285)

** An eye-tracking study which looks at the effect of the source speech rate on number rendition accuracy and eye behavior. Thirty professional interpreters and 24 interpreting students participated in the study. Higher source speech rate was associated with low number rendition accuracy and higher fixation counts per minute. Professionals were found to be more accurate in their rendition of numbers than students regardless of the speech rate.*

>>>Kunz, Kerstin; Stoll, Christopher; Klüber, Eva. (Ruprecht-Karls-Universität Heidelberg). 2021. HeiCiC: A simultaneous interpreting corpus combining product and pre-process data. In *MoTra 2021. Proceedings of the First Workshop on Modelling Translation – Translatology in the Digital Age*. 31 May, 2021, Saarland University, Saarbrücken, Germany. 8-13.

<https://ep.liu.se/ecp/179/ecp2021179.pdf#page=39>

** This paper presents HeiCiC, a simultaneous interpreting corpus composed of authentic speeches from various specialized fields with their simultaneous interpretations by students and professionals in 8 languages. The English-German sub-corpus is aligned with 'pre-process data' that shows the conference interpreting workflow in the form of visual support material used by the interpreters. The authors are interested in the effect of problem triggers on 'semantic transfer' (informational accuracy?), taking on board the use of visual support material. The corpus includes recordings and transcripts and is richly annotated – see the details in the paper).*

DG: A promising initiative. It is not clear to me what 'visual support material' actually refers to, but analyses of this corpus of authentic speeches and interpretations by several interpreters with different levels of expertise should indeed make it possible to identify problem-trigger related phenomena not only at statistical level (insufficiently high frequency and insufficiently high amplitude of these

phenomena could make it difficult to detect them at group level), but also at individual level, and lead to interesting findings.

>>>**MATSUSHITA, Kayo** (Rikkyo University, Tokyo). 2020. An online survey on remote interpreting under COVID (in Japanese). *Interpreting and Translation Studies* 20. 125-146.

* *A written report on a survey presented as a paper at a conference previously. An online survey on remote interpreting, and especially remote simultaneous interpreting, elicited responses from 229 respondents (89.5% female and 10.5% male, with about 50% of the respondents describing themselves as conference interpreters). Most of them were in their forties or fifties. 18.8% of them had previous RSI experience, but 44.5% of them had worked remotely by the end of July 2020, and 91.7% of them believed the trend would continue in the future. Inter alia, the paper provides information about the number of interpreting assignments respondents had in 2019 (before the COVID outbreak) and between March and July 2020), on when respondents had their first RSI experience, on platforms/ communication systems used for RSI, on devices used for RSI, on perceived drawbacks and advantages of RSI, in particular as regards physical effects. An informative operation, but not as informative as it could have been for conference interpreters if the data had not been consolidated over all types of interpreting. The numbers might have been quite different if the data had been analyzed separately for conference interpreters.*

Plevoets, Koen & Defrancq, Bart (Ghent University). 2020. Imported load in simultaneous interpreting. An assessment. In **Muñoz Martin, Ricardo & Halverson, Sandra L.** (eds). *Multilingual Mediated Communication and Cognition*. London: Routledge. 18-43.

* *Before presenting their actual study, the authors offer a discussion of existing models, Gile's and Seeber's in particular, make the (good) point that cognitive load during reformulation depends not only on the features of the input, but also on features of the output, e.g. the interpreter's tactical linguistic choices in target speech production, and say that in both models, there is a lack of detailed analyses of output load factors. They then present Gile's imported load hypothesis as stating that cognitive load imported into a sentence by a previous sentence adds to current load and is to blame for frequent cognitive saturation and increased likelihood of failures. On page 24, they formulate their research question: "Does imported load have empirically verifiable effects?" They analyze data from a European Parliament corpus that they already used in other studies. They measured delivery rate, lexical density, percentage of numbers, formulaicity and percentage of subordinations to predict the frequency of filled pauses of the "uh(m)" type, and then proceeded to do a sophisticated analysis which is explained in detail in the paper, always taking the same uh(m) as an indicator. They report (p.30) that they found only four significant predictors, and none of them involved the lagged variables. "In brief, filled pauses cannot be associated with cognitive load imported from previous sentences". In their conclusion, they state that their results "indicated that interpreters are not affected by the informational load of previous sentences" (p.39). This statement is problematic. What they could have said is that when taking as an indicator of cognitive effort (not cognitive load) filled pauses of the uh(m) type, group statistics (as opposed to the investigation of the behavior of individual interpreters), gave no indication that this effort was affected by cognitive load in previous sentences. Fine, but:*

- 1. Does this mean that no effect could have been found for individual interpreters?*
- 2. Assuming uh(m)-type filled pauses are a good indicator of cognitive effort, are they a good indicator of cognitive load? The authors are aware that to reduce cognitive effort (not load) in their output, interpreters may "interpret poorly". This 'poor interpreting' could mean giving up on reformulating some information, in which case the effect would not necessarily be visible in terms of uh(m) frequency. In order to see whether imported load has empirically verifiable effects, a better option would have been to study EOIs, and especially errors and omissions, because of the widespread belief among interpreters in the importance of being informationally accurate in conference interpreting.*

Regardless of their meticulous analysis work, by using a single indicator of cognitive effort to measure cognitive load and performance and doing group statistics rather than looking at individual cases to ascertain whether and how often imported load affected the interpreters' output, the authors did not address adequately the hypothesis that imported cognitive load is to blame for frequent EOIs, and cannot claim that they answered the question "does imported load have verifiable effects" which they sought to answer.

Pokorn, Nike K. & Južnič, Tamara Mikolič. 2021. From Conference to Community Interpreter Education. The Transformation of Interpreter Education in Slovenia. In **Šveda, Pavol** (ed). *Changing Paradigms and Approaches in Interpreter Training. Perspectives from Central Europe*. New York and London: Routledge. Chapter 9.

** After reviewing the history of interpreter training in Slovenia from its beginnings, which was set up with the aim of training conference interpreters, the authors describe the actual needs of Slovenia as regards interpreting services and highlight the need for community interpreters and the problems associated with the use of ad hoc interpreters for community interpreting. For this reason, specific training was set up for both sworn interpreters and community interpreting trainers for Albanian, Arabic and Persian.*

DG: this paper reminds us that in terms of social usefulness, public service interpreting is important, whereas conference interpreting, which has been central in the development of Interpreting Studies and of training methods, could be viewed as marginal. The question is to what extent principles developed for conference interpreting and conference interpreter training apply to public service interpreting. Even if the underlying cognitive and linguistic mechanisms are similar, the demographic, economic and educational environment are very different, and may call for different approaches.

Porlán Moreno, Rafael (Universidad de Córdoba). 2018. Estudio experimental sobre el uso de estrategias de interpretación simultánea: comparativa entre estudiantes y profesionales. In **García Peinado & Ahumada, Lara** (eds). *Traducción literaria y discursos traductológicos especializados*.

** As an extension of his doctoral work (see Bulletin n°60), the author looked at tactics found in the interpreting performance of students and professionals: addition/expansion, approximation, changing the order/restructuring, compression/simplification, stalling, inferencing, parallel reformulation, strategic omission, paraphrasing/explaining, self-repairing/no repairing, verbatim reproduction, word for word translation, syntactic/morphosyntactic transformation, naturalization, resisting interference, evasion/neutralizing, resorting to world knowledge. It is not clear how shifts were identified as tactics.*

>>>Reithofer, Karin (Univ. of Vienna). 2020. Intelligibility in English as a lingua franca – the interpreters' perspective. *JELF (Journal of English as a Lingua Franca)* 9:2. 173-193.

** The use of non-native languages (in this case, of English) by speakers at conference is often mentioned in the interpreting literature as problematic. Albl-Mikasa is probably the most prolific author on this subject. In this study, Reithofer measured and compared the effect of medium-to-strong Italian accent (rated 5.48 in a 1 to 7 scale by 46 experts) by a speaker giving an English presentation on marketing, on comprehension by 67 persons (42 business students and 25 interpreting students) with various degrees of familiarity with the subject, experience with the use of ELF, familiarity with the speaker's accent, native languages, English proficiency (self-reported). This comprehension was measured through an 11-item comprehension questionnaire. Interesting results: the interpreting students, who had less relevant thematic knowledge than business students, scored better than them nevertheless; experience with ELF users turned out to be associated with better comprehension; familiarity with the speaker's specific accent did not; students with Italian or German their first language understood less than students whose native language was neither; higher English proficiency had a limited effect on comprehension of the speaker's ELF.*

This was only a case study, with a single speaker, a single non-English native language, a single accent strength. Replications are required before drawing conclusions, but the study is worth replicating, and the method is straightforward enough for MA students to undertake such replications, which would be well worth the effort in view of the importance of the topic and of implications of some of the findings, if they are corroborated.

Riccardi, Alessandra; Čeňková, Ivana; Tryuk, Malgorzata; Maček, Amalija; Pelea, Alina. 2020. Survey of the Use of New Technologies in Conference Interpreting Courses. In **Rodríguez Melchor, María Dolores; Horváth, Ildikó; Ferguson, Kate** (eds). *The role of technology in conference interpreter training*. Oxford, Bern, Berlin, Bruxelles, New York, Wien: Peter Lang. 7-42.

** The authors present the results of a survey conducted among the 15 members of the EMCI (European Masters of Conference Interpreting) consortium. They looked at the use of websites dedicated to interpreting training materials, of E-learning platforms, speech repositories, recorded live speech banks, of virtual classes. They then looked at associated available and desirable equipment, including tablets, digital pens, voice recording tools, transcription and annotation software, online documentation, databases, glossary management software designed specifically for interpreters. They conclude from the responses that ICTs have become part of training in EMCI universities, but not in classes. They believe that this can be explained inter alia by the fact that online tools can be used by students individually and during group work, while class time is devoted to activities that require the presence of trainers. Interesting.*

Rodríguez Rivollier, Sergio Marcello (Universidad Autónoma de Madrid). 2021. Los seis interrogantes de la interpretación. *Ideas* (Universidad del Salvador, Argentina) 7:7. 1-13.

** A general overview of conference interpreting, which starts with questions such as ‘where is it performed?’, ‘When is it performed?’, ‘For whom is it performed?’, ‘Who are the interpreters?’, and ‘What is interpreting?’, and provides ‘theoretical’ answers regarding the nature and the process of interpreting through Seleskovitch’s Theory of Sense (aka Interpretive Theory) and Gile’s Effort Models and associated models. This seems to be an introductory text targeting readers who are interested in language but are not familiar with interpreting. Note that the focus is on conference interpreting, not on other interpreting settings.*

Seeber, Kilian G. & Arbiona, Eléonore (University of Geneva). 2020. What’s load got to do with it? A cognitive-ergonomic training model of simultaneous interpreting. *The Interpreter and Translator Trainer* 14:4. 369-385, DOI: 10.1080/1750399X.2020.1839996

** After an analysis of existing models of interpreter training, the authors review relevant cognitive-psychological and cognitive ergonomics-related theories and propose a 4-tier training model in which students benefit from ‘scaffolding’ in the form of incremental visual aids and other information. Their model was introduced in Geneva in 2014, but the authors say they lack comparative empirical evidence to demonstrate that results are better than in the more traditional approaches.*

Szabó, Csilla (BMD Centre for Modern Languages, Hungary). 2021. Revisiting Consecutive Note-Taking: What to Note, How to Note, and in What Language? *ELOPE English Language Overseas Perspectives and Enquiries* 18:1. 107-124.

** A good overview of controversial issues in note-taking training, including prescriptive publications and empirical studies – with some misrepresentations of the cited authors’ idea – and suggestions for trainers. Many references, including publications on teaching note-taking techniques in non-conference interpreter training programs.*

>>>Szarkowska, Agnieszka; Krejtz, Krzysztof; Dutka, Lukasz & Olga Pilipczuk, Olga. 2018. Are interpreters better respeakers? *The Interpreter and Translator Trainer* 12:2. 207-226, DOI: 10.1080/1750399X.2018.1465679.

* *Respeaking is a new audiovisual translation profession. Respeakers “listen to the original sound of a live program or event and respeak it, including punctuation marks and some specific features for the deaf and hard of hearing audience, to a speech recognition software, which turns the recognized utterances into subtitles displayed on the screen with the shortest possible delay” (Romero Fresco 2012, 93). Respeaking is now a major method of producing real-time subtitling for live TV broadcasts using speech recognition technology (Lambourne 2006; Marsh 2006).*

In this study, the authors tried to see whether interpreters and interpreting students had better predispositions to respeaking than translators and a control group in view of some assumed overlap between skill requirements in the two professions. According to the authors, this is the first empirical study investigating this potential ‘interpreter advantage’ as regards respeaking. Five videos representing different TV genres of about 5 minutes’ duration, 4 of which were in Polish and one in English, were respoken in Polish by participants who belonged to one of three groups: 22 interpreters and interpreting students, 23 translators and translation students, and a control group (12 persons) and their performance was assessed through two procedures: one, the so-called NER model, looks at the number of words in the respoken text, including punctuation commands, edition errors and recognition errors and produces an accuracy rate. The other is ‘manual’ quality assessment by 3 independent raters who gave a global score on the basis of overall quality, fluency, pronunciation, punctuation, ‘spoken to written language’ and accuracy of content. Correlation between scores and working memory as measured through reading memory span was also calculated. The authors say that the highest NERR value was achieved by interpreters and interpreting students for all video clips. But in this reviewer’s (DG) opinion, pairwise comparisons did not point to such clear-cut differences. A clearer correlation (but not very high, with $r = .41$) was found between NER scores and reading span. DG: Among other uncertainties, it is not clear why the authors did not make a distinction between interpreting (and translation) students and professionals, whose professional practice can be assumed to have provided them with some cognitive skills (or honed them) that students have not had time to develop.

Several points make this article interesting, including the following:

- *It raises awareness of the existence of a new translation-related profession, not necessarily related to translation or interpreting, but which apparently draws on some skills that interpreting practice hones*
- *Respeaking requires monotonous delivery for better speech recognition, which goes against an interpreting quality component*
- *Respeaking includes explicit indications about punctuation*
- *In terms of human-machine interaction, in this operation, it is the human who serves the machine.*

Tiselius, Elisabet. 2019. The (un-) ethical interpreting researcher: ethics, voice and discretionary power in interpreting research, *Perspectives*, 27:5.747-760, DOI: 10.1080/0907676X.2018.1544263

* *A discussion of general principles of ethics in research into interpreting, followed by an illustration with three examples, one in conference interpreting, one in health care interpreting, and one in signed-language interpreting.*

Vertanová, Silvia & Slobodová, Monika. 2020. Bilingüismo versus monolingüismo y su correlación con la técnica de interpretación, *Círculo de Lingüística Aplicada a la Comunicación* 84, 167-173, <http://dx.doi.org/10.5209/CLAC.72003>

* *The authors used an online survey to examine the correlation between the interpreters' preference for consecutive or simultaneous and the age at which they acquired the two relevant working language. They called those who acquired the two languages before the age of 3 'bilinguals', and the others 'monolinguals'. On the basis of the 34 responses they received and of statistical analyses, they found that bilinguals tended to prefer consecutive, and monolinguals tended to prefer simultaneous.*

Widlund-Fantini, Anne-Marie (European Parliament). 2003. L'interprétation de conférence. *Revue française de linguistique appliquée* 2003/2. VIII. 65-73.

* *A general non-academic overview of conference interpreting.*

M.A. AND GRADUATION THESES

Bork, Justyna. 2012a. *Akzent als Qualitätsparameter beim Simultandolmetschen*. MA thesis, University of Vienna.

* *A study of quality perception that found no significant difference depending on the interpreter's accent (German accents).*

Bork, Justyna. 2012b. *Simultandolmetschen ins Polnische: Replikationsstudie zum Parameter Akzent*. MA thesis, University of Vienna.

* *A replication of Bork's Master's thesis with German, with findings similar to those generated by the original thesis with German: two interpretations, one with a native accent, and one with a non-native accent, were assessed for quality. No difference was found in the two conditions. Cited in Marschler, 2020.*

Clifford, Charlotte. 2020. *Domesticating Measurements within Interpreting: The Meaning and its use according to an interpreter's perspective*. MA thesis, University of Surrey.

* *The author focuses on challenges in interpreting arising from differences in measurement units between the imperial system and the metric system in the source and target languages and structures, and on the interpreters' preferences as regards tactics to cope with them (including 'domestication') depending on a number of variables, and in particular their experience. The data from 50 responses to an online questionnaire are analyzed.*

Delodovici, Irene. 2020. *Zweisprachigkeit und Interferenzen beim Vom-Blatt-Dolmetschen. Eine Fallstudie im Sprachenpaar Deutsch-Italienisch (Bilingualism and language interference in sight translation. A German-Italian case study)*. MA thesis, University of Vienna.

* *Nine graduate interpreting students, 4 of them late bilinguals and 5 early bilinguals, were asked to sight-translate a general German text on anesthesia into Italian, and linguistic interference phenomena in their output were identified and compared to try to detect regular differences as a function of their type of bilingualism. For various reasons, starting with the very small sample size, the probability to come up with results that would point clearly one way or another was very small, but as a "dry run" for later research, this was a very good operation. In particular, the analysis of the literature on sight translation, on the very denomination of 'sight-translation' vs 'sight interpreting', on bilingualism and on language interference demonstrate systematic exploration of the issue and clear drafting.*

Fiorito, Alice. 2017. *Sprecherwechsel beim Simultandolmetschen von Formel 1-Interviews*. MA thesis, University of Vienna.

* CIRIN does not have access to this thesis, which apparently addresses the question of what happens when speakers alternate during simultaneous interpreting of Formula 1 racing interviews.

Geppner, Sandra. 2015. *Varietäten des Deutschen in der Wahrnehmung von Dolmetschleistungen*. MA thesis, University of Vienna.

* CIRIN does not have access to this thesis, which apparently addresses the effect of national or 'regional' varieties of German on how interpreting performance is perceived.

Gmeiner, Patricia. 2021. *Spanische Sprachvarietäten und Simultandolmetschen am Beispiel des Vergleichs zwischen argentinischem und europäischem Spanisch* (Varieties of Spanish and simultaneous interpreting: the case of Argentinian Spanish vs. European Spanish). MA thesis, University of Vienna.

* Seven MA students with German A and Spanish B or C interpreted simultaneously an audio recording of a speech, one part of which was in European Spanish with a native speaker of European Spanish, and one part in Argentinian Spanish, with a native speaker of Argentinian Spanish. They also filled out a questionnaire which provided information on their linguistic background. The quality of their performance was also assessed. Unsurprisingly, most of the participants were less familiar with Argentinian Spanish than with European Spanish, and overall, the quality of their output for the Argentinian part of the speech was lower than the quality of their output for the European part, though this was not necessarily the case for all quality components. Like Delodovici's thesis, this study could be considered a dry run as preparation for research with more significant results. As such, it also demonstrates a serious, systematic approach to the processing of the research question. Note that the experiment in this study was conducted via zoom. This is probably one of the first to be conducted online, but probably not the last.

Grübl, Birgit. 2010. *Verständlichkeit von Dolmetschleistungen: eine Pilotstudie*. (The intelligibility of interpretations: a pilot study). MA thesis, University of Vienna.

* According to Munegast, 2000, Grübl's 2010 study, to which CIRIN does not have access, consisted of an investigation into whether an upward change in the interpreter's pitch had a damaging effect on the assessment of the interpreter's performance by the listeners. This idea was supported by her findings.

Hanes, Emanuela. 2020. *Fiktion prägt Wirklichkeit: Die Darstellung von Dolmetscher*innen im Buch 翻译官- Les Interprètes von Juan Miao* (Fiction and reality: the representation of interpreters in the book *Les Interprètes* by Juan Miao). MA thesis, University of Vienna.

* This thesis gives readers who understand German an insight into the content of a popular Chinese novel, *翻译官- Les Interprètes*, a love story between two Chinese-French interpreters, by Juan Miao, who was an interpreter herself. Hanes analyzes the author's references to interpreting life, including motivation, training and assignments. Interpreting and translation in China are depicted as glamorous, cosmopolitan and well-paid, and interpreting is presented as a socially exclusive, stressful and draining job. Hanes's analysis highlights interesting aspects of Chinese society and of the Chinese world of interpreting. The novel being a work of fiction, its content and description cannot automatically be taken as representative of reality, but Hanes recalls Ricoeur's theory of mimetic deferral and Assmann's ideas about cultural memory, according to which fiction is built on reality and influences the perception of reality, and assumes that the fiction in the novel reflects in some form the reality of interpreting life in China and influences the perception readers will have of real interpreting life in China. Fine, but are Ricoeur's and Assmann's ideas necessary to come up with these assumptions? The contribution of these theories in the author's analysis is not clear. Their relevance would have been clearer if Hanes had tried to assess empirically the dual relationship between the

reader's perception of interpreting through the novel and the corresponding construction or changes in their representation of interpreting, something which she seems to be aware of, judging by her comments at the very end of the thesis. But she did not engage in any such investigation. In this thesis, the two theories seem to have been relegated to a formal role, perhaps meeting a formal academic requirement?

Marschler, Bettina. 2020. *Der Akzent deutscher Varietäten als Qualitätsparameter von Dolmetschleistungen. Eine Replikationsstudie.* MA thesis, University of Vienna.

** This replication of Geppner 2015 examines the perception of interpreting quality performance by German and Austrian students depending on the interpreter's German or Austrian accent. Two groups of participants were asked to complete an online questionnaire and assess an interpretation on the basis of seven quality parameters. One group listened to an interpretation with an Austrian accent and the other to an interpretation with a federal German accent. The interpretation with the Austrian accent received slightly lower ratings. Additionally, the Austrian accent was perceived as more pronounced than the federal German accent. However, the hypothesis that an interpretation with an Austrian accent is considered less professional was not supported, since the perception of the accent did not influence the rating of the professionalism. Thus, the findings of the replication study support those of the original study.*

Masoner, Stephanie. 2019. *Masterstudium Dolmetschen im Land der B-Sprache. Beweggründe von italienischen Studierenden am ZTW in Wien.* MA thesis, University of Vienna.

** A survey was conducted at the ZTW (Center for Translation Studies) at the University of Vienna using LimeSurvey, an online tool. The analysis of responses from 33 Italian students showed that the main reasons for their choice of ZTW was their wish to improve their first foreign language and the absence of entrance examinations and tuition fees at the Center. They also mentioned the cultural aspects of and the quality of life in Vienna.*

Mungenast, Marie. 2020. *The effect of spoken and written language on the reception of interpretations.* MA thesis, University of Vienna.

** The author characterizes this study as a continuation of Ziehaus's 2019 study. She chose two comparable interpretations from Ziehaus's study, one done on the basis of a read-out speech and one done on the basis of an improvised speech. Fourteen undergraduate students, randomly assigned to two groups, were recruited as listeners. Their comprehension of the interpretations was assessed on the basis of a comprehension test which consisted of six four-choice questions and two gap-filling items. They also completed a subjective perception test questionnaire. Differences in comprehensibility were minor.*

Nußbaum, Dario. 2018. *Dolmetschen bei Formel-1-Übertragungen des ORF.* (Interpreting at Formula 1 races for ORF). Master's thesis, University of Vienna.

Pelizza, Francesco Antonio. 2021. *Automatische Spracherkennung und Simultandolmetschen: Eine Untersuchung der ASR-Funktion von InterpretBank 7 (Automatic speech recognition and simultaneous interpreting: an investigation into the ASR function of InterpretBank 7).* MA thesis, University of Vienna.

** This thesis analyzed the automatic speech recognition function (ASR) of the CAI (Computer Assisted Interpreting) tool InterpretBank 7, which recognizes technical terms, numbers and names. In an online experiment, advanced students interpreted 2 texts which contained numbers and technical terms with*

the help of the software. Recognition accuracy and rendition percentages were measured, and participants reported on their impressions in a retrospective questionnaire.

The tool seems to have significant potential, but still requires technical fine-tuning before it can be used in everyday interpreting. The students' comments also suggested that the use of the on-screen numbers and technical terms was not unproblematic in terms of attention sharing.

As to the thesis per se, like other Viennese theses micro-summarized here, it demonstrates good scholarship on the part of the student – and probably very good supervision work.

Pfaller, Christina. 2020. *Highspeed Bedingungen – Dolmetschen an der Rennstrecke. Eine Analyse des translatorischen Handelns bei Formel-1-Übertragungen im ORF und RTL.* MA thesis, University of Vienna.

** A thesis on Formula 1 interpreting on Austrian TV, with an analysis of a corpus of texts (screen 'inserts') and utterances (radio communication between team members and interviews) from the 2019 Brazilian Grand Prix as broadcast by television stations ORF and RTL.*

Besides referring to existing literature on Formula 1 interpreting, in particular studies by Straniero Sergio (2003) and Pignataro (2011), this thesis builds on two other MA theses completed in Vienna, Fiorito (2017) und Nußbaum (2018).

Pfaller systematically explores the literature on media interpreting, on quality, on non-professional interpreting and translation, on sports interpreting etc. before launching her empirical study per se. Another example of a solid preparatory experience for more advanced research if she wishes to engage in that direction later.

Rožić, Judith. 2004. *The influence of Accent on the Quality of Simultaneous Interpretation as Perceived by Recipients: An Empirical Study.* Diplomarbeit (thesis), Karl-Franzens-Universität Graz.

** A comparison of quality perception of interpreting in a native vs. non-native Croatian accents by interpreters and librarians. A non-native accent was found to have a negative influence on quality assessments by interpreters, but not by librarians (this micro-summary is based on a description found in Marschler, 2020).*

Ziehaus, Viola. 2019. *Einfluss der Mündlichkeit und Schriftlichkeit des Ausgangstextes beim Simultandolmetschen. (The influence of the spoken vs. written modality in the source speech on its simultaneous interpretation).* MA thesis, University of Vienna.

** Two groups of 8 students interpreted an improvised or read-aloud version of the same English speech into German. Errors and omissions in numbers and names, general omissions, additions and substitutions under the two conditions were compared. There were more content-related deviations from the source speech in the read speech condition. In retrospective interviews, participants who interpreted the read speech found it to be more difficult, more specialized, more complex, more monotonous, with fewer breaks, and less redundant than participants who heard the interpretation of the improvised speech. The speech rate was rated equally by both groups. (This study was cited and reported in Mungenast, 2020).*

DOCTORAL DISSERTATIONS

Latarini Ginezi, Luciana. 2015. *Ensino de interpretação simultânea na graduação: uma análise de corpora de aprendizes (Teaching simultaneous interpreting to undergraduates: a corpus analysis).* Doctoral dissertation, University of São Paulo.

** The author looks at linguistic similarities and differences between interpretations of advanced and less advanced undergraduate students using corpus analysis, and adds input from retrospective*

interviews of the students. She claims that her results show that consecutive interpreting is not a pre-requisite for simultaneous interpreting.,

... AND BEYOND CONFERENCE INTERPRETING

SIGNED LANGUAGE INTERPRETING

Articles

Young, Alys; Oram, Rosemary & Napier, Jemina. 2019. Hearing people perceiving deaf people through sign language interpreters at work: on the loss of self through interpreted communication, *Journal of Applied Communication Research*, 47:1, 90-110, DOI: 10.1080/00909882.2019.1574018

* *Non-signing hearing persons communicate with Deaf persons through interpreters. How does that affect their perception of the same Deaf persons? The authors conducted 8 semi-structured interviews within a large British corporation which had Deaf employees. Among other findings, the hearing interviewees felt that interpreting impeded their 'social' knowledge of their Deaf colleagues, that interpreters "were there for the Deaf people, not for everyone", which, according to the authors, turns them into "signifiers of disability", a counterproductive effect of their action if what is sought is better integration of the Deaf in society.*

Theses

>>>**Gautrin, Florian.** 2018. *Dactylologie : une nouvelle exploration. (Fingerspelling: a new exploration)* Mémoire de Master 2 professionnel (Master's thesis in the 'non-research'/practical stream). ESIT, Université Paris Sorbonne Nouvelle.

* *An exploratory case study focusing on fingerspelling. Two professional signed language interpreters interpreted from French Sign Language into French the video of a short presentation about florist training. They were then asked to view the video-recording of their interpretation and retrospect. The two interpreters did not pre-view the source speech video before starting to interpret it, but were allowed to stop it and restart the interpretation whenever they wished to. Interpreter A had 11 years' experience and interpreted the whole video in one run. Interpreter B had been working for 5 years and asked for pauses and restarts while interpreting.*

In the source speech video, the speaker, a young Deaf woman, chose to fingerspell 10 words, including 2 proper names. Interpreter A rendered 9 of these words into French correctly, and interpreter B only rendered 4. Fingerspelling was announced (in advance) by the speaker in 7 out of the 10 cases.

Gautrin (the author) wisely refrains from drawing general inferences from this case study, but speculates about possible reasons for his observations. In particular, he notes that - Interpreter A missed the fingerspelled word 'feuillage' (leafs) and retrospects that when she identified "F" in the speaker's fingerspelling, she anticipated that the unfolding word would be 'freesia' and said "freesia" instead of 'feuillage'. Interpreter B also expected to see 'freesia' after deciphering the first letter of 'feuillage'. This is a clear example of anticipation which led to an error. In a product-only analysis, the shift would count as an error; only retrospection indicates the process which led to it.

- *Gautrin notes that when interpreter A missed the word 'feuillage', she was still interpreting the previous speech segment with some difficulty, and says that this might have led to cognitive saturation which prevented her from deciphering correctly the fingerspelled word 'feuillage'.*
- *Interpreter B reports that generally, when there is fingerspelling, he chooses not to "make the effort" (of deciphering it), but asks the Deaf speaker to repeat (the fingerspelling?) slowly or to write the word (when in a remote-interpreting setting). Gautrin interprets this as a sign that fingerspelling itself requires much processing capacity. It is also one piece of retrospection-based evidence of cognitive effort avoidance, which, if confirmed in other retrospections, would support the idea that measuring cognitive effort is not necessarily a reliable way of determining cognitive load.*
- *Interpreter B, who missed the fingerspelled word 'fougère', says he was still trying to decipher the previous fingerspelled word while 'fougère' was being fingerspelled, and attributes missing "fougère" to this fact. Gautrin identifies this as a case of cognitive saturation due to the accumulation of processing the former fingerspelled word and the new one at the same time. In other words, this is spillover effect/imported load effect as explained by the Effort Models.*
- *Interpreter A stopped producing his speech when she identified the beginning of the fingerspelled name "Aquarelle" (the name of a flower shop). Gautrin interprets this as a preventive processing capacity optimization tactic: the interpreter anticipated that producing the target speech and at the same time trying to read the fingerspelled word would lead to excessive processing capacity demands. He also notes that both interpreters stopped their production of the target speech while deciphering 8 out of the ten fingerspelled words.*
- *Interpreter B had difficulty deciphering the fingerspelled name "Aquarelle", and while he was rendering it erroneously as "Aguelle", the speaker mentioned "8 persons", which he mis-rendered as "the 8th arrondissement" (8th district in Paris), having missed the sign for 'person'. The sign for 'person' is very familiar to all, and Gautrin attributes this error to cognitive saturation associated with a spill-over effect.*
- *Overall, Gautrin hypothesizes that fingerspelling per se requires considerable processing capacity.*
- *Finally, Gautrin cites Pointurier as claiming that on average, fingerspelling in French Sign Language becomes unreadable starting at a rate of 3.5 fingerspelled letters per second. But fingerspelled words missed by interpreter B were spelled at 2.5 and 2.9 letters per second, much lower rates. Local situational factors other than fingerspelling speed per se seem to make reading fingerspelled words more difficult.*

According to Gautrin, all these findings can be explained conveniently using the Effort Models.

DG: 1. I was wondering whether he would have gained much by using more elaborate models based on more sophisticated/up-to-date psychological theories.

2. The case study approach, especially when it includes an interpreting performance which can be analyzed in detail as well as retrospective comments, makes available information that might well 'drown' in the noise of variability in a corpus study processed statistically. I believe it definitely offers distinct advantages in terms of sensitivity.

Gomes, Eduardo Andrade. 2020. *Interpretação simultânea em conferência acadêmica: a reformulação de nomes de pessoas da libras para o português* (Simultaneous interpreting in academic conferences: rendering name signs into Portuguese). MA thesis, Universidade Federal de Santa Catarina, Florianópolis, Brazil.

** The author's initial question was: "how do interpreters render name signs into Portuguese?"*

For part of the data collection, he used the free online survey platform Google Forms, which allowed him to collect 65 valid responses from interpreters with interesting data. In the first two sections of the questionnaire, demographic data were collected. In the third section, respondents were asked to self-assess their linguistic proficiency in Portuguese and in Libras (Brazilian Sign Language) and in

interpreting in each direction and to point to challenges in production and comprehension in each of them as well as in interpreting in each direction.

In the second part of the thesis, a much shorter one (about thirty pages, as opposed to three times as many which were devoted to the questionnaire), data were collected from 4 authentic events, namely 2 national congresses on research into translation and interpreting between Libras and Portuguese and two national congresses on sign language linguistics, all convened at the author's university in 2016 and 2018. The author assumes that interpreters recruited for these important events were competent professionals. A total of 47 videos were analyzed. References to proper names were categorized depending on how they were referred to in the videos: S for Sign only, D for fingerspelling ('Datilologia' in Portuguese), S + D when the sign was accompanied by fingerspelling of the name, and D + S when the fingerspelled name was accompanied by the sign. The author also made a distinction between fingerspelling of the first name, of the family name, and of both, and between cases where names were used as opposed to cases where they were replaced by referential expressions and/or by titles ("this author", "the professor"). Tables are presented with the frequencies of various types of renditions as defined above, plus errors and omissions. The professionals tended to render name signs by first names, but there were many omissions when rendering name signs.

DG: The author's literature review was rather comprehensive, and included a reference to the addition of an Effort to Gile's Effort Model for simultaneous interpreting for the case of signed languages: interaction with the relaying team member. This was apparently an idea put forward in another thesis completed at the same university: FERREIRA, J. G. D. Os intérpretes Surdos e o processo interpretativo interlíngua intramodal gestual-visual da ASL para Libras, 2019, 136 f. Dissertação, Mestrado em Estudos da Tradução, Programa de Pós-Graduação em Estudos da Tradução, Universidade Federal de Santa Catarina, Florianópolis.

OTHER INTERPRETING RELATED PUBLICATIONS

From Japan: *Interpreting and Translation Studies* (通訳翻訳研究) The journal of JAITS, the Japan Association for Interpreting and Translation Studies, issues 19 and 20

- Issue n°19 (2019) has 232 pages, with 4 articles, 1 research note, 2 reports, reports from the 21st annual conference of the association, conference reports and 2 book reviews.

>>>SHINZAKI, Ryuko; ISHIGURO, Yumiko; ITAYA, Hatsuko; KITAMA, Saori; NISHIYAMA, Kaori. 2019. Interpreters' perception of their professional career (DG's translation of the title キャリア形成に関する通訳者の認識). (in Japanese). *Interpreting and Translation Studies* 19:1-21.

** This survey, conducted in 2017, targeted professional interpreters (of all categories) who had been trained in Japan and elicited responses from 199 persons. The analysis of the responses was based on grounded theory. In spite of recognition by government authorities of interpreting as a professional occupation which requires extensive knowledge and advanced skills, social recognition was perceived as insufficient. Potential directions that could help were also explored in the survey.*

Also by the same authors, in the 'Research reports' section, on pages 115-136, there is a distinct text presenting interesting statistics about the respondents, including their training, experience, types of assignments (settings), motivation, age of acquisition of foreign languages, acquisition of interpreting skills, side jobs/occupation, simultaneous vs. consecutive, directionality in their interpreting work, etc. The questionnaire is appended (p.133-136).

>>>**TAMURA, Tomoko.** 2019. Qualification and Translation Accuracy Issues of Law-Enforcement Officers Serving as Interpreters in the U.S. Quantitative analysis of Court-Ruling-Derived Data. *Interpreting and Translation Studies* 19. 23-44.

* *A systematic analysis of what could be found on police officers serving as interpreters in U.S. appellate cases in the Lexis-Nexis case law database. More specifically, the author looked at officer interpreters' qualifications and translation issues (e.g. translation errors). To determine their qualifications, she looked for cues in court rulings. According to her, the most and only prominent attribute attesting to the officer interpreters' qualifications was that the foreign language (other than English) was their first language. But as regards regular/long time job experience, formal education training and certification, their qualifications were overwhelmingly below requirements. Moreover, less than a third of them testified in court about their qualifications. And yet, more than 70% of their testimonies were admitted by the courts. The author also noted translation issues in the rulings: comprehension issues, factual discrepancy and language errors or infelicities.*

YAMADA, Masaru & NAGANUMA, Mikako. 2019. Reflections on the English-Japanese sight translation process. *Interpreting and Translation Studies* n°19. 97-113.

* *A review of the literature, discussion of the sight translation process and description of a pilot experiment conducted with 8 graduate students of translation and interpreting and an eye-tracker. The findings revealed some tactics that seemed to be aimed at overcoming difficulties arising from syntactic differences between English and Japanese.*

- Issue n°20 (2020) has 3 articles, 2 Research notes and 2 reports. Two papers (by **CAI et al.** and by **MATSUSHITA**) are reviewed in the Conference Interpreting articles section at the beginning of this issue. Other texts include:

ZHU Ailin. 2020. How interpreters 'participate' in communication problems: a case study analysis of in-house interpreters in Japanese companies in China. *Interpreting and Translation Studies* n°20. 41-65.

* *Semi-structured interviews with 7 in-house interpreters, and 12 instances of communication were identified and analyzed. The author found that interpreters participated actively with various tactics to settle conflicts and to prevent communication problems from occurring. Interpreters sometimes seemed to cope well with the situation but were emotionally affected and tried to distance themselves from the situation. They were also used by interlocutors as scapegoats when communication problems occurred.*

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Alikina, Elena Vadimovna; Kavardakova, Elena Leonidovna; Kushnina, Liudmila (Perm National Research Polytechnic University). 2016. Scientometric Study of Russian Research into Translation/ Interpreting Pedagogy. *International Review of Management and Marketing* 6(S3). 182-189.

* *A bibliometric study of the 124 Russian doctoral and post-doctoral dissertations on translator and interpreter training completed from 2003 to 2013 in "pedagogical sciences". The data come from abstracts of the dissertations as available in the electronic catalog of the Russian State Library. The authors look at fields of specialty, themes as indicated by keywords and words in titles, at the number of dissertations completed by years, by city of completion, by topic and more. Interestingly, the most often cited authors are 'traditional' Russian authors, who published decades ago. There were few citations of younger authors and of non-Russian researchers. The authors conclude that the modern Russian translation community works in silos and call for more integration into the global literature.*

Bendazzoli, Claudio (Università degli Studi di Torino, Italy). 2020. Translators and interpreters' voice on the spread of English as a lingua franca in Italy. *JELF* 9:2. 239-264.

* *A relatively large-scale survey on English as a Lingua Franca in Italy. The 247 respondents, translation and interpreting professionals (75 identified themselves as conference interpreters), answered questions about the effects of ELF on their work. Generally, the responses confirmed what has been found elsewhere. What strikes this reviewer (DG) was the perception of some positive effects of ELF on the translation and interpreting market – in the literature, they tend to be overshadowed by complaints about the lack of intelligibility of non-native speakers, the shrinking of the market, etc.*

>>>**Cameron, Brian D.** (Ryerson Univ. Library, Toronto). 2005. Trends in the use of ISI Bibliometric Data: Uses, Abuses and Implications. *Portal: Libraries and the Academy* 5:1. 105–125.

* *An overview of the history, uses and abuses of impact factors in academia, from their origin as a way to help librarians select journal for subscriptions, to their adaptation to the ranking of institutions, individuals and even countries and to recruitment and promotion in academia. Reading this overview should help understand why correlations between publication in high-ranking journals and article quality, between publication of an article in high-ranking journals and the number of citations it will receive, and between the number of citations it will received and its actual influence on a field of inquiry can be quite low.*

>>>**Cañas, José J.** (Univ. of Granada). 2017. Fatigue and Theories of Resources: The Energetic Metaphor of the Mind Functioning Might Be Reconsidered. In Hale, K.S. & Stanney, K.M. (eds). *Advances in Neuroergonomics and Cognitive Engineering*. Advances in Intelligent Systems and Computing 488. 269-277.

* *The author, from the faculty of psychology of the University of Granada, Spain, challenges the more traditional form of theories of resources in psychology, according to which mental resources are depleted over time (as a function of TOT – time on task) “after prolonged periods of demanding cognitive activity”. He reports that some data suggest that in industry, accidents are less frequent when people are expected to be fatigued. Also, that researchers report that people are able to maintain a good level of performance even when they declare they are fatigued. On the basis of the existence of high correlation between changes in pupil diameter and the amount of resources used to perform a task, he reports on simulated air-traffic experiments performed at the University of Granada in which pupil dilation is taken as an index of activation. According to recent theories of resources, increased complexity may increase activation and thus cancel the effect of depletion linked to TOT.*

In experiments conducted at the University of Granada, the complexity of a simulated air-traffic control task was manipulated by changing the number of planes of which subjects were supposed to be in control. Performance was measured by the number of simulated ‘conflicts’ and remained close to perfect over the 2 hours TOT.

The experimenters found that pupil diameter decreased over time only when there was little traffic. When traffic was dense, it remained the same.

The author argues that resources are “used” differently depending on variables such as the complexity of the task, and that resources theories should perhaps integrate possible compensatory mechanisms that cancel out the effect of fatigue.

DG: For conference interpreting, this is thought-provoking. Can simultaneous interpreters maintain optimum quality far beyond the standard 30 minutes turns in the booth despite our claims to the contrary?

Djovčoš, Martin & Šveda, Pavol (eds). 2021. *Translation and interpreting training in Slovakia*. Bratislava: STIMUL, Advisory and Publishing Centre, Comenius University in Bratislava.

** A particularly comprehensive practical collection of papers analyzing the training of translators and interpreters in many branches, including literary translation in general, children and young adults' literature, specialized translation, interpreter training, legal translation and interpreting, audiovisual translation and localization, with some recommendations. The chapter on interpreting, by the two editors, is reviewed in the conference interpreting section.*

Not only is this a very interesting overview of the situation in Slovakia, which the editors and authors offer in English, thus giving access to the information to readers who do not understand Slovak, but the book lists quite a number of references in Slovak and is thus awareness-raising as regards Slovak translation and interpreting literature.

Ferreira, Aline; Gries, Stefan Th. & Schwieter, John W. 2021. Assessing indicators of cognitive effort in professional translators: A study on language dominance and directionality. In Tra&Co Group (ed.), *Translation, interpreting, cognition: The way out of the box*, 117–145. Berlin: Language Science Press. DOI: 10.5281/zenodo.4545041

** The authors start their systematic literature review by recalling that in psycholinguistics, most of the empirical work on directionality in translation was done on single word tasks whereas Translation scholars are interested in discourse level analysis. In their work which focuses on cognitive effort indicators, they combine insights from both. Their hypothesis is that cognitive effort will be higher when working into one's B language ("inverse translation") than when working into one's A language ("direct translation"), and that completing the translation task will take longer. Professional translators living in the USA, 12 with English A and 20 with Spanish A, were asked to translate a technical English text into Spanish and a Spanish technical text into English. Retrospection was used besides objective measurements of cognitive effort through the following indicators: mouse movements, keypress, fixation index, saccade index, gaze duration, gaze index.*

No significant directionality-dependent time difference in the translation task was found. Neither is it clear that there were significant differences in other indicators. Interestingly, for the number of gaze points, values were higher when translating into Spanish regardless of directionality. In other words, as mentioned in the authors' conclusions, language-specific factors could also be a significant factor in cognitive effort.

DG: A cognitive exploration of directionality is a legitimate part of basic research on translation and interpreting. However, practitioners are essentially concerned about the impact of directionality on the quality of the product – and perhaps, to a lesser extent, about directionality-related translation speed and fatigue. This study did provide some data on the speed of translation, but none on the quality of the output or on fatigue.

Guntiené, Daiva. 2014. *Community interpreting and the stress factor*. MA dissertation, School of Modern Languages, Queen's University, Belfast.

** The author takes up an important topic in a practical way, through a small-scale electronic survey of professional community interpreters (23 respondents) working in Northern Ireland and in the Republic of Ireland. She asks them about sources of stress in their work, impact of stress on their performance and on their health and well-being, and on coping mechanisms. The responses report a surprisingly low impact of stress, but Guntiené rightly points out that the reports may not reflect the truth. This is one of the major risks when seeking evidence that entails the risk of threatening the social desirability of respondents. What this reviewer finds more interesting is the list of factors of stress and of possible impacts.*

Künzli, Alexander & Gile, Daniel. 2021. The impact of ICTs on surveys and interviews in Translation and Interpreting Studies. *Parallèles* 33:2.

* *A discussion of changes ICTs have brought about in important parameters of verbal report methodologies, in particular online surveys and email exchanges (“email interviews”), with an expansion of possibilities, provided traditional norms of survey and interviews are reconsidered on the basis of a benefit/risk analysis.*

KŘIKAVOVÁ, Tereza. 2021. *Tlumočení pro policii v České republice: porovnání teorie a praxe (Police interpreting in the Czech Republic: comparison of theory and practice)* (in Czech). MA thesis, Charles University, Institute of Translation Studies, Prague. Director of the thesis: Prof. PhDr. Ivana Čeňková, CSc.

* *This study seeks to establish to what degree court interpreters in the Czech Republic are aware of the theoretical principles and rules of court interpreting, and to determine how this theoretical knowledge is reflected in practice. Two questionnaires were distributed to court interpreters and police officers in the Czech Republic. The questionnaire for interpreters aimed to verify to what degree they are familiar with the theoretical principles of their profession and whether these principles apply in practice. This part of the questionnaire used mainly scenarios with open-ended questions, which were also accompanied by close-ended questions with Likert scale responses. The questionnaire for police officers consisted of close-ended questions. Its aim was to contextualize the first questionnaire and also to find out what expectations police officers have of interpreters in different situations.*

DG: It is not clear to me on the basis of the abstract whether the author refers to police interpreting, court interpreting or both.

MA, Xincheng (Southeast Univ.); **LI, Dechao; HSU, Yu-Yin** (HK Polytechnic Univ.). 2021. Exploring the impact of word order asymmetry on cognitive load during Chinese-English sight translation. *Target* 33:1. 103-131.

* *Twenty-five MA translation students sight-translated from Chinese into English sentences with different degrees of structural ‘asymmetry’ (based on the presence or absence of a relative clause or a preposition phrase in the Chinese sentences), in both single-sentence and discourse context conditions. Cognitive effort (“cognitive load” in the authors’ words) was measured using eye movements as an indicator. The authors found a significant effect of different word order, irrespective of the presence of contextual information. As to reformulation tactics, most students preferred reordering, in spite of its cognitive cost, to chunking.*

ŠMEJKALOVÁ, Regina. 2021. *Tlumočení nostrifikačních zkoušek pro zahraniční studenty (Interpreting of “nostrification” exams for foreign students in the Czech Republic)* (in Czech). MA thesis, Charles University, Institute of Translation Studies, Prague. Director of the thesis: Prof. PhDr. Ivana Čeňková, CSc.

* *A study of (public service) interpreting at “nostrification” exams (=recognition of previous studies) for foreign students, with a presentation of legislation on the stay of foreign students in the Czech Republic, an analysis of their number, a description of the process of recognition of foreign education and professional practice in the Czech Republic and the conditions of admission of foreign students to study here. The specifics of the interpreting context for interpreting exams are described, and their differences from ordinary interpreting are examined. Only court interpreters can be appointed. The empirical part of the thesis uses both quantitative and qualitative research methods and draws mainly on surveys and semi-structured interviews. The different participants’ experience and opinions in this situation are examined – secondary school teachers, foreign students and interpreters themselves. The research focuses on preparing participants for the exam (specific education or training for teachers working with foreign students, preparation of interpreters and their qualifications), their expectations, the course of the exam, the most common problems and the degree of satisfaction of all participants with mutual cooperation. Special attention is given to interpreters and their role in this communication*

situation. The study also looks at specific strategies and procedures that interpreters apply in interpreting. Interpreters are tempted to be interventional and try to help their 'client', who is at a disadvantage against the representatives of the institutions.

DG: An original topic.

ŠNAPKOVÁ, Daniela. 2021. *Tlumočení při kolonizaci Severní Ameriky se zaměřením na oblast dnešních Spojených států amerických a Kanady (Interpreting during the Colonization of North America with a Focus on the Territory of the Present-Day United States of America and Canada)* (in Czech). MA thesis - Charles University, Institute of Translation Studies, Prague. Director of the thesis: PhDr. Petra Mračková Vavroušová, PhD.

* *A historical exploration of interpreting as a profession and its development during the colonization of North America from the first encounters of Europeans with American Indians and until the end of the nineteenth century. The study focuses on the interpreters' background, interpreter-mediated settings, interpreters' working languages, interpreters' role and social position, the perception of quality in interpreting and the difference between the profession in the English and French-speaking colonies.*

SOEKAWA, Hiromi. 2021. An Attempt to Help Intermediate-level Students Acquire Simultaneous Interpreting Skills (in Japanese). *Journal of the Faculty of Foreign Studies: Language and Literature*, Aichi Prefecture, Japan, n°53. 45-62.

* *The author, who describes herself as an experienced interpreter, used CNN and BBC interview programs to familiarize her 3rd year undergraduate students with spoken English programs. She asks them to listen to these programs using podcasts or YouTube, prepare glossaries and provisional translations of what they have heard, then, in class, do "consecutive translation" and listen to the teacher presenting one as an example, then review the materials and prepare for simultaneous interpretation of one-to-two-minute extracts. They are then asked for retrospective comments. According to the author, this method inspires strong motivation in them.*

DG: *The paper does not indicate much about the extent to which this didactic procedure helps students acquire interpreting skills. But as an awareness-raising exercise and a motivation-inducing method among graduating students, it provides food for thought.*

TRUSOVÁ, Veronika. 2021. *Analýza odborných tlumočnických praxí studentů magisterského oboru tlumočnictví na Ústavu translatologie FF UK (Analysis of Student's Internships and Voluntary Interpreting at the Institute of Translation Studies, Charles University)* (in Czech). MA thesis, Charles University, Institute of Translation Studies, Prague. Director of the thesis: Prof. PhDr. Ivana Čeňková, CSc.

* *A statistical analysis of student's interpreting internships and voluntary interpreting from 1990 to 2018 extracted from the reports (2190 of them) written by the students (618) and from the students' comments regarding their internships.*

* * *

Beginner's corner:

Simultaneous interpretation vs. sight translation Daniel Gile

In virtually all cases, classifications work well for prototypical cases but get tricky for some borderline cases. Prototypically, 'translation' refers to producing a written text in a target language on the basis of a written text in the source language, and 'interpreting' to producing a spoken or signed speech in a

target language on the basis of a spoken or signed speech in the source language. ‘Sight translation’ is a hybrid, with a written source text and a spoken (or signed) target speech. Should it be classified under translation, under interpreting, under both?

These past few years, the number of studies on sight translation has increased markedly, especially in China. This may be linked to the rising popularity of cognitive translation (and interpreting) studies and to the availability of eye-tracking equipment and software. Often, the authors talk about ‘sight interpreting’, call participants in their experiments ‘interpreters’ and use their sight translation findings to draw inferences on simultaneous interpreting. When, as a peer reviewer or commentator of their manuscripts or published papers, I express reservations about this, some of them quote Pöchhacker’s *Introducing Interpreting Studies* (2004, Routledge). On page 19, he does write about sight translation that “it should be labeled more correctly as “sight interpreting” when practiced in real time for immediate use by an audience, (because) the practitioner’s production is simultaneous with his/her real-time visual reception of the written source text. The rationale is clear and the points are well taken. However, in terms of cognitive skills, some features of sight translation arguably make it difficult to consider a form of interpreting:

1. Much of the cognitive pressure which determines the difficulty of interpreting is due to the fact that interpreters are paced by the speaker as regards both comprehension and production (speech production in simultaneous and note production in consecutive), with sometimes large potential variations in local cognitive load which can lead to cognitive saturation. In sight translation, which experience shows is by no means easy, the pacing is done by the practitioner, not by a speaker or author, and when sentence structures or other problem triggers become cognitively challenging, the practitioner can manage his/her translation rhythm without the risk of working memory saturation due to excessive lag behind a speaker.

One possible exception would be sight interpreting by Deaf signers who translate live subtitles which unfold on a screen as a speaker’s spoken speech is being recognized and transcribed.

Arguably, another borderline case would be that of ‘simultaneous interpreting with text’, in which speakers read out a written text which the interpreter also has in front of him/her. But in such a mode, interpreters are supposed to focus on and interpret the speech as it is spoken, with possible (and frequent) deviations from the prepared written version. Some non-interpreting researchers from cognate disciplines may confuse sight translation with simultaneous with text, but to my knowledge, no interpreter does.

2. Comprehension in interpreting primarily depends on processing sounds (though admittedly, visual signals also need to be processed, especially in simultaneous with text and when speeches are given with information on screen). There is no sound processing in sight translation.

Translators can have sufficient comprehension of the written form of a foreign language to understand a text when reading it and to translate it, but be incapable of understanding spoken utterances fast enough to follow a speaker at his/her pace (insufficient listening comprehension availability). They can therefore be in a position to sight-translate the text, but not to interpret it.

3. Finally, in translation proper, translators ‘speak’ their target text mentally before they write it, and in many cases, they actually dictate their translation. The fact that the production of sight translation is oral (in the case of spoken languages) is therefore not a strong argument in favor of considering sight translation a form of interpreting.

These are probably the reasons why most practitioners of translation and interpreting – as opposed to some investigators – speak of ‘sight translation’ or ‘translation at sight’ or other variants of the name which include ‘translation’, not ‘interpreting’. To avoid misunderstandings, and in particular a confusion between skills acquired when and for sight translation on one hand, and interpreting on the other, it might be a good idea for investigators to use the same terminology.

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