

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 and related research 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. The wording may be written or adapted from by DG, who takes responsibility for the comments and for any errors introduced by him.
2. The editor believes in the usefulness of the 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 his abstracts and comments. The same applies to the distinction between ‘cognitive load’ and ‘cognitive effort’, ‘cognitive effort’ being the effortful response to cognitive load, namely factors that make it necessary to exert effort to complete a task. The relation between the two is not necessarily linear, or even monotonic.
3. The sign >>> highlights items that the editor considers particularly noteworthy, for one reason or another.
4. TIS stands for ‘Translation and Interpreting Studies’

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EDITORIAL

Japan

During a visit to Japan in March and April this year, I had an opportunity to collect some information about recent Japanese TIS publications. My special thanks go to **ISHIZUKA Hiroyuki** of Shudo University in Hiroshima, who kindly arranged for lectures and gave me much valuable input, including

Japanese publications to which I had no access. Inter alia, he gave me his personal copy of **MIZUNO**'s recent book (2024 – see the last section of this issue of the *Bulletin*), a copy he received from the hands of its author. Akira **MIZUNO**, born in 1949, studied Portuguese, became a broadcast interpreter, was one of the co-founders and president of the Japanese TIS association JAITS, a professor of Translation Studies and a scholar who never tired of reading and thinking. I believe he was a driving force in extending the scope of the Japan Association for Interpretation Studies to written translation, and perhaps in attracting academics to the association which started out with only practicing interpreters as members. Mizuno passed away early this year.

In many of the Japanese entries in this issue, the authors' concern with word-order stands out. Is the theme salient in the Japanese TIS literature in general? I believe it was in the past, when in Japan, translation was often viewed as strongly related to the mastery of foreign languages (prototypically English) and cultural and linguistic differences were often discussed. The theme of syntactic differences has both an ideological/philosophical side, perhaps in relation with the well-known 'domesticating' vs. 'foreignizing' dichotomy in literary translation, and a cognitive side, linked to the cognitive load which arises in simultaneous interpreting when information has to be stored in working memory. This may be the reason why Japanese interpreters have been devoting much attention to it, whereas in Japanese translation literature, it was more a question of translation 'philosophy'.

Books

Two interpreting textbooks are listed in this issue. The first is essentially a list of pieces of practical advice for interpreting students by Andrew Gillies, who is known to many for his textbook on consecutive, also very practical. The other is a collective volume edited by Riccardo Moratto, specifically written for the Italian-Chinese language combination. The wealth of very relevant information it offers on linguistic and cultural aspects of Chinese discourse and interpreting contexts makes it valuable and should perhaps trigger some reflection and a different attitude among trainers who discard textbooks as virtually useless for interpreter training.

Another noteworthy book is Wang's *Simultaneous Interpreting from a Signed Language into a Spoken Language*. Very interesting for spoken-language interpreters as well.

Computer-Aided Interpreting with automatic speech recognition

Judging by recent studies (a few are listed in this issue), automatic speech recognition seems to be advancing in speed and reliability towards a point where its operational use could become effective. If and when this happens, could this change the balance of cognitive skills required from interpreters by transforming (natural) speech recognition and semantic analysis followed by reformulation into sight-translation with immediate transcription-error correction and post-editing? Would that entail more dependence on technology, a loss of analytical listening skills and loss of mobility and flexibility in human interpreting, when technology is not available or technological breakdowns occur?

Meanwhile, when assessing the advantages of CAI, it is all right to conduct pilot studies with students, but if their interpreting skills are still remote from those required from professional interpreters, advantages observed in their performance with ASR can be virtually meaningless (see the micro-review of CHEN & Kruger in the Articles section).

Extending the boundaries of 'conference interpreting' research?

Some entries reviewed in this issue, which readers should be able to identify easily, suggest that the idea that was taken for granted over many years, namely that conference interpreting requires specific skills and should be taught on this basis, may no longer be the best valid. Whether conference interpreting would best be defined as a distinct profession, as opposed to say public service interpreting, court interpreting, health care interpreting and so on depends on the (mostly national) market conditions, including economic, social and institutional factors. But reading the interpreting

studies literature, including the literature on signed language interpreting and the literature that explores role perceptions and tactics in various settings (see for instance the volume on Chinese-Italian conference interpreting edited by Moratto micro-reviewed in this issue) it becomes clear that many required cognitive and linguistic skills are common to interpreting in different settings, while social skills and relevant extralinguistic knowledge can vary greatly. Looking at an object from different angles often provides deeper insights, as a view from one angle can show features that were hidden when the light came from another angle. Studying church interpreting settings or interpreting in educational and business settings, to take just two examples, could shed light on aspects of conference interpreting that have not come to the light of research so far. And of course, research methodology issues and research ethics-related issue are the same or virtually the same in different interpreting settings.

Daniel Gile

CIR PUBLICATIONS

ARTICLES

CHEN, Sijia & Kruger, Jan-Louis (Guangdong Univ. & Macquarie Univ. resp.) 2024. A computer-assisted consecutive interpreting workflow: training and evaluation. *The Interpreter and Translator Trainer*, DOI: [10.1080/1750399X.204.2373553](https://doi.org/10.1080/1750399X.204.2373553)

**This is a follow-up study to Chen, S., and J.-L. Kruger. 2023. The Effectiveness of Computer-Assisted Interpreting: A Preliminary Study Based on English-Chinese Consecutive Interpreting. Translation & Interpreting Studies 18 (3): 399–420. <https://doi.org/10.1075/tis.21036.che>. and continues to explore a 'workflow' proposed as an alternative to traditional consecutive interpreting. In this so-called CACI workflow (for Computer-assisted consecutive interpreting), and taking as a basis the Effort Model for consecutive and its comprehension phase and reformulation phase as described by Gile, the authors speak about a first phase during which note-taking is replaced by simultaneous respeaking, which an automatic speech recognition software converts into a written text, and machine translation may provide a target-language text. In the second phase, the interpreter reformulates the target speech using the automatic transcription of the source speech and/or its automatic translation, thus performing some kind of sight translation/post-editing operation. The authors speculate that this would allow more accurate rendition of the content and alleviate cognitive load.*

They selected 15 Chinese undergraduates from a "Chinese national key university" and gave them CACI training over 10 weeks. The final sample had 13 students. 11 of them had prior conventional training – how much training is not specified. Two Chinese and 2 English source speeches of about 3 minutes were either CACIed or CIed and rated by 5 persons using scale rating, propositional rating and NER for respeaking. Cognitive load was evaluated using questionnaires. A comprehensive set of tools, deployed with care. Many comparisons were made. They point to higher quality and lower perceived mental pressure ("cognitive load") for CACI, though the difference was not always significant. The authors point out several times that small sample size and relatively low ICCs call for caution in the interpretation of the results.

**DG: This is a serious study on the topical subject of the potential/actual use of modern technology in interpreting. What bothers me is the use of undergraduate students of English whose actual conference interpreting skills are not specified, nor clear from the tables (at least to me). If they are advanced students who can produce reasonably good consecutive interpreting in the usual format, then the*

findings are meaningful. If they are toddlers who can barely walk, demonstrating that they cross the living room more easily if they have a few pieces of furniture to lean on does not tell us much about the advantages and drawbacks of the furniture when they are sure on their feet.

One noteworthy point in the discussion about cognitive load differences between respeaking and note-taking (p. 3, section 2.1): the authors assume on the basis of Wickens' multiple resource theory that competition between resources depends on the extent of structural overlap and is therefore potentially higher in respeaking than in note-taking which involves a manual process. But note-taking also involves deciding what to write and how to write it, and entails marked Ear-to-end-of-noting span and therefore a high load on working memory. Did they not consider these factors? Replications with professionals would be interesting. (BH)

>>>Chmiel, Agnieszka; Janikowski, Przemysław; Koržinek, Daniel; Lijewska, Agnieszka; Kajzer-Wietrzny, Marta; Jakubowski, Dariusz; Plevoets, Koen. 2023. Lexical frequency modulates current cognitive load, but triggers no spillover effect in interpreting, *Perspectives*, DOI: 10.1080/0907676X.2023.2218553

**This is another interesting study which looks at imported load (Gile 2008) and its potential downstream effects on the interpreter's output in a corpus of authentic speeches and their interpretations. The authors sought evidence of disruptions of fluency right after encountering low frequency words and downstream, after the production of the translation equivalent in the target speech. More specifically, the authors analyzed pauses longer than 250 ms, which they took as indicative of cognitive effort ("cognitive load" in their terminology) over 20 seconds in successive 'windows' of 500 ms, in extracts from the Polish Interpreting Corpus, which is made up of authentic European Parliament speeches. The main problem-triggering factor examined was word frequency (high vs. low) in the source speech. The authors found that frequency modulated pauses right after the occurrence of the low-frequency word in the source speech, but they found no evidence of the same modulation downstream. Unlike Defrancq and Plevoets (2018), they do not draw the erroneous conclusion that the lack of evidence is evidence for the lack of an effect, and offer possible reasons for which no effect was found. One of them is that disfluencies are caused by multiple effects, in other words that the signal potentially generated by the frequency effect is drowned in noise generated by other factors. They plan to use a more "obvious problem trigger", namely numerals. In my view, challenges arise not only with word frequency as a problem trigger, but also with dysfluency pauses as indicators, since the relationship between dysfluency pauses and cognitive load is far from straightforward (see the text in the Beginner's corner).*

Combe, Christophe & Stosic, Dejan (Université de Toulouse). 2024. Processing manner under high cognitive pressure: Evidence from French–English and English–French simultaneous interpreting. *Language and Cognition* (2024). 1-29.

** In this context, the term 'manner' refers to 'how' indications in verbal references to motion events, e.g., through an adjunct, or by conflating the 'manner' with the event, itself ("she crossed the street running" vs. "she ran across the street). The authors look at how manner was transferred from French into English and English into French in a corpus of extracts from simultaneous interpretations of French and English political speeches and speculate about the cognitive cost of expressing manner for English speakers vs. French speakers.*

FU, Rongbo (Ningbo Univ.) & **TAN, Jiaqi** (Xi'an Intl. Studies Univ.). 2024. Hedges in interpreted and non-interpreted English: A cross-modal, corpus-based study. *Interpreting and Society. An interdisciplinary journal* 4:1. 1-23.

**Hedges are words that express a speaker's uncertainty about a proposition and reluctant to fully commit to the truth of statements. Examples are modal auxiliaries (can, could, might etc.), epistemic*

lexical verbs and nouns (*assume, believe, feel, think*), epistemic adjectives and adverbs (*at least, kind of, on the whole, perhaps, etc.*), discourse markers such as ‘*so*’, ‘*well*’, ‘*you know*’, and expressions such as ‘*as far as I know*’.

In this study, the authors identified hedges in 61 English interpretations of speeches delivered by Chinese officials during government press conferences, and English speeches from regular US government press conferences. They found more hedges in the American speeches than in the consecutive interpretations of Chinese speeches into English, and conclude that native speakers tend to employ hedges more frequently than interpreters.

**DG: The conclusion will become more credible when it is ascertained that there were hedges in the Chinese officials’ speeches that were not rendered in the interpretations. Was this the case?*

GUO, Meng & HAN, Lili (Macao Polytechnic Univ.). 2024. From manual to machine. Evaluating automated ear-vice span measurement in simultaneous interpreting. *Interpreting* <https://doi.org/10.1075/intp.00100.guo> | Published online: 15 January 2024 ISSN 1384-6647 | E-ISSN 1569-982X

**The authors used natural language processing technologies, automatic speech recognition, sentence boundary detection and cross-lingual alignment to automate EVS measurement in a 20-hour English-to-Portuguese SI corpus with 57 pairings. Their most effective model combination yielded a median EVS error of less than .1 seconds, and there was strong agreement with manual measurements.*

ISHIZUKA, Hiroyuki (Hiroshima Shudo University). 2024. Two levels of information packaging and cognitive operations during simultaneous interpreting: An analysis via additional demonstratives. *Ampersand*.12 (2024) 100165.

**A theoretical discussion with illustrations from an authentic corpus. The author points out that when looking at simultaneous interpreting and comparing the source and target speeches, indications can be found that cognitive processing was done beyond linguistic conversion. He illustrates this with examples from an interpreting database, the Japan National Club Corpus, and more specifically with examples of demonstratives found in the target speech without corresponding linguistic elements in the source speech. He develops ideas about the links between the construction of a mental representation of the content of speakers’ utterances and the construction of a linguistic reformulation of such content in the target language (which he calls “translation unit”, in contradiction with the general usage in the literature according to which “translation units” are source speech/text units taken on by translators), taking on board the fact that scrutiny of source and target speeches shows that the two are interdependent, but not congruent.*

Kajzer-Wietrzny, Marta; Ivaska, Ilmari; Ferraresi, Adriano. 2024. Fluency in rendering numbers in simultaneous interpreting. *Interpreting* 26:1. 1-23.

**A statistical analysis of dysfluencies when rendering numbers using the European Parliament Translation and Interpreting Corpus*

LI, Lan & CHAI, Mingjiong. 2024. Understanding interpreters’ ad hoc knowledge: An empirical study based on English-Chinese simultaneous interpreting. *Across Languages and Cultures* 25:1. DOI: <https://doi.org/10.1556/084.2023.00350>

**This study investigates ad hoc knowledge in interpreting – knowledge specifically relevant to an interpreting task, usually acquired by interpreters at pre-service and in-service stages. A quasi-experiment asked eight English–Chinese professional interpreters to prepare for and interpret two speeches with different degrees of specialization. Five datasets were collected: (1) screen and video recordings of their preparation processes; (2) their responses to a follow-up questionnaire; (3) their scores and answers on a domain knowledge test; (4) their interpreting performance, rated by both*

professional interpreters and domain experts; (5) the speaker's answers to a few open questions on domain knowledge. Parts of the first and second datasets were used to examine what ad hoc knowledge the interpreters needed; the remaining three datasets, together with recording data from the first, were used to investigate the extent of their need for this knowledge. The findings show that ad hoc knowledge is domain-relevant, yet its scope is highly interpreting-specific, being neither deep nor wide; and it is by nature different from domain knowledge, mainly including speech-relevant expressive knowledge about certain domain(s) and the contextual knowledge interpreters use in their preparation. The implications of these findings for interpreting practice and training are also discussed.

OKAMURA, Yuki 岡村ゆうき & **YAMADA, Masaru** 山田優 (Kansai Univ.). 2020. 「順送り訳の規範と模範. 同時通訳を模範とした教育論の試論 (Norms and examples of linear translation). *MITIS Journal* 1:2. 25-47.

**I find it difficult to relate the content of the paper to a word-for-word translation of the Japanese title and would be tempted to propose a title such as: “measuring structural changes in English-Japanese translation and interpreting”. A Japanese translation approach referred to as “Junokuriyaku” 順送り訳 (‘progressive translation’, ‘linear translation’ or ‘order-following translation’) rules that when translating, the structure of the source language sentences should preferably be kept in the target language text. For grammatical reasons, and also for cognitive reasons having to do with working memory capacity, there are nevertheless ‘crossings’, i.e., cases where words or chunks are not in the same order in the source and target texts. The term ‘crossings’ (or ‘crosses’) refers to the graphical effect obtained when reproducing source- and target-text sentences one above the other and drawing lines between corresponding source and target words and chunks. The lines are more or less parallel when the order is the same, and cross each other when it is not. In this paper, the number of crossings in written translation, simultaneous interpreting and consecutive interpreting from different sources were compared. The authors found that there were more crossings in written translation and in consecutive than in simultaneous, and that simultaneous interpreters, in particular, tend to limit crossings to one (per sentence?)*

Pöhhacker, Franz. 2024. Is machine interpreting interpreting? *Translation spaces* <https://doi.org/10.1075/ts.23028.poc> | Published online: 21 May 2024 *Translation Spaces* ISSN 2211-3711 | E-ISSN 2211-372X

**Theoretical-conceptual-terminological considerations of the question, which lead up to the idea of constructing a three-axis ‘Translation space’ (agency, embodiment and immediacy) which would allow relative positioning of various form of machine-aided or fully automated speech-to-speech translation. An interesting analysis, with references to recent advances in machine-aided interpreting.*

Seresi, Márta (Eötvös Loránd University, Budapest, Hungary). 2023. On-line interpreter accreditation tests for the bodies and institutions of the European Union. *Pázmány Law Review* X. 2023., 45–55.

** The three largest European Union institutions organize a common accreditation test for auxiliary conference interpreters. New technologies were gradually integrated in the testing methods in an attempt to cut travel costs and to simplify the organization of the accreditation tests. The most recent, fully online testing procedure is presented, with an analysis of the possible advantages and drawbacks of a remote exam setting, especially in the context of the lessons learnt about remote interpreting during the COVID-19 pandemic. (PS)*

Available: https://ojs.mtak.hu/index.php/pazmany_law_review/article/view/16109/13241

Szentirmay, Piroska (Eötvös Loránd University, Budapest, Hungary) 2024. Eucharisztikus Kongresszusok és bibliafordítások a szinkrontolmácsolás szemszögéből [Eucharistic Congresses and

Bible translations from the perspective of interpretation]. *Alkalmazott Nyelvtudomány*, Különszám, 2024/1. szám, 143–156. doi:<http://dx.doi.org/10.18460/ANY.K.2024.1.010>

**The study, with its focus on interpreting, examines the challenges posed by intertextual references to the Bible for simultaneous interpreters, raising the questions whether it is legitimate to expect that the Bible be quoted in a foreign language, and what role Bible translations may play in the research on interpreting. The author analyses a Hungarian–Italian–English parallel and multilingual corpus composed of a biblical passage interpreted by native Hungarian interpreters adopting different solutions. The results suggest that intertextual references to the Bible require special preparation by the interpreters, and supports the expectations of the Catholic Church that gives priority to theological and terminological knowledge and to an in-depth familiarity with the Bible when selecting interpreters. (PS)*

Available: http://alkalmazottnyelvtudomany.hu/wordpress/wp-content/uploads/Szentirmay_Piroska.pdf

Szentirmay, Piroska (Eötvös Loránd University, Budapest, Hungary) 2024. Tolmácsolás az egyházban a felhasználók szemszögéből [Interpreting in an Ecclesiastical Setting from the Users' Perspective]. *Fordítástudomány* 26. évf. 1 szám. 71–97. DOI: <https://doi.org/10.35924/fordtud.26.1.5>

**The exploratory case study examines user expectations in an ecclesiastical setting and describes the role that users attribute to the interpreter in this context, the set of criteria by which they evaluate the actual interpretation and the qualities and skills they expect from linguistic mediators. The questionnaires filled in by the participants registered for a pastoral conference organized by the Hungarian Catholic Church focused on interpreting in an ecclesiastical setting in general and on the simultaneous interpreting provided in Italian and Hungarian at the specific ecclesiastical event. The findings confirmed data published to date regarding user expectations, as respondents assessed the quality of interpreting on the basis of fidelity and terminological accuracy, but speech production was also a key feature for them. A noteworthy point: they ranked as important the membership of the interpreter in the given religious denomination, thus considering him/her not only as a service provider but also as a participant involved in the interpreted religious event with commitment and ministry. (PS)*

Available: <https://ojs.mtak.hu/index.php/fordtud/article/view/15963/13112>

Trlifajová, Michaela (Palacký University Olomouc, Czech Republic). 2023. Reflective Approach in Teaching Note-Taking. *CLINA* 9:2. 161-182.

** This paper focuses on the role of self-assessment and reflective approach in teaching note-taking. The empirical research was carried out over the course of four semesters with 4 groups of (mostly) undergraduate students, each comprising approximately twenty students with various backgrounds in note-taking (theoretical knowledge, self-taught, or no experience at all). Students started with taking notes using their own style, then followed a short course introducing some relevant theory and methodological principles. After each session, the notes were archived and analyzed in class. After five classroom sessions, students were asked to analyze their own notes. This strategy positively affected their motivation and led to better results. After another five sessions, the students once again carried out self-assessment. The author notes an improvement in interpreting performance and in the students' motivation.*

**DG: a classical problem in pre-treatment-post-treatment comparisons which is not addressed here is the absence of a comparison with students who did not benefit from the same reflective-approach based training. Without a control group, it is difficult to claim that improvement was due to the particular treatment, as opposed to the general effect of training plus the fact that trainers gave them attention.*

Van Waarden, Franziska (Eötvös Loránd University, Hungary). 2024. Note-taking competence in the learning process: Results of a pilot study. *Stridon. Journal of Studies in Translation and Interpreting*, Volume 4 Issue 1, pp. 79–95.

**A pilot study with 6 students for a longitudinal study of the evolution of note-taking among 2nd year graduate students of interpreting over 4 semesters. The author, a doctoral student, is trying to find out if students take notes in the source or target language, what kind of note-taking units they use, and how the number of notes evolves over time. Over 4 weeks, the author asked the students to interpret English speeches into Hungarian studied their notes and interviewed them. One student who has advanced knowledge of Chinese used Chinese characters which, s/he said, made it easier to abbreviate longer words while capturing the meaning. Half of the students felt they were taking too many notes. They tended to use symbols suggested by their trainers, and kept track, on paper or electronically, of symbols they used.*

**DG: The idea of longitudinal studies of note-taking is a very good one. It will be interesting to read about the students' evolution over 4 semesters. It would be even better if the followup could extend into their professional career.*

WANG, Ruiyian; HAN, Jing; Di Biase, Bruno B.; and Antoniou, Mark. 2023. The effect of study-abroad experience on lexical translation among interpreting students. *Front. Psychol.* 14:1266921. doi:10.3389/fpsyg.2023.1266921

** This study investigates the impact of study-abroad experience (SAE) on lexical translation among 50 Chinese (L1)-English (L2) graduate interpreting students. Participants were divided into two groups based on their experience abroad (in Australian universities where they attended translation and interpreting classes). Both groups consisted of 25 unbalanced L2 learners; Bidirectional word translation recognition tasks on single words, 60 in English and 60 in Chinese, from L1 to L2 and L2 to L1. Both groups were significantly more accurate and faster from L2 to L1 than in the reverse direction, and the study abroad (SA) group was more inclined to respond quickly at the risk of making errors, whereas the non-study abroad (NSA) group tended to be more cautious, prioritizing accuracy over speed. The SA group was also found to be more balanced and consistent in its lexical translation performance in both directions.*

**DG: What does this tell us about the effects of studying abroad on interpreting performance?*

XU, Han & LIU, Kanglong (The Hong Kong Polytechnic University). 2024. The impact of directionality on interpreters' processing: Insights from syntactic dependence measures. *Lingua* 308 (2024) 103778

**The bidirectional Chinese and English speeches UN SI corpus was used to investigate original English speeches, original Chinese speeches, Chinese interpretations of English speeches and English interpretations of Chinese speeches delivered in 2021 and 2022 at Security Council meetings (very formal) produced by highly experienced Chinese interpreters who had access to the speeches before the assignment and time to prepare for the assignment. In both original speeches and interpreted speeches, mean dependency distance was shorter in English than in Chinese. MDD was shorter in Chinese renditions than in the English original and longer in English renditions than in the Chinese original. The authors speculate that this is due to a form of linguistic interference.*

**DG: the authors are aware of several meaningful idiosyncrasies in this case study. One of them is that interpreters had access to the scripts beforehand and had time to prepare their interpretation, which may have made the conditions close to those of written translation. Another is that the speeches were very formal. Formal Chinese speeches may have features that are absent in formal English speeches (many such features are mentioned and illustrated in Moratto (ed) 2024, micro-reviewed in this issue of the Bulletin). Rendering indirect, flowery expressions, 4 character expressions and other rhetorical figures of speech may have triggered complex syntax in the output, whereas the absence of the same*

features may have made it possible to produce simpler sentences in the Chinese renditions. The authors do not analyze stylistic and rhetorical features of the speeches in the paper. Yet another point to be kept in mind is that the interpreters are native Chinese speaker. Presumably, they are not ‘double A’ with English as another native language. This could be another source of bias. All in all, the findings are intriguing, but more exploratory work is required before deciding to what extent they can be generalized. (BH)

>>>**ZOU, Deyan & GUO, Jiahao** (Dalian Univ. of Foreign Languages). 2024. Parallel translation process in consecutive interpreting: Differences between beginning and advanced interpreting students. *Acta Psychologica* · June 2024 DOI: 10.1016/j.actpsy.2024.104358

**Basically, this is a comparison of the performance in English-Chinese consecutive interpreting of undergraduate students who had just started learning interpreting and of graduate students who had 2 to 4 years of training behind them. The speech was divided into 8 sections, from half a minute to 2 minutes long. Note-taking and target language production were recorded individually. After each section, participants marked notes they found incomprehensible in red and explained the problem. After completion of each consecutive assignment, immediate cued recalls were conducted by replaying the videos and probing the participants’ thought processes. Propositions in the source speech were identified, and sentence length and proposition density were combined to identify high information density sentences. Overall performance was operationalized in the percentage of correctly interpreted propositions. The mean score for beginners was about 70%, and the mean score for advanced students was about 79%. Interpreting performance on high-density sentences was analyzed separately and yielded a mean of 47.6% for beginners and 64.2% for advanced students.*

**DG: A number of points caught my attention in this paper, starting with the title: what did the authors mean by “parallel translation”? I am still not sure about this, but it seems that they mean ‘translating while listening’. In consecutive? Could this mean that they assume interpreters systematically convert words they hear in the source speech into target-language words while they are listening? There are indeed trainers who believe that note-taking in consecutive should be done in the target language, but this would only apply to notes actually taken, not to words heard and processed for sense, as recommended in the very influential Interpretive Theory paradigm. Translating every source-speech word, or at least content words, into the target language while listening would indeed impose a very heavy cognitive load on the listening phase in consecutive, which is already heavily burdened by note-taking. Is this how consecutive interpreting is taught at the authors’ university, and perhaps elsewhere? And would this be the explanation of the high proportion of propositions lost in translation, even by advanced students, in a speech which does not seem to be too difficult according to the authors’ description?*

I also note the use of much retrospection in the design of the study, which yielded comments that help document phenomena known to instructors and mentioned in the literature, more solidly than statistical analyses on corpora. For instance, a participant from the beginner’s group said “When the speaker really piles on the information, I get totally lost. My notes turn into an endless stream of disjointed words and phrases that I can’t piece back together later”. This corroborates the idea that there is cognitive interference between understanding beyond word-level and note-taking. Words are recognized and taken down, but analysis of the underlying semantic does not take place.

Another retrospective comment made by an advanced participant was the following: “When listening to complex sentences, I rapidly translate key details into Chinese in my head. This helps me grasp and remember the core ideas better than trying to memorize long English strings. My notes just need to spark those mental translation I already did. Even if I don’t write down everything from a dense sentence, I can still recall the main points later because I processed it into Chinese initially...”. Why would the student need to “memorize long English strings” from the source speech? Again, the question arises on how consecutive was taught to the students.

M.A. AND GRADUATION THESES

Brhlíková, Anežka. 2024. *Genderově inkluzivní jazyk v tlumočení mezi angličtinou a češtinou* (Inclusive language in interpreting between English and Czech), in Czech, MA thesis, Institute of Translation Studies, Charles University, February 2024, dir. Mgr. Kateřina Ešnerová.

* *On gender inclusive language in interpreting from English into Czech. The theoretical part introduces basic concepts related to inclusive language, describes the social context of language development, and the limitations and means of gender inclusive language. It specifically focuses on gender-inclusive English and Czech and gender-inclusive interpreting. Five interviews were conducted with individuals experienced in interpreting gender inclusive language and organizations focusing on gender and non-binary issues. The thesis can serve as a handbook of gender-inclusive language for interpreters working from English to Czech. (IC)*

Dellantonio, Eleonora. 2023. *Utilizzo del CAI tool Sight-Terp in interpretazione consecutiva. Impiego del CAI tool per la risoluzione di passaggi sintatticamente complessi nella combinazione linguistica tedesco-italiano* (Using the CAI tool Sight-Terp in consecutive interpreting). MA thesis, Leopold-Franzens-Universität Innsbruck.

**Sight-Terp is a CAI tool that provides speech recognition and written translation. In this study, the author examined its effect on consecutive interpreting of syntactically complex German sentences with subordinate clauses introduced by 'dass'. Six Italian students with German B, two speeches, two groups of 3, traditional consecutive vs. consecutive with the availability of the transcript and automatic written translation of the speech on a tablet. An assessment of the students' output, and retrospective questionnaires. The author found that the use of CAI tool helped the students overcome comprehension problems of the syntactically complex German sentences.*

*DG: See also Ünlü 2023.

Froydová, Anna. 2024. *Georganne Wellerová Fordová a její přínos pro vývoj teorie tlumočení* (Georganne Weller Ford and her Contribution to the Development of Interpreting Studies) in Czech, MA thesis, Institute of Translation Studies, Charles University, June 2024, dir. PhDr. Jana Pokojová.

**An overview of the work and contribution of the contemporary Mexican interpreter, researcher and teacher Georganne Weller Ford. The thesis focuses on the prominent areas of her work, namely legal interpreting, and indigenous language interpreting. It also includes a short biography of Georganne Weller Ford, presents her research on different aspects of simultaneous interpreting, and reports on her teaching and interpreting projects. (IC)*

Honková, Daniela. 2024. *Vývoj a současná situace tlumočení v Mexiku na příkladu jazykové kombinace čeština-španělština* (Development and current situation of interpreting in Mexico between Czech and Spanish) in Czech, MA thesis, Institute of Translation Studies, Charles University, June 2024, dir. PhDr. Petra Mračková Vavroušová, PhD.

**An investigation of the development and current state of interpreting and, marginally, translation in the Czech-Spanish and Spanish-Czech language combination in Mexico. Based on semi-structured interviews of interpreters and translators under the auspices of the Embassy of the Czech Republic in Mexico. (IC)*

Ünlü, Cihan. 2023. *Automatic speech recognition in consecutive interpreter workstation; computer-aided interpreting tool 'Sight-Terp'*. MA thesis, Hacettepe Univ.

**An experimental study of the effect of Sight-Terp (designed by the author), which provides real-time speech recognition and written translation. Four English speeches, two on violence against women and two on earthquakes in Japan to be interpreted into Turkish. Twelve advanced Turkish students, interpreting one speech with CAI support and one without it. Retrospective questionnaires. In this experiment, participants who used the tool were more accurate, but the interpretations were longer, with more disfluencies.*

DOCTORAL DISSERTATIONS

>>>**Rakhmawati, Susi Septaviana.** 2023. *Cognitive Load of Indonesian Interpreters in Simultaneous Interpreting with a Computer-Assisted Tool.* Unpublished doctoral dissertation, Kent State University.

**The author set out to compare cognitive load in simultaneous interpreting from English into Indonesian with or without a CAI tool, namely Interpretbank, a glossary management tool. Experienced Indonesian professional interpreters interpreted easy extracts and more difficult extracts from the same speech with and without the use of Interpretbank in a 2 x 2 factorial design. Both the quality of their output (the numbers of errors and omissions) and their retrospective assessments of the difficulty of their task under the 4 conditions (easier/more difficult speech, with/without the use of the CAI tool) suggested that the use of the tool increased significantly their cognitive load when interpreting both the easy and the more difficult speeches, much more so in the difficult speech condition. The author analyzes these findings with reference to the Effort Models (and in particular the version with a Human Machine Interface Effort) and to Cowan's model of working memory.*

**DG: The study is carefully designed with multiple controls and multiple assessment tools that allow for triangulation (Error and omission count, immediate retrospection with a self-rating of cognitive load, 18-item questionnaire). The findings with all the tools converge to indicate that using Interpretbank while interpreting lowered the quality of the output and increased the participants' perception of the difficulty of the task: they rated it as more difficult, more stressful, less relaxing, more frustrating, and they rated the listening comprehension and short-term memory operation less efficient when using the CAI tool. Those participants whose performance was good took 2 to 5 seconds after starting their term query before producing the relevant utterance. The delay was longer than 5 seconds for those who performed less well. The delay may have caused working memory saturation – the mechanism to which Mizuno (Mizuno, A. 2017. Simultaneous interpreting and cognitive constraints. Bull. Coll. Lit, 578, 128.) attributes loss of quality when interpreting between syntactically different languages. Would the results have been similar with other CAI tools, which offer different functionalities and perhaps Automatic Speech Recognition, or even with the same tool, but with interpreters with much experience with Interpretbank? Future studies may answer that question.*

What I found particularly interesting in this study are the retrospective comments by the participants. In simple words, without reference to theory, they highlight the difficulty of conducting two Efforts at the same time, the vulnerability of interpreting to brief lapses of attention (Comment 2), the vulnerability of information stored in short-term memory (Comments 1, 4).

Comment 1: "with the tool console which requires me to look up a term I need, it steals away my attention to the next SL sentence spoken, so I lost it and started interpreting the next sentence." (p.80)

Comment 2: "... there is very little space for us to think and also speak. Sometimes if, for example, we miss a fraction of a second, he has already changed to another sentence. (p. 113)

Comment 3: These participants particularly mention that they cannot listen to the next segment when they focus on finding the terminology in the CAI tool. They said they rather focus on listening without worrying about using the CAI Tool. (p.114)

Comment 4: She said that her brain..., was not able to hold memorized segments and that her ear (listening) was also unable to capture what was said by the SL speaker during the operation of the CAI tool. (p.114-115; also p.130)

Comment 5: “Well, I feel that when I had to, you know, move my head to the tool and tried to seek out the words. I kind of lost concentration on what I heard,..”

BOOKS

Gilies, Andrew. 2024. *Conference Interpreting. A Student’s Practice Handbook.* 2nd edition. Routledge.

**A collection of numerous practical principles and exercises for conference interpreting students drawn from the literature (with reference to the relevant publications) and from the practice of interpreting instructors. There are three parts in the book, a general one on practice, one on language enhancement, one on consecutive interpreting, and one on simultaneous interpreting. Principles and exercises are described concisely, often with an explanatory rationale, but virtually no theoretical explanations or references to empirical tests of their relative efficiency. This is something that the author admits in the introductory part, while suggesting that students should try them out and see if they work for them. The problem is that doing that requires time, and time is short in conference interpreter training. Advice on priorities and on time management would have added considerable practical value to the collection.*

Some examples are offered, e.g., when referring to note-taking in consecutive. The author believes in the efficiency of separate training for component skills – but in a holistic sense, not a cognitive component-skill sense.

Many good ideas (e.g., on voice training), most of them uncontroversial. References to the media and to modern technology, including terminological extraction software and to AI.

>>>Moratto, Riccardo (ed). 2024. *Interpretazione cinese. Strategie e metodologie didattiche.* 中意口译:策略与教学方法. Milano. Editore Ulrico Hoepli. (Chinese Interpreting. Strategies and teaching methods).

**This textbook/handbook, edited by Riccardo Moratto and written by himself and several Italian and Chinese co-authors/contributors, is aimed at student interpreters of Chinese interpreting in Italy. It provides methodological principles and advice, as well as many exercises with Chinese texts and many examples of Chinese expressions and cultural features that can surface in interpreting contexts. Readers can also access a digital platform for complementary information and exercises.*

The book is structured in two parts. The first eight chapters present the basics, including features of the Chinese language (which should already be familiar to students of Chinese interpreting) and features of Chinese discourse, frequent expressions and challenges (problem triggers) encountered in Chinese interpreting – most of which also occur in other language combinations, as well as tactics (“strategies”). Two chapters are devoted to consecutive, including note-taking, one on simultaneous from Chinese into Italian, one on numbers in Chinese, one on interpreting Chinese idiomatic expressions, and one – a fairly general one – on interpreting and new technologies.

The second part of the book addresses interpreting in context, with specific indications regarding interpreting in commercial fairs, in business settings, in medical settings, in legal settings, when working for the media, and in political and institutional settings. This includes much information of direct practical value and much background information about China.

Most of the content of the book is also suitable for other working language combinations which include Chinese, because it addresses general interpreting principles and offers much interpreting-relevant information on linguistic and cultural idiosyncrasies as well as exercises with Chinese texts. In fact, an English version is scheduled to be published by Palgrave and the editor is considering a French edition as well and perhaps versions in other languages. In that case, some adaptation would be required to provide illustrations of the principles in various language combinations, but the principles would remain more or less the same.

**DG: My working language combination includes neither Chinese nor Italian, but I found the book particularly interesting in the fact that unlike many publications that refer to the cultural side of interpreting in general and rather abstract terms, this collection offers a wealth of concrete examples of the relevance of cultural differences and idiosyncrasies in working language combinations that include Chinese.*

>>>**WANG, Jihong.** 2021. *Simultaneous Interpreting from a Signed Language into a Spoken Language. Quality, Cognitive Overload, and Strategies.* New York and London: Routledge.

**See the signed language interpreting section. The study was on interpreting a mock lecture, that is, in a mock conference-like setting.*

ZHANG, Ailing (Irene) & Moratto, Riccardo (eds). 2024. *The rise of conference interpreting in China.* London and New York: Routledge.

**This is a collection of chapters based on 10 interviews with Chinese conference interpreters and one interview with a SCIC representative. In each chapter, the first co-author is the interviewee. Biographical information, information on training, including training offered by the UN and by SCIC. Some information on work for the UN and on work for the Chinese government. Not scholarly in spite of a few attempts to frame the interviewee's words in theoretical frameworks. The interviewees speak about their background, what brought them to interpreting, their training, make general comments about features of their working environment, give some general advice to students, respond to a question about the impact of AI on the future of interpreters and interpreting. All speak about hard work as students and about rigorous selection procedures. A few anecdotes are interesting and are highlighted under the relevant chapter titles.*

SHI, Lynette (interviewed by **SHENG, Hao Simon**). Born or Made? Becoming an Interpreter. In **ZHANG & Moratto** (eds). 8-16.

ZHOU, Yuqiang; LI, Xu; CHENG, Zhan. Evolving Professional Roles and Status of Conference Interpreters. In **ZHANG & Moratto** (eds). 17-30.

DAI, Harry P.; ZHANG, Irene A. & MEI, Wenjie Jo. A Tale of Three Cities, and the Centre of Excellence in Training Conference Interpreters. In **ZHANG & Moratto** (eds). 31-45.

**Interesting account of what happened during the cultural revolution. Interesting account of the beginnings of GIIT, the selective conference interpreting program at SISU. I (DG) was involved in the process, and wonder why Andrew Dawrant, who was the mastermind in the planning of its operation, is not mentioned in the interview.*

LI, Zhengren; WU, Xinyue; Moratto, Riccardo. Shaping China's Conference Interpreter Training at the UN. The Career Path of a Trailblazer. In **ZHANG & Moratto** (eds). 46-63.

CHEN, Feng & XU, QILU. From China's Foreign Ministry to the UN Headquarters: Interpreter and Witness of History. In **ZHANG & Moratto** (eds). 64-81.

**Working for the UN vs. working for the Foreign Ministry, the difficulty Chen (and other Chinese interpreters) had with regional Chinese accents (also mentioned in GAO's interview), the importance of consecutive when working for the Chinese government.*

FENG, Xiaolan; ZHANG, Han & ZHAN, Cheng. Developing Competence for the Conference Interpreting Profession. A Case Study of a Veteran UN Interpreter. In **ZHANG & Moratto** (eds). 82-88.

GAO, Zhikai; ZHAN, Cheng & LI, Xu Li. Risk Management of Diplomatic Interpreters in Political Settings. In **ZHANG & Moratto** (eds). 99-114.

**An interview of GAO, who was trained in interpreting, but also in Law, at Yale, and who worked as an interpreter for the UN and for the Chinese Ministry of Foreign Affairs.*

The interviewers endeavor to analyze the autobiographical content of GAO's words in terms of risk management. The first practical example they give is the fact that GAO used to have several pens in his pocket, not one, in case one (or several) do not work properly. A more interesting example is that of a conversation between US President Bush and a high Chinese official, in which the latter said inter alia that after the reunification of China, Taiwan would be able to maintain diplomatic relations with foreign countries. This appeared implausible to GAO, who desperately weighed the possibilities in view of the risk of doing significant damage by translating what he thought was a slip of the tongue. Another possibility was to ask the Chinese official for confirmation of what he said, which he considered would be a failure. A third option, which he chose, was to omit the reference to diplomatic relations. Other participants who attended the meeting and noted the omission discussed it and came to the conclusion he had done the right thing. GAO also notes the strong accent of Den Xiao Ping, and reports spent many hours listening to recordings of Den Xiao Ping's speeches so as to become familiar with the accent.

LI, Feng; ZHENG, Guiqing & Moratto, Ricardo. Lacunae, Anecdotes, and Legends about Pioneer Interpreters. A Case Study to Explore French-Chinese Interpreting Training in China and Beyond. In **ZHANG & Moratto** (eds). 115-127.

**LI's interview, with information about her own biography, and interesting comments about the differences between the interpreter training environment in China and in France. She notes in particular that in China, the relations between teachers and students tend to be close and personal, whereas this is not the case in France. Also, she notes that trainers at ESIT had a tough attitude towards students (p.120). Having been trained at ESIT myself (DG) in the 1970s, I agree that this was the case at that time, unfortunately, but believe this has changed since.*

YANG, Zhiguo; BU, Jing & Riccardo Moratto. From Language Learner to Conference Interpreter. Individual Professionalization of a Francophone UN Conference Interpreter. In **ZHANG & Moratto** (eds). 128-140.

Brennan, Paul; WANG, Yinying & DING, Ning. The European Commission's Directorate-General for Interpretation (DG SCIC) and its Cooperation with China. In **ZHANG & Moratto** (eds). 141-156.

**Interview of Paul Brennan. Biographical information about him, information about the SCIC's inhouse training program.*

CHEN, Yanjun Vicky & WANG, Shucheng Isabelle. The EU-China Interpreter Training Project (EUCITP) in China. In **ZHANG & Moratto** (eds). 157-163.

**An interesting anecdote about a Chinese scientist who had a Northern dialect that the Chinese audience had trouble understanding, to the extent that they asked him to speak in English. He then reverted to Chinese, and Chen managed to interpret him smoothly. He later approached Chen and asked her how she could understand him, and she answered that she happened to know his dialect.*

CONFERENCE PRESENTATIONS ABSTRACTS

Conference presentation abstracts are not usually listed in the *Bulletin*, but both time and space made it possible to list these, contributed by Node for Hungary **Piroska Szentirmay**. They were delivered in Hungarian by PhD candidates at the IVth Conference of Translation Studies Research organized by the Translation Studies department of HAALT, the Hungarian Association of Applied Linguists and Language Teachers, which took place online in Maty 31, 2024.

Láncos, Petra Lea (Pázmány Péter Catholic University) 2024. A nemzetközi büntetőbírósági tolmácsolás – nürnberg és hága kapcsolódási pontjai [International criminal court interpretation – links between Nuremberg and the Hague]

Abstract:

At the end of the Second World War, the United States, France, the United Kingdom and the Soviet Union concluded the London Agreement of 8 August 1945, establishing the Nuremberg International Military Tribunal (IMT). The IMT was a truly international criminal tribunal, applying international criminal law, and consisting of an international panel (British, American, French and Soviet) of judges. The need to bring war criminals to swift justice, the pioneering interpreting plan of the American Colonel Leon Dostert and IBM's Filene-Finlay system – i.e. the need, the idea and the technology – came together in Nuremberg and simultaneous interpreting, now widespread worldwide and taught for decades by many interpreting schools, was born. The dawn of international criminal justice was also the moment when simultaneous interpreting became known and recognised. The Nuremberg trials can be considered experimental in terms of both simultaneous interpretation and court interpreting, but the literature shows that, despite the professionalisation of the profession, the International Criminal Court in The Hague (ICC) is facing similar challenges to those faced by the IMT in Nuremberg. The aim of my presentation is to describe the challenges and solutions of the IMT in relation to the organisation and quality assurance of interpretation, focusing on interpretation, and then to discuss similar aspects of interpretation organised at the ICC. Aspects of the comparison include: recruitment and training of interpreters and monitoring of their work. The conclusion of the research is that, despite the professionalisation and technological advances since the Nuremberg trials, the international criminal tribunals studied have used similar techniques to deal with the problems encountered. Research method employed: literature review, interview.

Réti, Júlia Melinda (Eötvös Loránd University, Budapest, Hungary) 2024. Mindfulness és tolmácsolás: hogyan segítheti a tolmácsolást ez a módszer? [Mindfulness and interpreting: how can this method support interpreter training?]

**Based on my experience as a German language lector, many talented students choose translation over interpreting due to a lack of self-confidence. The personality and skill set of interpreters is crucial for continuous interpreting: they need to be able to successfully divide their attention, have good memory, high stress tolerance, accuracy, and empathy (Szabari 2021). During consecutive interpreting, students face complex and stressful situations, which are influenced by their personality, and degrees of confidence, and self-awareness (Horváth 2015).*

The research aims to teach interpreting trainees to monitor their self-confidence during interpreting and address necessary changes. The goal of teaching consecutive interpreting techniques should be the continuous and accurate delivery of the speaker's message, ensuring that the interpreter feels secure and stress-free while interpreting.

Mindfulness provides an opportunity for this. The term "Mindfulness" means awareness, and the more aware we are, the more information we receive (Zinn-Kabat 2012). Practicing Mindfulness can

contribute to the development of a sense of internal control and improved stress management strategies. Previous findings support the connection between mindfulness, emotional states, and interpreting performance, and emphasize the relationship between attention and attitude in interpreting (Johnson 2016).

Research Questions:

1. What impact does a 12-session Mindfulness training have on the personality of students regarding their interpreting work?
2. How does the stress experienced during interpreting change for those who practice Mindfulness, and how does this differ from those who do not practice such techniques?

This research is not about eliminating stress in interpreting, but about developing the interpreter's personality, adaptability, and mental resilience (Selye 1976). (PS)

Van Waarden, Franciska (Eötvös Loránd University, Budapest, Hungary) 2024. Note-taking competence in the learning process - How much notes are taken by a student interpreter?

**There are various definitions and categorisations of the competences required for interpreting (Bakti 2020), yet the knowledge and appropriate use of note-taking techniques in consecutive interpreting remains marginalised in most models. In my presentation, I will attempt to present a competency model that integrates note-taking techniques into the interpreter's set of competencies. In empirical research on interpreters' and interpreting students' note-taking preferences and habits (cf. Chen 2020, Dam 2021, Szabó 2022), we encounter mostly snapshots that assessed the situations under given conditions, therefore I would like to present a longitudinal study on note-taking techniques with the same participants. In the following research, I present the note-taking attitudes of six master's degree students of translation and interpreting in a mixed-methods study. The main focus of the study is on how the note-taking attitudes of English B students change in the long-term when interpreting from English into Hungarian. I will collect data using the combination of qualitative and quantitative methods, that make it possible to approach a complex phenomenon (note-taking technique in consecutive interpreting) from multiple aspects and to attempt to understand it. Students taking part of the two phases of the research reported on their experiences and skills in note-taking in semi-structured interviews following their interpreting sessions in the classroom. Furthermore, based on photographs of their notes, I analysed notes on paper according to so-called note-taking units. In this presentation, I will compare data from the two measurement points, April 2023 and November 2023, in an attempt to sketch trends emerging from students' responses. (PS)*

OTHER

A special issue of the monthly 言語 (*Language*) (Vol. 26, N°9, 1997) entitled 通訳の科学 同時通訳 メカニズムの理論と応用 (The science of interpreting. The mechanisms of simultaneous interpreting. Theory and applications) was published in 1997. **ISHIZUKA Hiroyuki** kindly made this special issue available to CIRIN. The papers, most of which were written by prominent members of the Japan Association of Interpretation Studies, are fairly general. Some are essays, others are overviews. None goes into theory or empirical exploration.

- The special issue starts with a paper by **Masaomi KONDO**, 日本における通訳研究 - Interpreting research in Japan (p. 20-27).

**Kondo recounts how he was impressed, when attending a conference at MIIS, Monterey, in 1995, to find out not only how advanced (his words) Western interpreting research was, whereas in Japan, there were publications on interpreting, but nothing 'scientific' but also that training of interpreters working with Japanese was conducted in many countries outside Japan. He had the idea of setting up a*

Japanese organization to foster interpreting research. He tells about the research group that was created and which became the Japan Association for Interpreting Studies, later renamed Japan Association for Interpreting and Translation Studies.

- **FUNAYAMA, Chuta** (船山仲他). 同時通訳と認知言語学 – Simultaneous interpreting and cognitive linguistics. 29-35.

- **YONEHARA, Mari** (米原万里). 同時通訳の故郷? On the origins of interpreting (free translation). 36-39.

- **MIZUNO Akira** (水野的). ヨーロッパの最新通訳理論 – Recent Interpreting Theory in Europe. 41-47.

**A general, wide overview of research into interpreting in the West from proto-theoretical publications such as Rozan's and Herbert's books in the 1950s, through Seleskovitch and Lederer's deverbalization concept, Skopos theory, the early psychologists' experimental work and up to work published in 1995. Mizuno notes a shift towards more scientific research than in the beginning, but also weaknesses, arising inter alia from the fact that most researchers working on interpreting are practitioners who did not benefit from solid research training in the cognate disciplines.*

- **MIURA Nobutaka** (三浦信孝) 通訳理論から国語教授法へ - From interpreting theory to teaching Japanese (to Japanese students). 49-55.

**On the complementarity of training in foreign languages and in interpreting, with a focus on the potential contribution of exercises used when training interpreters to the teaching of foreign languages.*

- **NAGATA Sae** (永田小絵) 漢字でがんじがらめ – Tied up in Kanji. 57-59.

**The author works with Japanese and Chinese. Both use kanji, which has advantages and drawbacks.*

- **TORIKAI Kumiko** (鳥飼玖美子) 英語教育の一環としての通訳訓練 – Interpreter training as part of English teaching. 61-66.

**Interpreting is about communication, and teaching interpreting helps teach English in a communication mindset.*

- **AIZAWA Keiichi** (相澤啓一) 異文化間コミュニケーションにおける通訳者 – The interpreter in intercultural communication. 67-75.

(HI)

... AND BEYOND CONFERENCE INTERPRETING

SIGNED LANGUAGE INTERPRETING

ARTICLES

PEREIRA, M.C.P. 2015 Reflexões sobre a tipologia da interpretação de línguas de sinais. *Cadernos de Tradução* (UFSC), v. 35, n o especial 2, jul-dez, 2015, p. 47-77.

**This text is part of a literature review with the aim of reflecting on the typology currently applied to sign language interpreting. We still haven't reached a consensus on the terms translation and interpreting, and just using a certain terminology, without considering other broader possibilities for conceptualization, cannot achieve the precision that we need to pursue in order to achieve research exchanges that are able to engage in dialogue. (AG & ACP)*

PEREIRA, M. C. P.; VARGAS, C. S. R. 2020. A Tradução à Vista nos concursos para tradutor e intérprete de libras: estudo de caso. *Cultura e Tradução*, vol. 6, n.1, 2020.

<https://periodicos.ufpb.br/index.php/ct/article/view/48958>.

**This article aims to reflect on the use of sight translation in public tenders and selection processes for Sign Language Translators and Interpreters (TILS). To do this, we used a case study to analyze the 02/2018 public examination for TILS at the State University of Rio Grande do Sul (UERGS). In order to analyze the practical part of the test, we sent an online questionnaire to the candidates who passed this stage. Analysis of the data indicates that, in this case, the use of sight translation was not suitable as a selection tool for TILS. We also detected other procedures that were not taken into account during the preparation of the test, such as back-translation. We would like to highlight the need for more studies in this area so that, in the future, we can have a greater theoretical reference on sight translation, which has proved so common in the daily work of TILS, as well as more appropriate selection processes for the position. (AG & ACP)*

RODRIGUES, C. H. 2023. A tradução não escrita envolvendo línguas de sinais: reflexões sobre sua especificidade e características. *Revista Belas Infêis*, v. 12, p. 01-21, 2023.

<https://doi.org/10.26512/belasinfeis.v12.n1.2023.45612>

**Abstract*

Considering the current demand for translation processes that do not necessarily involve written texts, we present a reflection on the uniqueness and characteristics of the translation process that has its target text in a sign language recorded on video. To do this, we start by conceptualizing translation and interpretation processes and differentiating between them. Next, we provide some data on the discussions and research that problematize this unwritten translation process that has its target text in a sign language recorded on video. Then, a denomination of these processes is presented, based on the concept of unwritten translation - that is, translation in which the target text is in its oral modality and is therefore recorded on audio or video - as well as an initial proposal for classifying other related processes. Finally, we present some characteristics of the process of non-written translation from a written text in a vocal language to an oral text in a sign language recorded on video. In addition, we highlight the need for further studies and research into this and other processes that can also be listed under the heading of non-written translation. (AG & ACP)

RODRIGUES, CARLOS HENRIQUE; CHRISTMANN, FERNANDA . 2023. As pesquisas brasileiras sobre tradução e interpretação de línguas de sinais: os ETILS na pós-graduação em Estudos da Tradução. *CADERNOS DE TRADUÇÃO*, v. 43, p. 1-44, 2023.

<http://dx.doi.org/10.5007/2175-7968.2023.e94239>

**Abstract*

The establishment of the field of Sign Language Translation and Interpreting Studies (SLIT) in recent years has been driven by research into the translation and interpreting of sign languages, as well as related topics. Considering the emergence and consolidation of this field, this article presents a mapping of Brazilian academic master's and doctoral research involving "translation and translating" or "interpreting and interpreting" from/among/into sign languages. To this end, a search was carried out in the academic productions of three Brazilian postgraduate programs in Translation Studies: (1) the Federal University of Santa Catarina (PGET-UFSC); (2) the University of Brasília (POSTRAD-UnB); and (3) the Federal University of Ceará (POET-UFC). It was found that between 2005 and 2022, the programs defended 824 final papers. Of this total number of papers, 129 (15.6%) met the selection criteria. Of the 621 dissertations, 109 (17.4%) were part of the ETILS, as were 20 (9.8%) of the 203 theses. With the works mapped, some categorizations and analyses were carried out in relation to: the central focus of the research; its distribution over time; the authorship and profile of the researchers; and the orientation of the works. In general, the number of research papers has grown, although there is a certain oscillation in the number of annual defenses, which attests to the fact that ETILS is currently a consolidated, fruitful and fast-growing field in the country. (AG & ACP)

Thóroddsdóttir, Hólmfríður and Gísladóttir, Karen Rut. 2024. The Effect of Preparation on the Quality of Sign Language Interpretation. *RID, Journal of Interpretation* 32:1, Article 3. Available at: <https://digitalcommons.unf.edu/joi/vol32/iss1/3>

** The study looked at the effects of preparation on the state of mind and the informational accuracy of Icelandic professional interpreters interpreting from Icelandic into Icelandic Sign Language.*

It started with three semi-open interviews, and followed with a questionnaire sent out to 8 interpreters, and then with an experiment in which 11 interpreters interpreted a read-out Icelandic text either with or without preparation. No details are provided about the type, length and timing of the preparation. “Quality” of the output was assessed by the number of “primary information points” rendered or missed by the interpreters. Retrospective interviews followed each interpretation on the basis of video recording of the outputs.

For the sake of the analysis, a distinction was made between interpreters with less than 10 years’ experience (3 persons), 10 to 20 years’ experience (3 persons), and more than 20 years’ experience (58 persons).

Preparation turned out to result in much better informational fidelity, with an overall rate of about 20% of the main points lost in unprepared interpretations vs. about 10% of the main points lost in prepared interpretations – with high variability. On the whole, the 10-20 years’ experience participants did better than the two other groups, and the less than 10 years’ experience lost the largest proportion of main points.

**DG: The sample is small, variability is large, so it is difficult to generalize, though findings do suggest rather strongly that preparation is helpful as regards informational fidelity of the output. As to “cognitive load”, the term, used without a precise operational definition, may be too technical for the type of design and analysis used, but the participants’ retrospective comments reflect rather well how they were perceiving the pressure. “The brain is starting to boil over” and “this is too much” (p.16) remind one of the Tightrope Hypothesis and justify the authors’ statement that “Throughout the research it became clear that all participants were aware that they sometimes work at the extreme limits of their mental capacity” (p.16).*

Referring to the Effort Model for simultaneous interpreting, the authors say that “it could be seen that the participants’ discourse revolved around these different efforts, without the interpreters ever talking about the model itself”. (p.16). One of the interpreters said that a certain point, understanding had taken “a lot of energy”. As a results, there was less energy left to attend to other aspects of the interpretation, and the interpreter therefore lagged behind. Another interpreter mentioned cases “when the brain starts to boil over a bit, then you start not hearing properly”.

Production was mentioned when some participants referred to the difficulty of building up their signing space without the benefit of preparation, how a large part of their energy was spent on addressing this task, with less energy available to attend to other aspects of the interpretation (p.17)

THESES

VARGAS, C. S. R. 2021. A tradução à vista no cotidiano profissional dos tradutores/intérpretes de língua brasileira de sinais. Trabalho de Conclusão de Curso (Bacharelado em Letras) – Universidade Federal do Rio Grande do Sul, Porto Alegre, 2021. Disponível em: <https://lume.ufrgs.br/handle/10183/237773>

** This undergraduate thesis aims to verify in what ways Sight Translation is present in the professional life of translators and interpreters of Libras (TILS), the Brazilian Sign Language. Empirical knowledge shows that a large part of TILS uses Sight Translation in their work routine. On the other hand, we see few productions that relate Sight Translation and Libras. Thus, to verify in what ways TILS need to use*

Sight Translation during their professional performance, we prepared a questionnaire. (AG & ACP)

DOCTORAL DISSERTATIONS

CARVALHO, Fernando; PARENTE, Junior. 2024. *Competência à prova de desastres: as habilidades dos intérpretes de libras-português em atuação remota pré e pós-pandemia*. Tese (doutorado) - Universidade Federal de Santa Catarina, Centro de Comunicação e Expressão, Programa de Pós-Graduação em Estudos da Tradução, Florianópolis, 2024.

<https://repositorio.ufsc.br/handle/123456789/255045>

**Abstract: This research is situated within the scope of "Interpretation Studies" in interface with the field known as "Disaster Studies", as it constitutes an investigation of Libras-Portuguese interpreters' mobilization perceptions of their professional competence in the context of remote performance prompted by the covid-19 pandemic. Thus, we aim to understand how the interpretation service, mediated by technology and implemented as an emergency measure during the pandemic, elicited a complex process of intentional adaptation. As a method, we developed and applied a survey addressing the following areas: 1. the demographic profile of the participants; 2. their performance and perception of effects related to the provision of remote services; and 3. self-assessment of the set of skills that compose the interpreter competence, according to the model proposed by Cavallo (2022). The statistical analysis involved Wilcoxon test and Cohen's d test, considering a significance criterion of $p < 0.05$. The analyses aimed to compare response profiles before and after the pandemic in a sample composed of 211 Libras-Portuguese interpreters. The results show a process of adaptation and development of specific skills, especially those preceding the interpretation process, namely pre-process skills, such as knowledge of technology applied to remote interpretation and the level of proficiency in working languages (Libras and Brazilian Portuguese). In-process skills (such as managing multiple stimuli and information during interpretation) and para-process skills (such as business knowledge), were assessed as positively impacted. Skills related to terminological management, and the adoption of measures to promote physical and mental health, emerged as points of attention to be further developed. It is concluded that, although the pandemic itself was not directly responsible for the development of the interpreters' skills, the conditions it imposed ? especially social distancing ? acted as catalysts for professional development and adaptation. The evolution in the provision of remote services and the enhancement of the interpreter's competence indicate a transition from an emergency remote interpretation model, strongly related to the pandemic context, to a remote interpretation model per se, with well-established parameters and practices (AG & ACP)*

BOOKS

>>>**WANG, Jihong.** 2021. *Simultaneous Interpreting from a Signed Language into a Spoken Language. Quality, Cognitive Overload, and Strategies*. New York and London: Routledge.

**In this book, WANG used data from her 2013 doctoral dissertation (see Issue n°47, 2014)) to investigate the process and product of 20 professional Auslan/English interpreters (10 native signers and 10 non-native signers, all with quality scores above 65 out of a maximum of 100, who were selected out of the 31 interpreters who participated in her doctoral study), interpreting in simultaneous an Australian Deaf professional's formal Auslan lecture into spoken English for hearing non-signers at a mock conference setting.*

Wang formulated the following key research questions:

- 1. What are the challenges in simultaneous interpreting from a signed language (Auslan) into a spoken language (English) at a formal setting?*

2. *What causes cognitive overload in simultaneous interpreting from a signed language into a spoken language?*
3. *What strategies do signed language interpreters employ to cope with the challenges and cognitive overload in simultaneous interpreting from a signed language into a spoken language?*

She compared the professional interpreters' English renditions with the Auslan original sentence by sentence, had various quality parameters of the interpreter's output rated by 3 rates, measured various lag times ("processing time" in her words) between original and target-speech sentences and key parts thereof (numbers, technical terms, sentence beginning and sentence endings), and analyzed retrospective comments by the interpreters.

One key finding of the study was that as many as 80% of interpreters (7 native signers and 9 non-native signers out of 20 participants) reported that they had varying degrees of difficulties understanding this particular Deaf professional's signed monologue.

Fifteen participants reported that they experienced cognitive overload when simultaneously interpreting the Auslan monologue into spoken English. The primary causes identified include: (i) numbers, (ii) long lag behind the speaker, (iii) syntactical differences between Auslan and English, and (iv) dense information in the source speech. The differences between the more informal register of signing and the required formal register of a lecture in English seem to have caused some difficulty as well.

Many interpreters rendered individual Auslan sentences correctly into spoken English but omitted or misinterpreted the preceding or subsequent Auslan sentences

Six interpreters reported that they felt it was challenging to produce meaningful, grammatical, and idiomatic English sentences while managing other concurrent sub-tasks in Auslan-to-English simultaneous interpreting

The 10 native signers were similar to the 10 non-native signers in terms of the total score and each of the four sub-scores of Auslan-to-English simultaneous interpreting performance

For neighbouring Auslan sentences that contained numbers, some interpreters rendered the number in one sentence accurately but missed the number in the following sentence. Another related finding is that despite the high accuracy rate of interpreting individual Auslan numbers (89%), the accuracy rate of rendering a series of numbers in neighbouring Auslan sentences was substantially lower (65%).

Although the mean accuracy rate of interpreting the individual Auslan numbers was high, at 89%, the mean accuracy rate of interpreting their respective Auslan sentences was much lower, at 60%. Many interpreters rendered the number of an Auslan sentence correctly but did not transfer the core meaning of the Auslan sentence into English. The accuracy rate of two Auslan sentences (73 and 85) was extremely low, at 25% and 20%, respectively

In some cases, the information was rendered accurately but the English output was awkward or agrammatical, suggesting that directing attentional resources towards accurate reformulation left too few resources to ensure linguistic acceptability of the output.

**DG: There are many reasons for which this book and its author deserve attention, starting with the fact that WANG is one of the few spoken-language conference interpreters who have taken the trouble to not only devote time to serious research on signed language interpreting, but also acquire at least some linguistic competence in a sign language.*

Another strength of this book is the careful, systematic thinking that is apparent at every chapter, including the literature reviews, the overview of ideas about cognitive load, the methodological options taken. Inter alia, WANG looked at both the product and at retrospective comments, at various levels of granularity in her analyses: problem triggers within sentences, full sentences, clusters of several sentences, the general context. In her inferencing, she took care to point out that high inter-individual variability on many relevant parameters made generalization difficult, that the causal explanations she offered for various phenomena she observed were only tentative, she pointed out potential biases such

as the fact that among her interpreters, non-native signers having tertiary education were more numerous than native signers, which was likely to make them more familiar with academic registers.

As regards the findings, besides supporting the ideas that cognitive overload is a major contributor to flaws in interpreting output, that both speech production and speech comprehension in sign-language-into-spoken-language interpreting can require considerable attentional resources, that imported/exported load had detectable effects, they provide information that may be obvious to signed language interpreters but are not familiar to spoken language conference interpreters about language-structure and communication-related features of signing that increase attentional requirements, including information-order in signed sentences, high signing variability, differences in rhetorical devices (in particular rhetorical questions that introduce a statement which, if translated more or less literally into a spoken language, generate the impression of an inappropriately casual register for a lecture, to quote just a few examples.

OTHER INTERPRETING-RELATED PUBLICATIONS

Kenkyusha Dictionary of Applied Linguistics 応用言語学辞典. 2003.

*Kenkyusha is a major Japanese publisher, and published in particular many dictionaries.

Part 3.1 of the dictionary is about translation and interpreting. The entries on interpreting are general and include types of interpreting/interpreting settings, but also more technical terms such as ear-voice span, processing capacity and shadowing. Interpretive Theory and AIIC are also in the lot. Entries on interpreting were drafted by interpreting practitioners **Akira MIZUNO** and **Tatsuya KOMATSU**.

(HI)

ISHIZUKA Hiroyuki 石塚浩之 (ed). 2023. 英日通訳翻訳における語順処理 順送り訳の歴史理論実践 *Word order in English-Japanese Interpreting and Translation. The History, Theory and Practice of Progressive Translation*. Tokyo: Hitsujishobou

*A scholarly collection of 10 essays, with contributions around the challenges associated with word-order differences in interpreting and translation between Japanese and English. The analyses include linguistic, cognitive, and historical considerations. They go beyond word order per se into the construction of mental representations of content. Such construction is a gradual process. Hence the relevance of the time-course of the rising awareness of readers/listeners over time of scenes, actors and conditions referred to in verbal communication. This is something to which sign language interpreters are probably more sensitive than translators or even spoken-language interpreters, and to which Japanese investigators have been more sensitive than Western TIS scholars. It is a shame that these essays are not available in English, which would give access to interesting input to TIS scholars who cannot read Japanese. **ISHIZUKA**'s own contribution, is on cognitive processes in simultaneous interpreting. An insight into his thinking can be gained by reading his English paper published in 2024 and micro-reviewed in the articles section.

The last three chapters are more down-to-earth than the others. Chapter 8, by **INO Kinuyo** focuses on sight translation, chapter 9n, by **HATAGAMI Masaaki** talks about various interpreting settings, and chapter 10, by **TATSUMI Akiko**, reports about the use of sight translation in teaching English for communication.

Moratto, Riccardo & LIM, Hyang-OK (eds). 2024. *The Routledge Handbook of Korean Interpreting*. London and New York: Routledge.

*Twenty-nine papers, in 4 parts: a historical perspective, education, community interpreting, opportunities for the future.

MIZUNO, Akira 水野的. 2024. 日本人は英語をどう訳してきたか Official English title: *How have the Japanese translated English?* Tokyo: 法政大学出版局

** Mizuno, like other Japanese interpreting scholars (see the micro-review of Ishizuka 2023 in this issue of the Bulletin) has always shown interest in word-order differences between Japanese and Western language and in their implications on translation and interpreting. One can imagine that this awareness arose, or perhaps was intensified in the course of his experience as a broadcast interpreter, having to interpret simultaneously with little or no advance preparation.*

This monumental scholarly book (644 pages) about translation and interpreting is a rarity in Japan, where most published books in the field (some of which are excellent) have been practical and down-to-earth rather than academic. This book, which the author states is both descriptive and prescriptive – but he stresses that its descriptive component is not dogmatic but based on theoretical considerations – is structured in 4 parts (they are called ‘chapters’, but ‘chapter’ 3 is more than 400 pages long). In the first (20 pages), he explains, by way of an introduction, Yanabu’s and Yamaoka’s criticism of the ‘translationese’ of Japanese translations of foreign literature in the 1970s, and thus paves the way to a discussion of what Venuti called ‘foreignization’ and ‘domestication’ – but I could not find references to these terms or to Venuti in the book. In chapter 2, Mizuno goes into a discussion of word-order and translation seen from an information processing viewpoint: theme-rheme, given information vs. new information, context, relative clauses. This leads him to a discussion of working memory and to the introduction of his favorite working memory model, Cowan’s model.

In chapters 3 and 4, Mizuno covers various ideas about translation principles and methods over the century, from the Bakufu period (13th century) to the end of the Showa period (1989), citing the ideas of translation practitioners and academics. The text offers a fine-grained coverage, with many citations and many examples. In chapter 5, Mizuno takes and discusses Japanese translations of 2 sentences from J. Mill’s essay “On liberty” done over the years.

Not only is this book an impressive example of painstaking, dedicated work, but it will probably be an excellent reference book for Japanese translation theorists and historians. (HI)

>>>ZOU Deyan, & ZHANG Jiadong (Dalian Univ. of Foreign Languages). 2023. Measuring the “invisible”: Clarifying the concept of cognitive effort in translation and interpreting processes. *Current Trends in Translation Teaching and Learning E*, 10, 217-258. <https://doi.org/10.51287/cttl20238>

**In spite of the title, readers should not expect this discussion to clarify cognitive effort. A 1979 definition by Tyler et al. is given in the first part of the paper as “the engaged proportion of limited-capacity central processing”, a definition which competes with an existing definition of cognitive load. And then, cognitive effort is defined as the mental or physical exertion required to complete a task, which is not the same thing. Later in the paper, the author acknowledges that “cognitive effort is a complex concept that has been defined in different ways”, and a bit later, they say that in the T&I process, cognitive effort is usually considered as an adjunct to task difficulty, cognitive load, and translator/interpreter performance. True, but not very clarifying. What makes this paper interesting is its focus is on effort aversion and effort reward, on the idea that when people make meaning of information, they tend to use vague traces to save on resources, in a benefit-cost trade-off rooted in the principle of least effort. The authors also mention the role of motivation, of the “need for cognition”, on the potential beneficial effect of conditioned learning that encourages learners to engage in more effort if their teachers’ methods and attitudes provide good reward for reasonable effort. Food for thought.*

Received from **Anelise Gondar** and **Ana Clara Pareiras**

Items in the table related to signed language interpreting have been transferred to the Signed Language Interpreting Section

Articles, theses and dissertations from Brazil

Repositórios a serem pesquisados:

UFPR - <https://acervodigital.ufpr.br/>

PUC-Rio - <https://www.ctc.puc-rio.br/teses-e-dissertacoes>

UFC - <https://repositorio.ufc.br/>

UFG - <https://repositorio.bc.ufg.br/>

UFU - https://repositorio.ufu.br/?locale=pt_BR

UFSC - <https://repositorio.ufsc.br/>

UFMG - <https://repositorio.ufmg.br/>

UnB - <https://repositorio.unb.br/>

Plataforma SCIELO - <https://www.scielo.org/>

Full references, including page numbers, and an abstract. '

Autor (a), título, ano e resumo	Identificar se é TCC, tese ou dissertação + colocar as palavras-chave (‘interpretação de conferências’, ‘interpretação simultânea’, ‘interpretação consecutiva’, ‘Estudos da Interpretação’, ‘interpretação de libras’) + colocar o link da fonte
<p>SAMPAIO, G. R. L. Mastering sight translation skills. Tradução & amp; Comunicação, v. 16, p. 63-69, 2007. Disponível em: https://seer.pgskroton.com/traducom/article/view/2128/2026.</p> <p>Knowing how to proficiently perform oral translation at first sight of the text (TrPV) is essential for interpreters in their different fields of work. It is also a desirable skill for translators and contributes to the development and exercise of certain cognitive processes. However, despite its importance, there is still very little research into this form of translation, particularly in terms of teaching methodology. In this paper, we will first look at the environments in which TrPV is needed and present definitions and theoretical perspectives on both its nature and taxonomy, as well as the</p>	<p>Mastering sight translation skills Semantic Scholar</p>

<p>skills and techniques needed to carry it out. Next, we will focus on the teaching of TrPV, highlighting the approach adopted in the training course for conference interpreters at the Pontificia Universidade Catolica de Sao Paulo (PUC-SP).</p>	
<p>SAMPAIO, G. R. L. Tradução à prima vista: pesquisa, contextos e desdobramentos. Tradução em Revista, vol. 32, 2022/1.</p> <p>Translation à Prima Vista (hereafter, TrPV1), a hybrid interpretative interpreting modality situated at the translation/interpreting interface, constitutes of considerable importance and inherent to the professional practice of professional practice of interpreters - including those who deal with oral, auditory or visual-spatial languages, hence its relevance both in training courses and in the field of training courses, or in the field of research of various kinds which enrich conceptual and pragmatic knowledge about TrPV.</p> <p>In order to gauge the progress of studies carried out on TrPV, an initial survey and preliminary compilation of and publications from the second half of the 20th century onwards. The partial results point to a considerable increase in research interest in the 21st century onwards and the emergence of studies on TrPV in the context of TrPV in the context of sign languages².</p> <p>The purpose and result of this observation of TrPV is to promote awareness of a body of literature and a critical in the process of being built up.</p>	<p>59681.PDF (puc-rio.br)</p> <p>https://www.maxwell.vrac.puc-rio.br/59681/59681.PDF</p>
<p>SAMPAIO, G. R. L. Tradução Oral à Prima Vista na formação do intérprete: considerações pedagógicas. Domínios de Linguagem, Uberlândia, v.11, n. 5, p.1674-1684, 2017.</p> <p>ABSTRACT Sight Translation (STr)</p>	<p>https://seer.ufu.br/index.php/dominiosdelinguagem/article/view/37434/21493</p> <p>KEYWORDS Sight Translation ; Pedagogical approach and teaching methodology ; Interpreter training</p>

<p>competence is a relevant element in interpreter training and an essential component of professional performance in several interpretation settings. Therefore, STr practice is an integral part of well-designed interpreter training programs. After a brief introduction to the characteristics and complexity of as well as the challenges imposed by STr, and drawing on the extensive teaching experience of the author, a pedagogical approach to the acquisition of STr skills and to competent performance in this hybrid oral translation mode will be suggested.</p>	
<p>SAMPAIO, G. R. L. Undergraduate research on sight translation: implications for interpreter training. <i>TradTerm</i>, São Paulo, v. 23, p. 121-139, setembro/2014.</p> <p>Abstract: This paper focuses on the results of four undergraduate research subprojects linked to a major ongoing project on sight translation, of which the writer hereof is the author and leader. The subprojects, conducted at the Catholic University of São Paulo and sponsored by the Institution's Teaching and Research Authority, looked into specific aspects of sight translation from the viewpoint of translation/interpretation students, trainers and practicing professionals. The results obtained so far provide a fresh insight into the complexities of sight translation and the challenge it poses to professionals-in-the-making, with substantial scope for pedagogical considerations regarding interpretation/translation training programs.</p>	<p>http://www.revistas.usp.br/tradterm/index Keywords: Sight translation; undergraduate research; translator and interpreter training.</p>
<p>RODRIGUES, C. H. Pesquisa em Didática da Tradução e da Interpretação em Programas de Pós-Graduação em Estudos da Tradução. <i>TRADTERM</i>, v. 46, p. 31-53, 2024.</p> <p>Abstract: Considering the field of Didactics of Translation/Interpretation, this article presents a mapping of Brazilian research</p>	<p>https://doi.org/10.11606/issn.2317-9511.v46p31-53</p>

<p>carried out within the scope of Postgraduate Studies in Translation between 2005 and 2020. Based on its systematization and analysis, it is observed that the production corresponding to the Didactics of Translation/Interpretation is still quite timid, since if we consider the 701 mapped studies, only nineteen of them (2.7%) - ten dissertations and nine theses - fall within this field.</p>	
<p>RODRIGUES, C. H.; VEIGA-DIAZ, M. T. . Didáctica de la Traducción e Interpretación en España: un estudio de las tesis doctorales defendidas entre 1976 y 2022. <i>Didacticae - Revista de Investigación en Didácticas Específicas</i>, v. 15, p. 1-22, 2024.</p> <p>Abstract: This article explores the field of Translation and Interpreting Pedagogy. It offers a comprehensive study of Spanish doctoral theses carried out in this specific field. The study was conducted using the ‘Doctoral Theses Database’ (Teseo), which compiles theses from Spain since 1976. The search conducted in Teseo used a combination of descriptors derived from commonly used terms in the field of Pedagogy, as well as in the field of Translation and Interpreting Studies. The findings revealed that a total of 86 theses related to the Translation and Interpreting Pedagogy were completed in Doctoral Programs in Spain between 1976 and 2022. Furthermore, the study included categorizations and analyses of several key aspects, such as the universities where the theses were conducted, the temporal distribution of the theses, the topics addressed in these works, as well as the supervision and authorship of the theses, along with other characteristics. The results suggest an overall increase in research activities within this field, although there is some variability in the number of theses defended per year. This demonstrates the consolidated nature of the Translation and</p>	<p>https://www.bing.com/ck/a?!&&p=004e94a37bad00a2JmltdHM9MTcxNzExMzYwMCZpZ3VpZD0wZGFIMDczMC0wMTMwLTZjNmEtMDJlMy0xNWUyMDA2NzZkZjgmaW5zaWQ9NTE4Nw&pfn=3&ver=2&hsh=3&fclid=0dae0730-0130-6c6a-02e3-15e200676df8&psq=RODRIGUES%2c+C.+H.%3b+VEIGA-DIAZ%2c+M.+T.+Did%3%a1ctica+de+la+Traducci%3%b3n+e+Interpretaci%3%b3n+en+Espa%3%b1a%3a+un+estudio+de+las+tesis+doctorales+defendidas+entre+1976+y+2022.+Didacticae+-+Revista+de+Investigaci%3%b3n+en+Did%3%a1cticas+Especc%3%adficas%2c+v.+15%2c+p.+1-22%2c+2024.&u=a1aHR0cHM6Ly9yZXZpZGFjdGljYWUvYXJ0aWNsZS9kb3dubG9hZC80MzA1Mi80MTY1My8xMjg2ODY&ntb=1</p> <p>Keywords: translation pedagogy; interpreting pedagogy; doctoral theses; doctoral theses database.</p>

Interpreting Pedagogy as a noteworthy field in Spain, with certain universities standing out for their significant contributions to this area. Keywords: translation pedagogy; interpreting pedagogy; doctoral theses; doctoral theses database	
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Beginner's corner

Pauses as a behavioral indicator of cognitive load?

Daniel Gile

The 'cognitive load' construct has many definitions, some of which differ substantially: "the cognitive demand of a task" (Galy et al. 2012), "the amount of work or effort necessary to complete a task over a given period of time" (Xie and Salvendy 2000), "the load that performing a particular task imposes on the cognitive system of a learner (Paas and van Meeriënboer 1994), "the portion of an interpreter's limited cognitive capacity devoted to performing an interpreting task in a certain environment" (Chen 2017), "the amount of information held in working memory" (Shao and Chai 2020).

Defranck & Plevoets (2018) and Chmiel et al. (2022 – listed in this issue of the *Bulletin*) used pauses as indicators of cognitive load. Indeed, it is known that hesitation pauses during speech production occur when speakers have to deploy some extra attention to select a syntactic structure for a sentence they are producing, and can indicate higher cognitive load. But what about pauses that occur when interpreters have anticipated the end of the speaker's sentence and have finished formulating their output while the speaker is still uttering the input sentence? And what about pauses that occur because interpreters decide to omit a particular piece of information? To what extent are attentional resource requirements high in all these cases? In some, the cognitive effort associated with the pauses can be high (typically, inter alia), when a difficult decision needs to be made or when much information is in working memory and needs to be reformulated), but in others, it could be low.

Also, how reasonable is it to assume that fluctuations in the number and/or length of pauses is/are strongly correlated with a problem trigger upstream, say a few seconds before the pause occurs? Pauses are known to occur very frequently during speech production, typically when looking for the 'right' word or making a syntactic decision. This can happen at any time, whether there was a problem trigger upstream or not, thus producing 'noise' (random or quasi-random variations in the occurrence of hesitation pauses) that makes it plausible to detect an immediate effect when a problem trigger is identified, but less likely to detect a downstream effect. Chmiel et al.'s (2022) findings are not unexpected – but they teach us little.

With the (most welcome) availability of authentic corpora and powerful software, it is tempting (and natural) to look for indicators that can be detected and measured automatically, but common sense and critical thinking, and in particular taking some distance from the microscopic level and looking at phenomena in a wider context, remains crucial – and vice-versa, of course, as was done in Wang 2021 micro-reviewed in this issue of the *Bulletin* – Many of the full references for names and dates cited above can be found in Wang's book. When looking for behavioral downstream effects of cognitive load, I would look first and foremost for indicators that stand out from the noise, such as omissions of important information, something that interpreters tend to avoid. Only at a second stage would I look

for other effects, that are more difficult to detect in the noise, such as deterioration of language quality, pauses, changes in voice quality etc.

(See also the editorial of *CIRIN Bulletin* n°56)

A few considerations around the use of retrospection in IS

Daniel Gile

As corpora are becoming increasingly available, statistical analyses over large samples of interpreters and interpretations have become possible, which is a big asset in terms of generalizability of findings. At the same time, we should not let access to quantitative analyses make us forget the need for analytical thinking about what we observe, how we observe it and what the observations (or lack of statistical significance in measured observations) mean. Retrospective comments can be more sensitive and more specific (indicate a link between an observation and specific underlying reasons), and they can detect phenomena that are real enough but insufficiently frequent to be detected statistically or cannot rise above the noise produced by confounds. For instance, in one unpublished experiment with cued retrospection, a participant recalled how an informationally dense segment in a sentence caused him to lag behind and he was worried about not being able to interpret all of the information. Fortunately, right after this sentence, the speaker made a long pause which allowed him to complete his task successfully. The increase in cognitive load would not have been detected through a hesitation pause. This is why the fact that IS scholars increasingly use retrospection alongside direct measurements is a welcome development. In some case, the information collected through retrospection is actually more valuable than the quantitative analysis offered.

Of course, qualitative comments are not necessarily reliable, nor sensitive. People are not necessarily aware of phenomena in which researchers are interested. When they are, they do not necessarily tell the truth or the whole truth as they perceive it. Some biases (and in particular desirability bias – see *CIRIN Bulletin* n°66) are well known. In several studies reporting educational initiatives, positive comments are used as evidence of success. How reliable is that, when the questionnaires are administered by the teachers and the students know it? Criticism might be more reliable, but all the evidence needs to be looked at critically, and if possible cross-checked with other evidence.

Can retrospection be used alongside corpora? In some cases, authentic source speeches from corpora can be re-interpreted in experimental settings with retrospection and comparisons of authentic interpretations with the experimental interpretations can be done in the hope of gaining insight into phenomena observed in the corpora.

Excessive formalism, rejecting certain methods because they do not comply with norms developed for other disciplines and in other research environments deprives us of potentially valuable opportunities. Any method, be it quantitative or qualitative, has its advantages and drawbacks. Corpora provide us with authentic material, but we often do not know about relevant working conditions. Experiments make it possible to neutralize the effect of some confounds, but not all, and in IS, they are performed with small, non-random samples and with a very small number of relevant conditions (of values of relevant independent variables). Which is the best method? Quantitative, qualitative? Naturalistic? Experimental? There is no universal answer, at least as far as IS is concerned.

Careful observation and critical reflection are essential ingredients in good research. As long as they are present and active in the investigator's mind, retrospection can be very valuable.

Present Nodes

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