

# ***THE CIRIN BULLETIN***

## ***Conference Interpreting Research Information Network***

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

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***Editor: Daniel Gile***

***Contributors to this issue:***

Ivana Čeňková (IC), Elena Davitti (ED), Hande Ersöz Demirdag (HE)  
Katarzyna Krajewska (KK), Kilian Seeber (KSE), Karim Shabani (KS),

**Editorial address:**

**D. Gile, 46, rue d'Alembert, 92190 Meudon, France**

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

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

This Bulletin aims at contributing to the dissemination of information on conference interpreting research (CIR) and at providing useful information to members of the CIR community worldwide. It is intended to achieve maximum coverage of research into this sub-field of interpreting, and only occasionally refers to research and publications in other sub-fields. The *Bulletin* is published twice a year, in January and July. For further information and electronic or paper copies of early issues (the last issue is available on the Web site at any time), please contact D. Gile.

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

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### ***EDITORIAL***

#### **Criticism**

Criticism is a powerful, indispensable part of the research process. During training, it is necessary to guide beginners, especially in view of the fact that the systematic skepticism inherent to scientific thinking as well as the caution in inferencing with which it is associated are not natural in human behavior. After training, criticism is required for the purpose of maintaining quality, especially through the peer-reviewing institution, both to keep authors attentive to norms and to help them identify weaknesses which may have escaped them. Authors often realize the contribution peer-reviewers make to the quality of their publication and sometimes thank them explicitly for it. And yet, peer reviewing is perceived by authors as a hurdle, not welcomed as a service.

But scientific criticism is not without problems: first of all, as regards substance, while faulty logical inferencing, the omission of data, calculation errors etc. can generally be viewed as 'objective', other dimensions of research, for instance the choice of the best method or the best theory to address an issue are more subjective, and different assessors will not necessarily share the same views. This makes peer-reviewing somewhat problematic in many cases: depending on who reviews a paper, it could be considered good or flawed. The practice of adding a third reviewer in case the first two peer-reviewers

disagree is not really a satisfactory solution, because a two-to-one majority does not guarantee the reliability of a judgement – unless the third reviewer is a person with so much authority that it is acknowledged by all parties concerned.

I was taken aback when a translation journal asked me to re-read a paper which I had assessed before and see whether (my?) “instructions were followed”, as if I as a peer-reviewer had the ultimate authority to decide what was “right” and what was not. When I act as a peer, I make comments and suggestions which both the author of the refereed paper and the editor of the journal should look at critically and accept or reject. Similarly, when I receive comments from a peer-reviewer, this is input which I feel free to assess critically and accept or reject.

As an author, I am grateful for criticism which points out what I can acknowledge as flaws in a paper, as this gives me the opportunity to correct errors and infelicitous choices that I missed before the paper is published. As to comments with which I disagree, I either try to explain my choices more explicitly or just express disagreement, and I expect the editor of the journal to make decisions on the basis of all the opinions expressed – but not to take the reviewers’ opinion as more authoritative than the author’s just because they were chosen as reviewers for that particular exercise.

Ego can interfere with one’s ability to accept criticism. But there may be other relevant factors. In a recent review, I recommended a book for its interesting content, but also noted some flaws in the author’s logic and commented on his use of complex concepts from sociology which I thought could have been replaced by simple everyday words without any loss. I associated this with one problem of interdisciplinarity which I find endemic in Translation Studies, namely the not quite appropriate use by Translation Studies authors of concepts from cognate disciplines in which they were not trained. The author was unhappy and complained to me. I asked him whether I had made mistakes in my criticism so that I could correct them if that was the case, but he pointed to none. Apparently, the cause of his displeasure was the very fact that I had criticized him. Was this only a bruised ego problem? Perhaps. But another possibility is that in the particular country where he lives and works, criticizing an author, especially one who has a high position in his/her community, is not done, in which case the scientific norm is in contradiction with a social norm. If that is the case, I feel bad about it, but have no remedy to offer, except perhaps refraining from writing reviews of books in which there is something the reviewer disagrees with. But this would deprive the scientific community of part of the important contribution of criticism. Reviewers are fallible and need to be as careful in their analysis and wording as the authors of texts they review, but they have an important role to play in the life of their discipline and should accept this responsibility, even if it means taking personal risks.

### **Interpreter vs. interpreting cognition**

The *International Journal of Bilingualism* has just published an issue (16:2(2012)) which carries several studies related to conference interpreting. Individual papers from that issue are reported in the Articles section. Psychologists are interested in cognitive skills interpreters might have developed because of their activity in the booth, especially as regards working memory, but their focus is not on interpreting. Interpreters, on the other hand, use theories, models and methods from psychology to investigate interpreting cognition as such. These are different tracks, which meet occasionally. In this issue, Seeber and Kerzek use pupil dilation as an indicator of cognitive effort. Not quite an ideal indicator, but in their study, it did show that cognitive load increased as the interpreted target sentences unfolded, an intriguing finding per se, and that syntactic factors were associated with different levels of cognitive load, which supports the idea that cognitive load does depend on language pair-specific factors.

Hild’s results are also noteworthy: in her study, linguistic complexity resulted in performance deterioration in students but not in professionals. This suggests that over time, interpreters may develop comprehension strategies that differ from those of ordinary speech comprehenders. Interesting. Would such strategies also make them outperform other speech and text comprehenders in other tasks?

Overall, it is encouraging to see in the literature many new empirical studies, including replications. In view of the chronic issue of small samples in the field, replications are probably the best way we have to detect signal above the noise induced by the high variability which investigators find repeatedly in their studies, and which is also noted in several studies reported in this *Bulletin*.

Daniel Gile

## RECENT PUBLICATIONS

### ARTICLES

**Abuín González, Marta.** 2012. The language of consecutive interpreters' notes: Differences across levels of expertise. *Interpreting* 14:1. 55-72.

\* *An empirical study of the language of notes produced by three groups of subjects with different levels of training and experience: beginning students, advanced students and interpreters) in an English-into-Spanish consecutive interpreting task. Students tended to use the source language (English) in their notes more than the target language (Spanish), whereas the trend was opposite among the professionals.*

**Baxter, Robert Neal.** 2012. A simplified multi-model approach to preparatory training in consecutive interpreting. *The Interpreter and Translator Trainer* 6:1.21-43.

**Díaz, Galaz, Stephanie.** 2011. The effect of previous preparation in simultaneous interpreting: preliminary results. *Across Languages and Cultures* 12:2. 173-191.

\* *Abstract: Preliminary results of an empirical study exploring the effect of preparation in the performance of simultaneous interpreting of specialized speeches, carried out with advanced undergraduate interpreting students. Ear-voice-span (EVS), translation accuracy and percentage of omissions were measured as dependent variables. Preparation was found to have a significant effect, especially for difficult segments.*

**Gile, Daniel.** 2011. Errors, Omissions and infelicities in broadcast interpreting. Preliminary findings from a case study. In Alvstad et al. (eds). 201-218.

\* *Simultaneous interpreting output recordings and transcripts of President Obama's inaugural speech as broadcast by TV stations in French, German and Japanese were scrutinized and analyzed for errors, omissions and infelicities in an investigation of cognitive saturation and language-pair specific difficulties. Inter alia, it was found that many misinterpreted or omitted source-speech micro-units did not contain features suggesting they are difficult to understand, and that there were more errors and omissions in the Japanese renderings than in either the German or French renderings. Findings also suggest that there may be different interpreting styles in terms of preference given to language correctness versus information completeness. All these are consistent with the Tightrope hypothesis, according to which interpreters tend to work close to cognitive saturation.*

**Hild, Adelina.** 2011. Effects of linguistic complexity on expert processing during simultaneous interpreting. In Alvstad et al. (eds). 249-267.

\* *A group of 8 student interpreters and a group of 8 experienced interpreters were instructed to simultaneously interpret two speeches, and their performance was compared with reference to linguistic complexity in the speeches. The author used empirically verified complexity metrics to test predictions from research on monolingual language processing in SI conditions. They were supported by the students' performance results, but not by the professional interpreters' output analysis. This*

*suggests that text processing in skilled interpreting is qualitatively different from 'normal' text comprehension, with cognitive strategies developed over years of SI experience.*

**Köpke, Barbara** (Université Toulouse-le-Mirail) & **Teresa M. Signorelli** (Marymount Manhattan College). 2012. Methodological aspects of working memory assessment in simultaneous interpreters. *The International Journal of Bilingualism* 16:2(2012). 183-197.

*\* A discussion of contradicting results of studies measuring working memory skills in simultaneous interpreters. Beyond the technical discussion which has to do with technical parameters and methodological issues, two ideas by the authors, who are not interpreters themselves, are noteworthy: one is that in various tasks where working memory was allegedly measured, perhaps what was actually measured was other cognitive skills; another is that "interpreters are most likely experts in the exploitation of contextual cues, in grasping rapidly the general theme of an utterance, in the computation of a pronoun's efferent and the detection of semantic inconsistencies or ambiguities, in general reading comprehension and other language skills, including non-verbal communicative skills." (p.194). No research-based findings are offered to back this statement, but it certainly deserves research as a topic per se.*

**Moratto, Riccardo**. (Fu Jen Catholic University, Taipei). 2011. Number Processing in Chinese to Italian Simultaneous Interpreting. *Forum* 9:2. 209-231.

*\* Around the Effort Models, Moratto discusses the difficulty in processing numbers when interpreting from Chinese into Italian, which involves major syntactic change operations and a risk of overloading memory. Moratto discusses several techniques used when interpreting from Chinese, and highlights an interesting phenomenon found in Chinese, which involves the use of numbers in set expressions which evoke slogans, topics of general interests and priorities as defined by authorities, etc.*

**Obler, Loraine**. 2012. (City University of New York Graduate Center). Conference Interpreting as extreme language use. *International Journal of Bilingualism* 16:2. 177-182.

*\* An introduction to the special issue with a presentation of the authors. The author, who is a neurolinguist, acknowledges the help of the AIIC research committee and of Kilian Seeber of ETI, Geneva.*

**Pöchhacker, Franz**. (University of Vienna). 2011. Assessing aptitude for interpreting. The SynCloze test. *Interpreting* 13:1. 106-120.

*\* The test combines an auditory cloze exercise with the task of finding rapidly contextually appropriate synonymic sentence endings. Four rounds of testing of about 120 students at the final stage of their undergraduate studies show the test correlates moderately with students' performance on a monolingual consecutive exercise at the end of the course.*

**Rosiers, Alexandra, June Eyckmans & Daniel Bauwens**. (Erasmus University College Brussels & Vrije Universiteit Brussels). 2011. A story of attitudes and aptitudes? Investigating individual difference variables within the context of interpreting. *Interpreting* 13:1. 53-69.

*\* A comparison, by way of personality questionnaires, of undergraduate students who wish to go into translation and those who wish to study interpreting. Profiles are different with respect to self-assessment on how communicative and fluent they are and how self-confident they are in oral tasks. No difference in motivation between the two groups was found. A sight-translation task yielded no difference between the two groups.*

**Russo, Mariachiara**. (SSLMIT, University of Bologna). 2011. Aptitude testing over the years. *Interpreting* 13:1. 5-30.

*\* A comprehensive review and analysis of ideas and practices of admission tests in Western interpreting programs. The work done to develop tests and the assessment of the tests' predictive power is increasingly rigorous, but even when statistical correlations between admission tests results*

and final examination results are found, they are moderately good. Keeping in mind that a .5 correlation coefficient only explains 25% of the variability, it seems that progress made still has limited practical value.

**Seeber, Kilian & Dirk Kerzel.** 2012. Cognitive load in simultaneous interpreting: Model meets data. *The International Journal of Bilingualism* 16:2(2012). 228-242.

\* *Online measurement of cognitive load in simultaneous interpreting is an important issue, as it could test local phenomena (Gile 2008, Bulletin n°37). One attempt was Tommola and Niemi (1986). This study is another attempt, with a somewhat lighter device.*

*An experiment during which pupil dilation was used as an indicator of cognitive load when simultaneously interpreting sentences in which the differences between source language (in this case English) and the target language (in this case German) require syntactic restructuring before reformulation can be done. Sentences with equivalent meaning were created, either with a structure which could be interpreted into German without restructuring or with a structure which was likely to generate some lag, and interpreted (by ten AIC interpreters with at least seven years of professional experience) under two conditions: in one, these "target sentences" were the middle sentence in a context of three sentences, and in the other, they were embedded in authentic speeches. Pupil dilation was measured with a head-mounted eye tracker. Overall, pupil dilation was higher when in a three-sentence context than when in a discourse context. It was also found to increase over the time the sentences were interpreted. In particular, it was found to be significantly higher at the end of the sentences which could not be interpreted in a linear way. This finding suggests that cognitive load is higher when interpreting in a pair of syntactically different languages. Note that the latency of pupil dilation, 200 to 500 ms, restricts the accuracy of identification of the precise time when cognitive-load increases. The headgear and the fact that while interpreting, interpreters had to look at a fixation cross on a computer screen, are also problematic ergonomically speaking.*

**Shabani, Karim.** 2004. Farsi Verb-last Sentences and Simultaneous Interpreting. *Translation Studies*, 2:5. 7-32.

Abstract

*One of the liveliest ongoing debates in interpretation research is the issue of language-specific structural asymmetries as a point for consideration in the process of simultaneous interpreting. The traditional approach to the aforementioned issue is pioneered by Seleskovitch and Lederer who reject the role of typological differences. Quite contrarily, the current view advocated by information-processing (IP) theorists looks at the typological differences of the two language pairs with more dilated eyes and assumes some difficulty emanating from the left-branching and specially verb-last structure of input language in SI process. This study is designed to investigate the significant relation between Farsi SOV word order and Farsi-English simultaneous interpreting. To this end, a contrastive and exploratory analysis of the two languages was conducted. A corpus consisting of several Speakers' inputs along with their synchronized interpreters' outputs were collected and meticulously compared. Finally, it was concluded that the Farsi interpreters of English, when encountering Farsi verb-last word order, normally resort to set of strategies namely waiting, stalling, chunking and anticipation. On implication side, the findings of this study are strongly believed to suggest the syllabus designers of Farsi interpreter training programs and concerned trainers to devise new materials and activities incorporating the said strategies. (KS)*

**Shabani, Karim.** 2005. Anticipation Strategy and Simultaneous Interpreting. *Translation Studies* 2:7. 9-32.

\* *Anticipation as an online strategy in SI is conceived as rendering a constituent in the output language by the simultaneous interpreter before receiving the its original counterpart in the input language. A potpourri of intriguing cues, though piecemeal, is normally taken as a backdrop by the*

interpreter to hypothesize on the finished utterances. The present paper takes its point of departure from the basic assumption that anticipation is regarded as inevitable in SI process particularly in the case of two structurally asymmetrical language-pairs. With this in mind, we will, following an introduction, present an overview of the how and why of the different types of knowledge at the interpreter's disposal at the time of anticipating during SI and then proceed with multiple examples. Finally, on implication side, the paper will offer some tips on how to foster the said strategy for making an appropriate anticipation.

**Key words:** Anticipation, simultaneous interpreting, asymmetrical, Speaker, extralinguistic. (KS)

**Shabani, Karim.** 2005. Ethics in Simultaneous Interpreting. *Translation Studies*, 3:11. 49-58.

\*The main ambition of the present paper is two-fold; to pinpoint some pre-required professional ethics in terms of the qualities for the novice who decides to try his hand at simultaneous interpreting, mostly taken from the fully-fledged SI literature and, second, to offer some practical tips for the novice on how to break into this kind of interpreting.

**key words:** Ethics, SI (simultaneous interpreting), Speaker, audience, interpreter's booth. (KS)

**Shabani, Karim.** 2008. Investigating cohesion in simultaneous interpretation: A parallel corpora-based study. *Translation Studies*, 6:22. 23-38.

\* The present paper takes the discorsal concept of cohesion, as one of the textuality standards, to evaluate the accuracy of a live SI corpus consisting of several SL (Farsi) speeches and their TL (English) interpretations in terms of the degree of cohesion constituted. Different components of cohesion broadly dichotomized into grammatical and lexical types along with their sub-components have been detected both in the SL and TL texts and, then, compared. Finally, some recommendations are made as to the exigency for observing cohesion in the Speaker's and Interpreter's speeches so as to secure mutual understanding. (KS)

**Key words:** textual cohesion, Speaker, Interpreter, simultaneous, texture.

**Shabani, Karim.** 2010. Strategic assessment of EVS regulation during simultaneous interpreting. *Translation Studies* 8:30. 9-26.

\* As a temporal aspect of simultaneous interpreting (SI) and a variable susceptible to source language (SL) factors, ear-voice span (EVS) has been used as a reliable measure of both interpreter's cognitive processing and the quality of his output (Barik, 2002; Gile, 2008; Goldman-Eisler, 1980). This study sets out to measure temporally and linguistically the EVS patterns adopted by a professional interpreter during Persian-English SI alongside a strategic assessment of his EVS regulation. The speaker's and interpreter's outputs were collected in a real conference setting. With the aid of Sound Forge, a comparative analysis was made on synchronized SL-TL wave files to detect different EVS patterns adopted by the interpreter. Following the detection of EVS patterns, an intertextual assessment of interpretations was carried out to detect the types of EVS regulation strategies. Quite commensurate with Goldman-Eisler's (1972) findings, the results from linguistic EVS measurement indicated that the SL verb is a main determinant of meaning and a reliable point of departure for the interpreter to commence interpreting. However, shorter EVS patterns like NP, NP+NP and NP+PP were also found to act as interpretation openers and the interpreter facing the verb-last structure of Persian input did not always give out long EVS patterns but strategically opted for short and optimal VP-less EVS patterns with reliance on a set of regulation strategies to eschew insidious cognitive overload and present a successful SI performance. From didactic optique, it is recommended that the EVS regulation strategies detected in this study like skipping, filtering, generalization, stalling, chunking and anticipation could be wisely incorporated into an interpreter training syllabus. (KS)

**Key words:** interpretation, interpreting, EVS (ear-voice span), cognitive efforts, strategic assessment.

**Shabani, Karim.** 2011. Student interpreters' EVS choices during simultaneous interpreting. *Translation Studies* 8:32.71-86.

\* *Ear-voice span (EVS) being vulnerable to such variables as language combination (Lee, 2006), Speaker's delivery rate (Lyda, 2007; Wei, 2002), speech propositional density (Gile, 2008), etc. during the process of simultaneous interpreting (SI) has been envisaged as a reliable measure of interpretation quality since the early discoveries in interpretation research (Gerver, 1971; Barik, 1973). This study aims at measuring the EVS patterns adopted during SI in Persian/English language pair and assessing their effects on the quality of interpretations. In an experimental procedure, we compared the EVS patterns of two groups of 10 advanced trainees, one group interpreting from Persian to English and the other from English to Persian. With the aid of Sound Forge, a comparative analysis was made on synchronized SL-TL wave files to detect different EVS patterns adopted by the subjects. The quality assessment of interpretations demonstrated that the asymmetrical word order between the two languages highly influenced the subjects' online EVS choices leading them to select longer patterns during Persian-English SI and, subsequently, more faulty interpretations. (KS)*

**Key words:** quality assessment, EVS (ear-voice span), simultaneous interpreting.

**Shabani, Karim.** 2011. Dynamic assessment of interpreting students' listening abilities. *Translation Studies*, 9:33. 9-26.

\* *Driven by the ambition of providing a more nuanced picture of learners' underlying potential and future-in-the-making, Vygotsky spearheaded an innovative assessment procedure more aptly known as Dynamic Assessment (henceforth DA) which serves simultaneously as an evaluative and instructional practice to diagnose learners' specific areas of difficulties and to promote those which are in the state of ripening (Vygotsky, 1978; Poehner & Lantolf, 2008; Poehner, 2010). DA currently in vogue in developmental psychology is getting prolifically utilized by the interested scholars in adjacent disciplines (Lantolf, 2001; Poehner, 2005; Anton, 2008; Ableeva, 2008) with the goal in mind to revitalize the potential applications of Vygotsky's Socio-cultural Theory (SCT) of mind and his revolutionary concept of the Zone of Proximal Development (ZPD) for the assessment of learners' linguistic abilities. This study, more evocative of Vygotsky's SCT perspective on human's mental functioning, was designed to test the feasibility of dynamic assessment as an assessment and instructional procedure to diagnose and promote the listening abilities of interpreting students in classroom context. Poehner's (2009) recently introduced group-based (G-DA) and concurrent format of DA served as the theoretical basis for the construction of our assessment procedures. Concurrent and interactionist G-DA protocols were collected over a time span of eight weeks of instruction. Microgenetic and qualitative excerpts of G-DA protocols are provided to illustrate the effects of G-DA interactions on the students' listening abilities. The results indicated that the G-DA instructions can better diagnose the students' sources of difficulties at the time of listening to the news broadcasts and help promote those which are in the state of maturation. The G-DA interactions had the function of moving the entire class forward in its ZPD while co-constructing ZPDs with individual students within the social microcosm of the classroom context. Finally, it is argued that the G-DA has the potential to serve as an innovative teaching and assessment procedure to enhance the students' listening abilities in interpreting classes. (KS)*

**Key words:** dynamic assessment (DA), Zone of Proximal Development (ZPD), interactionist, listening, interpreting.

**Shaw, Sherry.** (University of North Florida). 2011. Cognitive and motivational contributors to aptitude. A study of spoken and signed language interpreting students. *Interpreting* 13:1. 70-84.

\* *Test on "entry level" and "advanced level" students of conference interpreting and signed language interpreting in four European training programs.*

**Signorelli, Teresa M.** (Marymount Manhattan College, USA), **Henk J. Haarmann** (University of

Maryland, USA), **Loraine K. Obler** (City University of New York). 2011. Working memory in simultaneous interpreters: Effects of task and age *The International Journal of Bilingualism* 16:2(2012). 198-212.

*\* This study examines whether interpreters have better working memory (WM) than non-interpreters, taking into account different WM components and the potential modulatory influence of age. Younger and older interpreters and non-interpreters were tested on reading span, nonword repetition, and order- and category-cued recall, using English, second-language materials. Articulation rate was also assessed. Interpreters outperformed non-interpreters in reading span and nonword repetition, but not cued recall and articulation rate. These results suggest that interpreters have better ability to manipulate information in working memory and process or store sub-lexical phonological representations, but have no advantage in short-term retention of words and their meaning. Compared to the other tested groups, younger interpreters were marginally better in nonword repetition and cued recall, suggesting that future studies on WM advantages in interpreters should consider the age factor.*

**Timarová, Šárka, Barbara Dragsted & Inge Gorm Hansen.** (Lessius University College, Copenhagen Business School) 2011. Time lag in translation and interpreting. A methodological exploration. In Alvstad et al. (eds). 121-146.

*\* Time lag is one potentially powerful quantitative indicator for translation and interpreting process research which has a long history in both translation and interpreting research. In this paper, the three authors engage in an up-to-date methodological discussion, focusing inter alia on variation and variability. In the section of the paper devoted to translation, the authors take advantage of recent eye-tracking technology to test various analyses and reflect on limitations and potential avenues for improvement. In the section on interpreting, they found high inter-individual and intra-individual variability, with no typical patterns. They also measured EVS at three different points: sentence beginnings, verbs and figures in one interpretation by one professional interpreter and found a shorter lag for figures than for verbs and beginning of sentences. This in line with the idea of the importance of local phenomena in interpreting and suggests that when measuring EVS, depending on the specific research questions, it could be useful to select different points of measurement.*

**Timarová, Šárka & Heidi Salaets.** (Lessius University College) 2011. Learning styles, motivation and cognitive flexibility in interpreter training. Self-selection and aptitude. *Interpreting* 13:1. 31-52.

*\* An empirical study focusing on soft skills in self-selected conference interpreting students to third year BA students. Inter alia, successful conference interpreting students tended to be cognitively more flexible, to suffer less from stress and benefit more from positive anxiety.*

**Tiseliu, Elisabet & Gard B. Jensen.** 2011. Process and product in simultaneous interpreting. What they tell us about experience and expertise. In Alvstad et al (eds). 269-300.

*\* Translation students with no interpreting experience, interpreters with two years' experience and interpreters with at least 25 years' experience (the total number of subjects in all groups was 9) were instructed to interpret an English speech into their A language, Swedish, were presented with a transcript of the original speech immediately afterwards and were asked to go through the speech sentence by sentence and try to recall everything they had thought while interpreting. The authors measured the frequency of processing problems mentioned and compared the groups.*

*Using Carroll's scales for intelligibility and informativeness, the output of the subjects was also assessed and compared.*

**Tsuruta, Chikako & Minoru Naito.** (Tokyo University of Foreign Studies). 2011. Incorporating Practicums into the Conference Interpreting Program. *Forum* 9:2.103-117.

*\* Mostly about lectures by external speakers to be interpreted by students, with briefings before the lecture, and transcription, analysis and reflection by students after the event.*

**Tzou, Yeh-Zu** (National University of Tainan, Taiwan), **Zohreh R. Eslami** (Texas A&M University, USA), **Hsin-Chin Chen** (National Chung Cheng University, Taiwan), **Jyotsna Vaid** (Texas A&M University, USA). 2012. Effect of language proficiency and degree of formal training in simultaneous interpreting on working memory and interpreting performance: Evidence from Mandarin–English speakers. *The International Journal of Bilingualism* 16:2(2012).

*\* The influence of second language proficiency and length of formal training in interpretation on simultaneous interpreting (SI) performance and working memory was examined in Mandarin–English student interpreters with one year (n = 11) or two years of formal training in interpretation (n = 9) and in 16 Mandarin–English untrained bilingual controls. SI performance was significantly better in Year 2 than in Year 1 student interpreters, and in Year 1 interpreters relative to bilingual controls. SI performance was also better in advanced L2 users and in high-memory span individuals, whether trained or not in SI. Both Year 1 and Year 2 students outperformed bilingual controls in L1 and L2 reading span. Although Year 2 students tended to show higher working memory span than Year 1 students, the difference was not significant. Finally, working memory span was higher in individuals with greater L2 proficiency. It is concluded that differences in language proficiency may underlie observed differences in both interpreting performance and working memory and that language processing skills (rather than working memory) may be enhanced by formal training in interpreting.*

**Vik-Tuovinen, Gun-Viol.** 2011. Developing professional thinking and acting within the field of interpreting. In Alvstad et al. (eds). 301-315.

*\* In one study, beginning students, advanced students and professional interpreters interpreted a 7 minutes speech from Finnish into Swedish, then listened to a recording of their interpretation and made oral comments which were also recorded. Inter alia, the author found that contrary to students, professional interpreters referred to clients and their needs in their comments, which the author interprets as showing that in spite of the fact that they had no audience except the researcher, they have internalized their role as service providers. This would suggest that the artificial no-clients environment of the lab does not jeopardize ecological validity as it has been claimed it does in the past.*

*In another study, a questionnaire on practical knowledge was filled out by 11 advanced interpreting students and 10 interpreters with 1 to 20 years of experience.*

*Four out of these eleven respondents with respectively 3, 10, 20 and more than 35 years' experience were then interviewed on the acquisition of practical knowledge and tacit knowledge.*

**Wadensjö, Cecilia.** 2011. Interpreting in theory and practice. Reflections about an alleged gap. In Alvstad et al. 13-21.

*\* The author talks about her own experience as a “practisearcher”, a practitioner who set out to do research with two aims, one being to explore dialogue interpreting, and the other to explain to candidate interpreters how they ought to perform their professional role, she realized that the descriptive and prescriptive approach did not necessarily go well together. She also detects two trends in Interpreting Studies, one being the search for evidence which would serve interpreting practice, and the other studies of interpreting as an academic field in its own right. She does not use the traditional categories of applied research for the former versus basis research for the latter. Is it because she only considers a subset of applied research in her first category, one which has prescriptive aims? If so, what about applied research without prescriptive aims, which is also found in the literature?*

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

**Çurum, Duygu.** 2010. *Effect of imagery mnemonic Method of Loci in consecutive interpreter training,*

Master's Thesis, Hacettepe University, Ankara, 2010 (under the supervision of Aymil Doğan).

### **Abstract**

*The aim of this study is to investigate the effect of the imagery mnemonic Method of Loci, which is a memory aid used to encode and organize information for subsequent retrieval, on the consecutive interpreting performances of the students in the course of training. This method is used for retaining and recalling the information, being the content of the source discourse, to be retrieved immediately after its rendition by the speaker during the process of consecutive interpreting. To this end, an experiment was designed to measure the recall and interpreting performances of the randomly selected sample of 3rd-year students of the Department of Translation and Interpretation at Hacettepe University. Pre/post test experimental design was used on the experiment and the control group. Neither group was allowed to take notes as a memory aid to ensure that they rely on their own cognitive resources for recall. The statistical results of this research indicated that there was a significant difference in the consecutive interpreting performances of the subjects using the Method of Loci as a retention and recall mechanism for texts with lower imagery content, in comparison with the control group. As for higher imagery texts, the use of the Method of Loci proved to be as useful as the traditional training method. This study suggests that the Method of Loci constitutes an effective memory aid for interpreting students to improve their retention and recall performance in interpreting.*

*Keywords (HE)*

*Consecutive interpreting, consecutive interpreter training, imagery mnemonics, methods of Loci*  
[http://hacettepe.academia.edu/Duygu%C3%87URUMDUMAN/Books/914541/Method\\_of\\_Loci\\_for\\_Consecutive\\_Interpreters\\_MA\\_Thesis](http://hacettepe.academia.edu/Duygu%C3%87URUMDUMAN/Books/914541/Method_of_Loci_for_Consecutive_Interpreters_MA_Thesis)

**Krajewska, Katarzyna.** 2012. *On quality and variability of quality assessment in simultaneous interpreting.* MA thesis. Adam Mickiewicz University.

*\* The empirical part of this interesting thesis was inspired by Gile's 1999 findings showing considerable variability in quality assessment of interpreting output depending on the group and the modality of assessment. K. Krajewska set out to test this variability. With the help of ten MA students who attend an interpreting studies seminar, she established a list of 22 criteria, each with three statements that express what this criterion means (a good initiative, if one thinks back about the problems Spanish assessors are reported to have in actually understanding what quality parameters are – see the work of Collados Ais and her group reported in previous Bulletins). A questionnaire was then created with the statements and 5-point Likert agreement scales. Assessors were students of interpreting and professional interpreters on one hand, and students of English on the other. An English speech and its Polish interpretation were downloaded, the interpretation was played back to the participants, and a transcript of the original speech was given to half of them. Participants were supposed to listen to the interpretation once without making any pauses. Half of them were also asked to compare the interpretation with the transcript of the original text as they listened to it. They filled out the questionnaire right afterwards.*

*The author tested five hypotheses on the consistency of assessments, on differences between overall ratings and detailed ratings, on differences between groups and conditions, on within-group variability, on visual versus non-visual ratings. Interestingly, ratings with transcripts were higher than without. Additional comments by assessors suggest that when listening to the interpreters, they reacted negatively to parameters of form such as hesitations and pauses (mentioned 10 times), flat intonation (mentioned 5 times), loss of logic, unpleasant voice and the impression that the interpreter was tired. Focusing on the transcript of the original may have taken their minds off these factors. These results are in line with research done in Granada, the findings of which also suggest that form is much more important than user expectation surveys make it to be.*

**Matrasová, Kateřina.** 2012. *Vývoj notace u studentů tlumočnictví na Ústavu translatologie“ (Students of interpreting at the Institute of Translation Studies and their note-taking development) - in Czech,*

MA thesis, Institute of Translation Studies, Charles University, Prague, January 2012, directed by:  
Prof. PhDr. Ivana Čeňková, CSc.

### **Summary:**

*This thesis studies note-taking in consecutive interpretation and its development. In particular it is focused on the note-taking of numbers and link words. Being a frequent source of students' difficulties, these aspects are at the same time crucial for ensuring efficient transfer of message to the target language. Therefore, as required in the majority of theoretical studies and methodologies, both numbers and link words should be present in interpreters' notes.*

*These two aspects have been examined in two experiments, with the participants attending the Institute of Translation Studies of the Charles University Faculty of Arts.*

*The first experiment covering note-taking of numbers has revealed that the precondition for successful note-taking is not only the type of figure (i.e. single or double digit figure) but also the immediate context of the figure in question. As the analysis has pointed out, errors or omissions occurred more frequently in numbers referring to background or additional information rather than in numbers relating to the main ideas of the speech, single digit cases notwithstanding.*

*Aimed at note-taking of link words, the second experiment has revealed students' tendency to omit background or framework information when taking notes. Link words with referential, additional or corresponding meaning occurred in note-taking less frequently than links referring to opposition, explication or conclusion. The level of consistent use of symbols was also in line with the above-mentioned hierarchy. Moreover, compared to numbers, the frequency noted link words was significantly lower.*

*The comparison of the results between the two groups indicated positive development in note-taking skills within the period of two years of studies. In general, third-year students have been less successful. They made more errors when noting down numbers, especially multiple digit ones and numbers relating to background information. These disparities proved to be more significant with link words, where third-year students' note-taking was significantly less consistent. These results point not only to the lack of efficient note-taking system in younger students, but also to their tendency to note down words explicitly mentioned in the speech, with no sufficient attention paid to active listening and analysis.*

*The analysis of two referential interpreting records and their comparison with notes has confirmed that note-taking is an efficient aid for interpreters but that it can hardly guarantee successful interpreting. Notes are by all means important and their system should follow some general recommendations. Nevertheless, neither students nor their teachers should overestimate their impact to the detriment of active listening and analysis. (IC)*

**Moravcová, Dagmar.** 2012. *Vztah mezi rychlostí výchozího projevu a kvalitou výkonu simultánního tlumočnicka (The correlation between the speed of the source speech and simultaneous interpreters performance)* - in Czech, MA thesis, Institute of Translation Studies, Charles University in Prague.

### **Summary**

*The aim of this thesis is to examine the correlation between the speed of the source speech and simultaneous interpreter's performance by means of Czech and French material from the perspective of the French listeners, two groups of interpreters (students and professional interpreters) who interpreted the French source speeches into Czech, and from the perspective of the Czech listeners who assessed the interpreter's performance.*

*The thesis is divided into the theoretical and the empirical part. The theoretical part outlines the Gile's Effort Model and focuses on the delivery rate of the source speech and on various theoretical approaches of different scholars. Attention is also devoted to different errors that may occur in the process of simultaneous interpreting, to interpretation strategies and to the quality of interpretation.*

*For the purposes of the thesis, three different delivery rates of the source speeches were defined in the empirical part: the rate of 80 words/minute (126 syllables/minute) defined as the slow rate, the rate of 120 words/minute (187 syllables/minute) defined as the moderate rate and the rate of 180 words/minute (279 syllables/minute) defined as the fast rate.*

*The source speeches delivered in these three rate variants helped us to establish the frequency of interpretation strategies and the way the strategies were used. We also examined whether there were any differences in the use and in the frequency of strategies between the professionals and the students. We established the occurrence of errors made both by the professionals and the students in the process of simultaneous interpreting. Our goal was to determine whether there was a correlation between the number of errors and the source speech rate and whether the professionals' and students' performance would differ.*

*The empirical part also examines the way the French native speakers and the two groups of Czech interpreters (the students and the professionals) assessed the source speeches from the perspective of the speech rate and comprehensibility. This assessment was carried out by means of a subjective listening analysis and retrospective questionnaires.*

*The final section of the empirical part deals with the assessment of the professionals' and students' performance by the Czech listeners and examines whether these groups obtained the same or different evaluation. And finally, our hypothesis was evaluated. The hypothesis was confirmed in all statements but one saying that the professional interpreters were supposed to cope better with the increasing delivery rate which should be reflected in the lower occurrence of errors both in the category of sense consistency and fluency. This statement was confirmed only partly, because based on our results the professionals delivered worse performance in the category of fluency. However, we are convinced that had the category of fluency involved other suprasegmental features such as intonation and wrongly or improperly placed pauses, the professionals would have achieved better results than the students. (IC)*

## **DOCTORAL DISSERTATIONS**

**OPDENHOFF, Jan-Hendrik.** 2011. *Estudio sobre la direccionalidad en interpretación de conferencias: de las teorías a la práctica profesional.* Doctoral dissertation, Universidad de Granada. <http://0-hera.ugr.es.adrastea.ugr.es/tesisugr/1979020x.pdf>.

*\*This doctoral dissertation investigates the phenomenon of directionality in conference interpreting from the interpreter's perspective. It reports the results of an international survey carried out among 2,129 conference interpreters from all over the world. Participants were asked, on the one hand, about interpreting direction in their own professional practice and, on the other hand, about their opinion on A>B vs. B>A interpreting. Results showed that interpreting into the B language is a widespread practice in all professional sectors and that the majority of participants are quite receptive to this language direction. Survey data also indicated a significant relation between aspects of the personal and professional profile of the participants and their professional practice with regard to language direction, together with their perception of directionality. In this context, one of the conclusions is that the (traditional) directionality debate in terms of comprehension and production issues is oversimplified and that directionality should be considered in a wider context which includes aspects such as the working languages involved, quality perception issues, features of the different communication contexts or characteristics of the interpreter's personal and/or professional profile.*

**Ruiz Mezcuca, Aurora.** 2010. *El equipo de interpretación simultánea y sus implicaciones didácticas.* Doctoral dissertation, Universidad de Málaga. <http://riuma.uma.es/xmlui/handle/10630/4732?show=full>

\* *On equipment and training.*

**Timarová, Šárka.** 2012. *Working memory in conference interpreting.* Doctoral dissertation. University of Leuven, Faculty of Arts.

\* *An empirical study measuring 28 professional interpreters' performance in 7 working-memory related tasks and seeking correlations with their interpreting performance.*

*Some important findings:*

- *Individual working memory functions were found to be largely independent of each other.*
- *Interpreting performance was not correlated with working memory storage capacity*
- *Central executive functions, especially attention control, were found to be related to interpreting performance.*

**ZHAN, Cheng (James).** 2011. *The Interpreter's Role as Mediator in Political Settings. A Corpus based Analysis of Shifts in Interpretation.* Doctoral dissertation, School of Interpreting and Translation Studies, Guangdong University of Foreign Studies, China

\* *This thesis presents the findings of a corpus-based empirical research on the role of government staff interpreters in the political context of China. Focusing on the previously much ignored area of dialogue interpreting done in political settings, the thesis aims to identify the way the interpreter interacts with the primary parties of communication in consecutive interpreting in political meetings as well as how interpreters perform their role(s) through the understanding, processing and mediating of such discourse in political settings.*

*It is generally believed that the higher the level of an interpreting task and the more formal its setting, the less room the interpreter is allowed to perform the mediation role. Based on detailed description and analysis of discourse documented in authentic encounters between top leaders of Guangdong Province and their foreign visitors with interpreters' participation, the thesis attempts to challenge the conventionally-held view that government staff interpreters serve as a faithful echo of the original speaker(s).*

*The objective of this thesis is to describe the activity of interpreter-mediated interactive communication based on an authentic audio-taped corpus of interpreted political encounters, rather than prescribe norms and ideals, or make value judgments about interpreting or interpreters. Building on a parallel corpus of the source language and target language output in political meetings in Guangdong with six professional staff interpreters of the Foreign Affairs Office of Guangdong Province, and adopting critical discourse analytical methods, the thesis analyzes "shifts" on various levels in the process of interpreting.*

*Quantitative analysis of the corpus data shows that shifts in the target language output done by the interpreters of the original utterances occur frequently, a part of which are in the form of personal angle shifts, such as shifts between first person and third person angles, second person and third person angles, and shifts of speaking subjects. This suggests that interpreters quite frequently change their personal angles, arguably as a means of discourse mediation in interpreting. The interpreters' perception of the "self" and the projection of the "other" may be related to the ideological factors both internal and externally imposed on them.*

*Upon further classification and critical discourse analysis of shifts in the interpretation done in political meetings, different levels of renditions such as zero renditions, summarized renditions, reduced renditions, substituted renditions and extended renditions point to interpreters' option for primarily making sense of what the primary interlocutors say, and communicating information in such a way as to enable a conversation between people with different linguistic, cultural and ideological backgrounds.*

*The findings in the mediation role of the interpreters are reinforced in juxtaposition with para-discursive texts in the form of reflections of experienced interpreters working in similar settings.*

*The research shows that interpreters working in political settings do not seem to serve as a*

*commonly perceived faithful echo of their speakers, but quite often perform the role of a mediator with embodied agency. They not only speak with a voice in the political meetings, but may also project their own voice and show their presence as well as positions in a context charged with distinctive political and cultural features. With individual as well as institutional identities, they may operate in such a way as to speak for their government and political institution, even sometimes at the expense of violating certain professional codes of conduct. As previous research on the role of interpreters was mostly analysis of interpreting done in various community settings, this thesis offers some new insights into the role performance of interpreters working in political settings of the government.*

## BOOKS

**Alvstad, Cecilia, Adeline Hild & Elisabet Tiselius** (eds). 2011. *Methods and Strategies of Process Research. Integrative approaches in Translation Studies*. Amsterdam/Philadelphia: John Benjamins.  
\* A collection of 17 papers on research into the process of translation and interpreting. Those related to interpreting are listed with micro-summaries in the Articles section.

## Unpublished Web collective document

**EMCI**. 2005. Teaching Simultaneous Interpreting into a “B” Language.  
<http://www.emcinterpreting.org/repository/pdf/EMCI-TeachingSimultaneousIntoB-vol2.pdf>

\* Not a book, but a collection of papers on the highly controversial and important topic of directionality. EMCI, which stands for European Masters in Conference Interpreting (<http://www.emcinterpreting.org/index.php>), is a European consortium for high-level conference interpreter training which was set up at the initiative of the European Commission with the participation of a number of European universities. In this pdf document, six papers are presented:

**Aroella, Mari-Liis**. 2005. Comment améliorer sa langue B (expérience vécue). In EMCI (2005): 2-4.

\* For the purpose of improving one’s interpreting skills in work into B, the author recommends identifying nouns occurring frequently in the type of speeches one interprets (and gives examples like *politique, plan, dialogue, enquête, coopération, progrès, engagement, action, difficulté, lois, succès* as well as verbs and adjectives found frequently in collocations with these nouns and to learn them until they reach high availability (she describes this with simple images: until they are “known by heart” and the interpreter does not need to think for a second before retrieving them from memory).

**Rejskova, Jana**. 2005. Assessment of interpreting into English B. In EMCI (2005): 5-14.

\* Three Czech students with English B were asked to interpret three Czech speeches into English, and the transcripts of their English renditions of the speeches were assessed by interpreters who either had Czech in their language combination (4 people) or did not know Czech (5 people). The assessment was done on grammar, pronunciation, source language influence, appropriate use of idiomatic expressions and register, resourcefulness, suitability for relay.

*The findings show considerable inter-rater variability and no clear difference depending on whether the assessor had knowledge of Czech or not.*

**Fernando, Tasmine**. 2005. L’incidence du ‘sens’ de l’interprétation (simultanée vers le B) sur la transmission du sens. In EMCI (2005): 15-37.

\* Three English A French B interpreters who were not trained in working into B and had little or no experience of working into B interpreted two speeches, one from French into their A language and one from English into their B language (French). In this case study, the author notes *inter alia* that:  
- When working into B, interpreters tended to transcode (form-based interpreting) more than when working into A

- *When working into B, there were more self-repairs and omissions*

*The data are interesting. The one fundamental problem in this study is that the author selected deliberately interpreters who did not usually work into B. This deliberate bias casts doubts on the possibility to generalize to interpreters who do work usually into their B language and who may have developed specific skills and tactics for this interpreting direction.*

**Donovan, Clare.** 2005. Directionality and difficulty: the consequences of preparation on interpreting technical speeches into the A and into the B languages. In EMCI (2005): 38-59.

*\* In one experiment, 2 student interpreters and 2 interpreters were asked to prepare two conference topics with a view to interpret into A and into B respectively. They were also asked to interpret two specialized speeches without preparation, one into A and one into B. Considerable inter-individual variability was found.*

*In a second experiment, subjects (3 students and 5 interpreters, plus 2 who worked only without preparation) were asked to interpret the first part of one speech into A and the first part of another speech on the same subject into B, and then do some preparation work and then continue interpreting the same speech. Recordings were prepared and notes were taken on the interpreters' performance.*

*Problems found were then divided into:*

- *Hesitations and corrections*
- *Slight omissions, generalizations, approximations*
- *Awkward expression*
- *Major omissions or inaccuracies, loss of coherence*
- *Breakdown in reasoning.*

*Again, considerable inter-individual variability is reported by the author.*

*Referring to the Effort Models, the author notes a clear pattern of gradual saturation of processing capacity when there is an accumulation of technical terms, acronyms and/or figures and when the interpreter is confronted with ideas that are hard to process.*

*She also notes that when working into B, there are more major discrepancies and more breakdowns in coherence. On the other hand, the number of omissions and minor discrepancies is not significantly correlated with directionality. Indeed, there were more cases when working into A than when working into B.*

*Instances of awkward or unclear expression are nearly twice as frequent when working into B, with no significant differences between students and professionals. On page 44, the author says "it cannot be claimed that there is a major quality gap in all cases between work into A and into B".*

*As to preparation, it was found to have clear benefits, with 40 instances of major omission and loss of coherence and breakdown in reasoning and 22 of complete breakdown in reasoning in the no-preparation condition vs. 6 and 3 respectively in the preparation condition.*

*The author also notes that all subjects claim to have spent one to two hours preparing, using internet and looking at the concise background material given to them.*

*At the end of the paper, the author gives advice on how to work into B*

*Overall, a very interesting initiative. Unfortunately, only mean figures are given, without either significance testing or standard deviation numbers or even figures for each individual subject, so that it is not possible to assess the real significance of many of the differences reported.*

*One also wonders what the results might have been had the speeches been less technical and informationally dense.*

**Adams, Christine & Zoe Hewetson.** 2005. Preparing speeches and vocabulary for simultaneous interpreting sessions: the UoW example. In EMCI (2005): 60-62.

*\* A micro-report on seven students with Maltese A and their language problems when working into English B.*

**Déjean Le Féal, Karla.** 2005. L'interprétation simultanée vers le B – Les principes. In EMCI (2005): 63-65.

\* *A few reflections on the additional difficulty to which interpreters submit themselves when working into B.*

### ... AND BEYOND CONFERENCE INTERPRETING

**Bontempo, Karen & Jemina Napier.** (Macquarie University, Australia). 2011. Evaluating emotional stability as a predictor of interpreter competence and aptitude for interpreting. *Interpreting* 13:1. 85-105.

\* *A mail questionnaire filled out by 110 NAATI-accredited signed language interpreters. Goal-orientation, self-efficacy and negative affectivity were found to only account for 9% of overall variance. Emotional stability had the strongest impact with regard to perceived competence. The author discusses the findings with wisdom, stressing that the predictive power of personality testing is still too limited for direct application, but that awareness of the influence of certain traits can lead trainers to do what they can to develop self-confidence, positive coping skills, assertiveness and resilience.*

**Davitti, Elena.** 2012. *Dialogue interpreting as intercultural mediation: integrating talk and gaze in the analysis of mediated parent-teacher meetings.* Doctoral dissertation, University of Manchester.

\* *An interesting empirical study on dialogue interpreting using in particular gaze analysis.*

#### **Abstract**

*This study explores how the positioning of dialogue interpreters is shaped in mediated interaction through the combined investigation of two main units of analysis, i.e. assessments and gaze. The data used consists of a small corpus of authentic, video-recorded, mediated interactions between English and Italian. These encounters take place in pedagogical settings; in particular, the specific type of institutional talk analysed is that of mediated parent-teacher meetings, which represents uncharted territory for interpreting studies. An interdisciplinary approach encompassing conversation analysis and studies on non-verbal communication is adopted to explore how interactants orient to both verbal and non-verbal activities (mainly gaze) in the production and monitoring of each other's actions, in the initiation and maintenance of social encounters, and in the co-construction of meaning and participatory framework.*

*As for the verbal dimension, this thesis focuses on assessments, given that evaluative talk characterises the interactions under scrutiny. In particular, some tendencies (namely upgrading and downgrading renditions) in the way interpreters handle utterances embedding evaluative assessments have been identified, explored and linked to issues of identity and epistemic authority. One of the most innovative aspects of this work lies in the exploration of how positioning is realised not only verbally, but also non-verbally, by accounting for non-verbal features in the analysis of verbal interaction. Although non-verbal features have been recognised as part and parcel of human social interaction as well as important vectors of meaning and co-ordination (e.g. Goodwin 1981; Kendon 1990), their sequential positioning in relation to the production of the ongoing flow of talk and their use by interpreters to complement/replace specific verbal features is uncharted territory for interpreting studies. Since the groundbreaking work by Lang (1976, 1978), little research has integrated gaze in the analysis of the interpreter's (and participants) verbal output (e.g. Wadensjö 2001; Bot 2005).*

*To enable its investigation, gaze is systematically encoded alongside specific conversational cues via the ELAN software, which interfaces audio-video input in a user-friendly hypertextual transcription. A specific gaze-encoding system has been developed for triadic interaction, building on Rossano's (2012) one for dyadic interaction. These symbols have been mapped onto the verbal*

*transcript of specific sequences, with a view to investigating how gaze is used as an interactional resource in conjunction with verbal behaviour when producing such sequences.*

*Through analysis of the actions performed via talk and gaze, the thesis investigates how displays of knowledge and epistemic authority are achieved and the impact of the interpreter's shifting positioning on the unfolding interaction. The micro-analysis of transcripts is placed within a macro-analytical framework to explore whether interpreters work as intercultural mediators when they display an engaged behaviour and act as ratified participants. Findings show that the specific moves isolated, although trying to establish a common ground with the mothers, do not seem to contribute to participants' empowerment and participation, thus suggesting the need for a more nuanced conceptualisation of intercultural mediation.*

**Gile, Daniel.** 2012. Beyond "East" and "West" in Translation Studies. Systems and Interactions. In Králová, Jana & Stanislav Rubáš (eds). *Translating Beyond East and West. Selected Papers from the 2009 Prague International Conference in Translation and Interpreting. Philologica 2. Translatologica Pragensia VIII.* Charles University in Prague. Karolinum Press. 27-40.

*\* Disciplines and sub-disciplines as interacting systems.*

**Macnamara, Brooke N., Adam B. Moore, Judy A. Kegl & Andrew R.A. Conway.** (Princeton University, University of Southern Maine). 2011. Domain-general cognitive abilities and simultaneous interpreting skill. *Interpreting* 13:1. 121-142.

*\*29 American Sign Language Interpreters were rated as highly skilled, somewhat skilled and less skilled by raters who were familiar with their work, and then took a set of cognitive and personality tests. Statistical results suggest strongly that highly skilled interpreters are more flexible mentally, have faster cognitive speed, less anxiety about risks, are faster and more accurate when switching tasks and have faster psychomotor speed than less skilled interpreters.*

## Present Nodes

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

For **Albania**: Erida Prifti, Lagia "Dëshmorët", Nr. 1309, 0000 Vlora [erida.prifti@gmail.com](mailto:erida.prifti@gmail.com)

For **Argentina**: Silvia Veronica Lang, Coletta 373 2804, Campana, Provincia de Buenos Aires

For **Australia**: JC Lloyd-Southwell, Department of Language and International Studies, Faculty of Language, Education and Community Services, RMIT University, Melbourne - Telephone (03) 9527- 4160 or mobile 0414-614-022

For **Austria**: Franz Pöchhacker, Center for Translation Studies, University of Vienna, Gymnasiumstr. 50, A-1190 Wien - e-mail:

[Franz.Poechhacker@univie.ac.at](mailto:Franz.Poechhacker@univie.ac.at)

For **Belgium**: Erik Hertog, Lessius Hogeschool, St.-Andriesstraat 2, 2000 Antwerp Tel: 32 3 206 04 91 (ext. 264) Fax: 32 3 206 04 99 - e-mail: [erik.hertog@lessius-ho.be](mailto:erik.hertog@lessius-ho.be)

For **Canada**: Stephen Capaldo, Interpretation and Translation Service, Legislative Offices, Room 3657, Whitney Block, Queen's Park, Toronto, Canada M7A 1A2

For **Chile**: Gertrudis Payàs, Escuela de Lenguas y Traducción, Facultad de Artes y Humanidades, Universidad Católica de Temuco, Avda.

Alemania 0422, Temuco, C.P. 4810296, CHILE [payas@lagerta.com](mailto:payas@lagerta.com)

For **China (Hong Kong)**: Andrew Cheung, Department of Chinese and Bilingual Studies, Hong Kong Polytechnic University, Kowloon, Hong Kong - e-mail: [profakc@gmail.com](mailto:profakc@gmail.com)

For **China (Shanghai)**: Ailing (Irene) Zhang, Graduate School of Interpretation and Translation, Shanghai International Studies University, 550 Dalian Road (W), Shanghai 200083, P.R.China - e-mail: [azhang@shisu.edu.cn](mailto:azhang@shisu.edu.cn)

For **China (Taiwan)**: Riccardo Moratto, Fu Jen Catholic University/National Taiwan Normal University (NTNU), personal address Rm. 11,

19F., No.23, Minquan Rd., Danshui Township, Taipei County 251, Taiwan (R.O.C.) - e-mail: [riccardomoratto@gmail.com](mailto:riccardomoratto@gmail.com)

For **Costa Rica**: Priscila Siu, Apartado 846-2350, San Francisco de Dos Rios San Jose, Costa Rica - e-mail: [prissiu@sol.racsca.co.cr](mailto:prissiu@sol.racsca.co.cr)

For **Cuba**: Lourdes Arencibia, 17 No.357 (altos) esquina a G. Vedado. La Habana 4 - e-mail: [lourdes@cubarte.cult.cu](mailto:lourdes@cubarte.cult.cu)

For the **Czech Republic**: Ivana Cenková, Charles University, Institute of Translation Studies, UTRL FF UK, Hybernska 3, 110 00 Praha 1 tel 42 02 216 195 13 fax 42 02 216 195 28 - e-mail: [IVANA.CENKOVA@ff.cuni.cz](mailto:IVANA.CENKOVA@ff.cuni.cz)

For **Denmark**: Helle Dam, Handelshøjskolen i Aarhus, Fuglesangs Allé 4, DK-8210 Århus V - e-mail: [HD@asb.dk](mailto:HD@asb.dk)

For **Egypt**: Sania Sharawi-Lanfranchi 4, El-Saleh Ayoub, Zamalek 11 2 11, Cairo [shara11@hotmail.com](mailto:shara11@hotmail.com)

For **Estonia**: Margus Püusepp, Vallikraavi12-15, 51003 Tartu, Estonia. [mpuusepp@hotmail.ee](mailto:mpuusepp@hotmail.ee)

For **Finland**: Yves Gambier, University of Turku - Centre for Translation and Interpreting, Koskenniemenkatu 4 - 20500 TURKU, Finland - [yves.gambier@utu.fi](mailto:yves.gambier@utu.fi)

For **France**: Daniel Gile, 46, rue d'Alembert, 92190 Meudon - e-mail: [daniel.gile@yahoo.com](mailto:daniel.gile@yahoo.com)

For **Germany**: Sylvia Kalina, Fachhochschule Köln, Fachbereich Sprachen, Mainzerstr. 5, 50678 Köln - e-mail: [Sylvia.Kalina@fh-koeln.de](mailto:Sylvia.Kalina@fh-koeln.de)

For **Greece**: Anastasia Parianou, Ionian University, Megaro Kapodistria, 49100 Corfu - e-mail: [papik1@otenet.gr](mailto:papik1@otenet.gr)

For **Hungary**: Krisztina Bohak Szabari, Eötvös Lorand University Budapest, Zsalya u. 3, H-1141 Budapest, [bohak@mail.inext.hu](mailto:bohak@mail.inext.hu)

For **India**: Ujjal Singh Bahri, Editor, International Journal of Translation. - e-mail: [bahrius@del6.vsnl.net.in](mailto:bahrius@del6.vsnl.net.in)

For **Ireland**: Michael Cronin, School of Applied Languages, Dublin, City University, Dublin 9, Ireland - e-mail: [croninm@dcu.ie](mailto:croninm@dcu.ie)

For **Israel**: Miriam Shlesinger, Bar Ilan University, 12 Recanati Street, 69494 Ramat-Aviv, [Shlesm@mail.biu.ac.il](mailto:Shlesm@mail.biu.ac.il)

For **Italy**: Scuola Superiore di Lingue Moderne per Interpreti e Traduttori, Università degli Studi di Trieste, Via Filzi 14, 34132 Trieste - e-mail: [laurag@ssmit.univ.trieste.it](mailto:laurag@ssmit.univ.trieste.it)

For **Japan**: Masaomi Kondo, Daito Bunka University, Dept. of Economics, 1-9-1 Takashimadaira, Itabashi-ku, Tokyo, Phone: 935 1111 - e-mail: [omikondo@amber.plala.or.jp](mailto:omikondo@amber.plala.or.jp)

For **Mexico**: CESLAA (Dra Georganne Weller), Tlaxcala 78-501, Col. Roma Sur, México, D.F. 06760 - e-mail: [gemavaniki@yahoo.com](mailto:gemavaniki@yahoo.com)

For **Peru**: ASPTI - Asociación de Profesionales en Traducción e Interpretación de la Universidad Femenina del Sagrado Corazón, Calle Raymundo Carcamo 912, Urb. Santa Caline, Lima - 13

For the **Philippines**: Ms. Ross Alonzo, University of the Philippines. 52 Apacible St. Area 1, U.P. Diliman Campus, Quezon City 1101

For **Poland**: Bartłomiejczyk, Magdalena Univ of Silesia, Institute of English, ul. Zytunia 10, 41-205 Sosnowiec, Poland:

[magdalenabartlomiejczyk@hotmail.com](mailto:magdalenabartlomiejczyk@hotmail.com)

For **Portugal**: Manuel Santiago Ribeiro, Rua Correia Teles, 32-2º PT - 1350-100 Lisboa, tel/fax: + 351.21.386.9429 - e-mail: [msr@aiic.net](mailto:msr@aiic.net)

For **Romania**: Doina Motas, 3, Nicolaie Iorga Str., Bucarest 1, 71117

For **Russia**: Elena Alikina, Perm State Technical University [elena\\_alikina@ecology.perm.ru](mailto:elena_alikina@ecology.perm.ru)

For **Spain**: John MATTHEWS, Facultad de Traducción e Interpretación, Universidad Autónoma de Barcelona, Edifici M, 08193 Bellaterra, Cerdanyala, Barcelona, tel/fax +34 3 580 65 45 - e-mail: [jmatthews@grn.es](mailto:jmatthews@grn.es)

For **Sweden**: Cecilia Wadensjö, Dept. of Communication Studies, Linköping University, S-581 83 Linköping - e-mail: [cecwa@tema.liu.se](mailto:cecwa@tema.liu.se)

For **Turkey**: Hande Ersöz-Demirdağ, Yıldız Teknik Üniversitesi Fen- Edebiyat Fakültesi Bati Dilleri Ofis: B1018, Davutpasa Cad no: 127, 34210 Esenler/İstanbul Turkey, tel: +90 212 449 15 58 [handeersoz@hotmail.com](mailto:handeersoz@hotmail.com)

For the **United Kingdom**: Udo Jörg, 378 Ivydale Road, London SE15 3DG - e-mail: [UdoJorg@aol.com](mailto:UdoJorg@aol.com)

For **Uruguay**: Maria Julia Sainz, Facultad de Derecho/Traductorado, Universidad de la Republica, Bvar. Artigas 210

11.300 Montevideo, Uruguay tel/fax (598 2) 711 54 56 - e-mail: [mjsainz@adinet.com.uy](mailto:mjsainz@adinet.com.uy)

For the **USA**: Adelina Hild, 130 Mitchell Road, Somers, NY 10589, Tel: (914) 239 3551 [adelina@gmx.ch](mailto:adelina@gmx.ch)

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