THE CIRIN BULLETIN

Conference Interpreting Research
Information Network

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

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

Welcome to two New Nodes: 'Segun Afolabi, from Nigeria, is currently a PhD student at Université Laval in Quebec, working on translation and interpretation needs and translator and interpreter training in Nigeria; and Victor Hugo Sajoza Juric, from the National University of Córdoba, Argentina, who is an active researcher working inter alia on ICT in translator training. Thanks to both of them for their interest and willingness to act as Nodes. It is gratifying to see interest in CIRIN from colleagues who are not necessarily conference interpreters, and an indicator of increasing communication and interaction between various types of interpreting and between interpreting and translation, at least as regards research.

       While in the first issues of the *Bulletin*, the focus was on listing new entries to make colleagues aware of their existence, it gradually became clear that it might be far more useful, whenever possible, to give some information, and perhaps offer some comments on each publication beyond what could be inferred from the title – without going into a full review, which, in the case of books, is done in journals. In some cases, abstracts are part of the relevant publication or written by the authors or by contributors who send in the information and only need to be edited, but in the majority of cases, I read the publications myself and try to write a few (hopefully) useful words about each. From time to time, the amount of new material is such that I cannot process all of it by the relevant deadline, i.e. the end of January or the end of July, and it has to wait until the next issue or the one that follows it. This is the case of a few collective volumes and monographs which I have not finished reading in time for this issue but believe are well worth highlighting and commenting. My apologies to the authors/editors. Their work will be reviewed in the next *Bulletin*.

***Bulletin* n°*54* statistics and salient entries and points**

In this issue, there are 77 entries on or strongly related to conference interpreting, at least 61% of which report empirical studies. All 5 doctoral dissertations are empirical as well, and so are 62% of the 16 theses listed in this *Bulletin*. There are 20 papers published in journals, 75% of which report empirical studies, and 29 articles or chapters in collective volumes, 59% of which report empirical studies. Training remains the most popular theme, with 18 out of the 77 entries (23%). The largest contributing country is China, with 10 entries, plus 7 entries by Chinese working in the UK, Australia and the US. The second largest contributing country is the UK.

On ***training***, two remarkably rich books on conference interpreter training by Setton and Dawrant and a welcome study on students (de-) motivation by WU despite a methodological reservation.

Several entries in this *Bulletin* deal with ***International Sign***. International Sign is not a conventionalized (signed) language per se, but a combination of signs from national sign languages and other means by which speakers (including interpreters) communicate with Deaf persons when all persons present do not share a national signed language. In an international conference setting, this is a rare situation for spoken languages, and one that gives much food for thought. Besides the very particular linguistic situation, such situations put the focus of the interpreter's endeavors not on the speaker and his/her presentation *per se*, as is often the case in spoken language interpreting, but on the intended receivers and how much they will understand.

Also on training, Shami's doctoral dissertation looks at ***language-specific difficulties***, in this case when interpreting from English into Arabic. Findings strengthen the case for language specificity of interpreting and for language-specific training in coping tactics.

Information loss in interpreting is a sensitive issue, not often addressed in research on (spoken language) conference interpreting. LU's doctoral dissertation is a naturalistic study which scrutinizes and quantifies the types of loss in English-Chinese simultaneous interpreting.

A contribution to investigation of note taking in consecutive: CHEN (2017) shows how the ***electronic pen*** can be used to measure time lag. In particular, in her study, Chinese interpreters preferred taking notes in English rather than Chinese, and there was a longer lag when taking notes in Chinese. Could this explain their linguistic preference?

The scrutiny of ***corpora*** to investigate the issue of the interpreter's transparency (or the lack thereof) is helpful when trying to distinguish idiosyncratic behavior from actual trends. Magnifico & Defrancq's study uses Ghent University's European Parliament Interpreting Corpus to study hedges and potential gender-related differences in their frequency. Dal Fovo's contribution is also related to hedges.

Two contrasting ***scientometric*** studies: one by PAN, WANG and YAN, which focues on the exploration of a particular question and involves qualitative analysis beyond the statistics, and one by XU, which does not.

Ethics and the interpreter's role occupy center stage in Biagni, Boyd and Monacelli's collective volume. Miner's and Turner and Best's contributions are particularly interesting and thought-provoking

The ***history of interpreting*** is also well represented in this issue of the *Bulletin*, through several contributions from Germersheim.

From Iran, Dastyar offers three '***dictionaries***' of terms and metaphors to help understand the TIS literature.

Finally, there is a welcome introduction to ***statistics*** by Mellinger and Hanson. The mathematical foundation is solid and the explanations should be clear even to laypersons, at least as regards the basics.

Daniel Gile

RECENT CIR PUBLICATIONS

ARTICLES

Albl-Mikasa, Michaela. 2014. English as a lingua franca in international conferences. Current and future developments in interpreting studies. *Interpreting and Translation Studies* (Korea) 18:3. 17-42.

Albl-Mikasa, Michaela. 2015. ELF speaker's restricted power of expression. Implications for interpreters' processing. In **Ehrensberger-Dow, Maureen; Englund Dimitrova, Birgitta; Hubscher-Davidson, Séverine & Norberg, Rolf** (eds). *Describing cognitive processes in translation. Acts and events*. Amsterdam/Philadelphia: John Benjamins. 43-62.

Albl-Mikasa, Michaela. 2017. Notation language and notation text. A cognitive-linguistic model of consecutive interpreting. In **Someya, Yasumasa** (ed). *Consecutive Note taking and Interpreter Training*. Oxon and New York: Routledge. 71-117.
* A condensed version of Albl-Mikasa's 2007 German book (see Bulletin 35), and a good opportunity for readers who do not read German to become familiar with her ideas about note taking in consecutive. A theoretical contribution, using in particular relevance theory, with an illustration from the notes of 5 students. Albl-Mikasa takes a critical view of 'traditional' ideas about note-taking in consecutive. She considers that notation is a language which has the features of other natural languages at lexicon, sentence and discourse level – and that it is teachable as such.

Albl-Mikasa, M. ; Bartels, L. ; Mohler, M. & Wick, B. 2016. World Englishes and English as a lingua franca in interpreter training. In **Hagemann, S.; Kempa, T: Neu, J. & Walter, S.** (eds) *Translationslehre und Bologna-Prozess: Unterwegs zwischen Einheit und Vielfalt*. Berlin: Frank und Timme.

Alonso Bacigalupe, Luis. (University of Vigo, Spain). 2010. Information processing during simultaneous interpreting: a three-tier approach. *Perspectives: Studies in Translatology*, 18, 39-58.

Bertozzi, Michela. (Università di Bologna, Forlì). 2014. Analisi delle disfluenze del discorso durante l'interpretazione simultanea da italiano a spagnolo. (Analysis of speech disfluencies during simultaneous interpreting from Italian into Spanish). *CUADERNOS AISPI* 4. 149-164.
* The aim of this empirical study was to analyze how simultaneously interpreted texts (from Italian into Spanish) are affected by a series of disfluencies (pauses, lengthening of syllables), and their effects on oral rendition. Three corpora of (Italian) source and (Spanish) target texts were created to offer a wide view of such phenomena, which were divided into two categories: disfluencies and carry-over effects (Schjolager 1995; Gile 2009). The results of the analysis shed light on the main difficulties arising during an oral task such as simultaneous interpreting from Italian into Spanish.

Best, Brett; Napier, Jemina; Carmichael, Andy; Pouliot, Oliver. (UK, Freelancer; UK, Heriot-Watt; UK, Freelancer; France, Overseas Interpreting). 2016. From a Koine to a Gestalt: Critical Points and Interpreter Strategies in Interpretation from International Sign into Spoken English. In Rosenstock & Napier (eds). 136-166.
*According to the authors, this may well be the first publication on IS-into-English interpreting. The authors write about general issues related to interpreting from a signed into a spoken language and talk about "compression" and "expansion" strategies. This apparently corresponds to what is referred to in the literature on translation and spoken language interpreting as (language-related) explicitation and implicitation, and what has been analyzed in more synthetic form as reformulation taking on board linguistically and culturally induced information (LCII) by Gile. They mention some effects of failure to take on board differences in LCII, as well as the effect of atypical pauses. In order to investigate interpreting tactics ("strategies") in IS into English, they studied an authentic interpretation of a lecture

given in IS and interpreted into English by two interpreters. Two approaches were used to analyze the data, one based on the identification of disfluent pauses, and the second on a comparison of transcripts of the source text and the target text.

CHEN, Sijia (Macquarie University, Sydney). 2017. The construct of cognitive load in interpreting and its measurement. *Perspectives* http://www.tandfonline.com/doi/abs/10.1080/0907676X.2016.1278026
* A theoretical, 'exploratory' discussion of how cognitive load could be measured. Methods and indicators are reviewed on the basis of the literature. How specific indicators are (for instance, performance measurements) can indicate the influence of cognitive load and what ideas presented by the authors are actually feasible remains to be seen through empirical testing.

CHEN, Sijia (Macquarie University, Sydney). 2017. Note-taking in consecutive interpreting: New data from pen recording. *Translation & Interpreting* 9:1. 4-23.
* A very interesting small-scale study of consecutive interpreting of two 5 minute speeches from English-into-Chinese and vice-versa by 5 professional Chinese-A English-B interpreters with an electronic pen. This relatively simple but powerful procedure showed clearly that in the sample, interpreters preferred taking notes in English rather than in Chinese in both directions, that they preferred abbreviations to full words and language to symbols, but also that it took interpreters longer to start representing an idea with a symbol than with language and that it took them longer to write a note in Chinese than in English, to cite just two examples.

FAN, D. 2010. Towards More Relevant Skills-oriented Interpreter Training for Chinese Students. In: **VALERIE PELLATT, K. G., SHAO-CHUAN WU** (ed.) *Teaching and Testing Interpreting and Translating*. Oxford: Peter Lang.

FU, R. 2016. Comparing modal patterns in Chinese-English interpreted and translated discourses in diplomatic setting: A systemic functional approach. *Babel* 62: 104-121

Gile, Daniel. 2016. Language skills under pressure: the case of simultaneous interpreting. In *Proceedings of Sophia University Linguistic Society* 上智大学言語学会会報 No. 31. 65-81.
*Explanations about the importance of the availability component of language mastery in simultaneous interpreting, a critical look at language enhancement advice given to students and a call for more empirical research.

Gumul, Ewa (University of Silesia). 2011. Linearity Constraint in Simultaneous Interpreting. *Linguistica Silesiana* 32. 163-178.
*A linguistic viewpoint of the cognitive constraints on simultaneous interpreting associated with the fact that only very short speech segments of the source speech are available to interpreters before they have to begin producing their target speech. The analysis uses Hatim and Mason's views on textuality. Implications are discussed as regards the language specificity of interpreting and coping tactics.

Hiltunen, Sinikka (University of Helsinki) & **Vik, Gun-Viol**. (University of Vaasa) 2015. Interpreters – experts in careful listening and efficient encoding? Findings of a prose recall test. *International Journal of Bilingualism* 21:2. 194-212.
* The retention of recordings of short Finnish prose segments (of 8 to 23 words each – read aloud) by simultaneous interpreters, consecutive interpreters (both groups included conference interpreters and comunity interpreters), foreign language teachers and a control group was compared on the basis of a free recall test. Recall was better for shorter segments (less than 11 words) than for longer segments (more than 17 words) for all groups. All three 'linguist groups' performed better than the controls, but there was no significant difference between interpreters and foreign language teachers. The differences were focused mostly about expression of time, emotion and causality. The authors tentatively conclude that skills associated with careful listening and analyzing source speeches in interpreting are likely to

also extend to non-interpreting situations.

This is an interesting contribution to an existing series of investigations on cognitive linguistic skills that interpreters may benefit from in daily life thanks to their interpreting activity. This reviewer would be interested in an extension of the experiment to prose retention comparison of far longer segments and perhaps with a differentiation between conference interpreters and community interpreters rather than between simultaneous and consecutive interpreters, as the type of linguistic material processed in these two distinct settings may influence skills deployment and development more than the mode (simultaneous or consecutive). (DG)

Hodzik, Ena (Notre Dame University-Louaize, Lebanon) & **Williams, John** (University of Cambridge). 2017. Predictive processes during simultaneous interpreting from German into English. *Interpreting* 19:1. 1-20.
An experiment constructed around noun + verb couples in German. 96 such couples, 48 with high transitional probability (of that particular verb following that particular noun) and 48 with low transitional probability, and context of two types was created, either "constraining" (which gives cues about the message) or "neutral". These short text segments were either shadowed or simultaneously interpreted into English by bilinguals, interpreting students and professional interpreters, and latencies of the verb (how much later than the original the verb or its translation were uttered), including anticipation (when the verb in the interpreting output was uttered before the original) were calculated. The (clever) idea was that such latencies are indicators of prediction during the processing of the source speech, and the design was supposed to show the effect of transitional probability and the effect of the context in such prediction. Findings suggest that context has an effect on prediction, but no evidence was found that transitional probability does. Note that only 4 professional interpreters were in the sample (and 7 interpreting students), and that the text to interpreted was very short.

Ivars, A. J., Catalayud, D. P. & Forés, M. R. I. *2014.* Self-efficacy and language proficiency in interpreter trainees. *The Interpreter and Translator Trainer* 8: 167-182.

Magnifico, Cédric & Defrancq, Bart. (Ghent University). 2017. Hedges in conference interpreting. The role of gender. *Interpreting* 19:1. 21-46.
* *One interesting application of corpus linguistics to interpreting to determine one possible effect of gender – and of subtle influences of interpreters on speeches they interpret. The authors used EPICG (European Parliament Interpreting Corpus Ghent) to check whether female interpreters used more hedges than make interpreters. This involved comparing hedges in original speeches and their interpretetations in the French-English and French-Dutch language pairs. The authors found that interpreters tended to add hedges in their target speeches which did not match hedges in the source speeches, and that female interpreters added more hedges than male interpreters in one language pair only. In their discussion of the results, they (rightly) observe that hedges occur not only when downtoning face-threatening acts by the speakers, but also "apologetically", when the interpreters struggle with cognitive overload. Thus, such hedges could be seen as addressing potentially face-threatening acts for themselves in terms of exposure of interpreting difficulties.*

Mankauskienė, Dalia. (University of Vilnius). 2016. Problem trigger classification and its applications for empirical research. In *Procedia - Social and Behavioral Sciences* 231 (2016). 143-148.
http://www.sciencedirect.com/science/article/pii/S1877042816311946
* *The author suggests that problem triggers as defined by Gile could usefully be studied as belonging to five categories: sender related problem triggers, problem triggers relating to the message, semological triggers, problem triggers relating to the interpreter and technical problem triggers. In an exploratory experiment in which 9 beginning interpreters and 5 experienced interpreters interpreted the same rather rapidly delivered 3 English speeches twice, she found that in the second round, a large proportion of names and numbers were misinterpreted or omitted, but so were lexical units which had no exact*

equivalent in Lithuanian and lexical bundles which required explication in Lithuanian. According to her, this points to language-specific difficulties in interpreting, contrary to the claims of interpretive theory.

Mizuno, Akira 水野的 (Aoyamagakuindaigaku, Tokyo). 2016. 同時通訳と認知的制約 Simultaneous interpreting and cognitive limitations (in Japanese) In *Proceedings of Sophia University Linguistic Society* 上智大学言語学会会報 No. 31. 82-106.
* *See the micro-report on what is essentially an English version of the same paper below (Mizuno, 2017).*

Mizuno, Akira (Aoyamagakuindaigaku, Tokyo). 2017. Simultaneous interpreting and cognitive constraints. *Bulletin of the College of Literature*, Aoyama Gakuin University, n°58. 1-28.
https://www.agulin.aoyama.ac.jp/opac/repository/1000/19723/19723.pdf
* *A welcome English version of the paper listed above. Mizuno's construct rests on a variation on the Effort Model of simultaneous interpreting, including the Tightrope Hypothesis and the concept of Imported Load, Cowan's Working Memory model (as an activated part of long-term memory + its focus of attention part) and on Barrouillet & Camos's Time-Based Resource-Sharing Model (single pool of attention, sequential cognitive processing, immediate decay of stored information not being refreshed, incessant switching of attention between processing and maintenance of stored information), resulting in the number of information chunks in WM being an indicator of cognitive load. Mizuno postulates that since the number of information chunks in the focus of attention according to Cowan's version of Working Memory is severely restricted, interpreters will opt for tactics that will reduce the number of chunks to be attended to in the focus of attention at any time. In particular, when interpreting simultaneously between two syntactically very different languages, syntactic restructuring will take place. In a small experiment in which he had 8 interpreters interpret recordings of authentic speeches from a University of Nagoya Japanese-English interpreting corpus, he found that indeed interpreters intended to use such tactics, and when they did not, there were more Errors, Omissions and Infelicities. No descriptive or inferential statistics are presented.*

PAN, Jun (Hong Kong Baptist University); **WANG**, Honghua (Hang Seng Management College); **YAN** Jackie Xiu (City University of Hong Kong). 2017. Convergences and divergences between studies on translator training and interpreter training. *Target* 29:1. 110-144.
* *The authors compiled a database of 350 journal papers in English on translator and interpreter training and mined the texts to gather data for the purpose of trying to see whether the same research themes were addressed, whether the same research methods were used and whether the same active authors, productive institutions and countires could be found in research into translator training and research into interpreter training. This led to a categorization effort as well. This reviewer likes the approach and the method used, but has reservations about the sampling method. The linguistic bias is strong and excludes much work done in German speaking countries, in Spanish speaking countries, in Italy and in China. The absence of monographs, theses and dissertations also results in incomplete coverage of research into translator and interpreter training, and perhaps in more bias. The study is nevertheless a contribution, especially with regard to the categories it developed, and it is hoped that the database will be extended and/or that replication studies will also look at other languages and other types of publications.*

PENG, Gracie. 2017. (Tunghai University, Taiwan). A Case Study of Knowledge Enhancement in Undergraduate Interpreter Training Courses in Taiwan. *Compilation and Translation Review* 10:1. 128-151.
* *39 undergraduate students taking introductory interpreting courses in their third and final year were asked to either compile a glossary of at least 10 key terms on climate change and prepare a speech in Chinese on the topic of climate change (group A), or select from an existing – but edited – BBC glossary on the same topic, 10 key terms and prepare a speech in English on the same topic. After performing their*

task, they filled out a retrospective questionnaire about their terminological knowledge enhancement. All students looked for information in online sources, mostly in new reports and on Wikipedia, followed by documentaries, NGO sites and youtube, taking their first cues from Google. The author presents interesting qualitative observations on various aspects of the exercise as reported by the students.

Shamy, Marwa & **de Perdro Ricoy, Raquel**. (Heriot-Watt University). 2017. Retrospective protocols: Tapping into the minds of interpreting trainees. *Translation and Interpreting* 9:1. 51-71.
* A part of Shamy's 2017 doctoral dissertation (see report in doctoral dissertations section).

Sheneman, Naomi & Collins, Pamela F. (Gallaudet University, Washington). 2016. The Complexities of Interpreting International Conferences. A Case Study. In Rosenstock & Napier (eds). 167-191.
* See the Signed Language Interpreting Section.

Stone, Christopher & Russell, Debra. (UK, Wolverhampton & Canada, University of Alberta). 2016. A comparative Analysis of Depicting Signs in International Sign and Natural Sign Language Processing. In Rosenstock & Napier (eds). 65-83.
* See signed language interpreting section.

WANG, B. & MU, L. 2012. A survey report on professional interpreting training programmes outside China. *Foreign Language World* 2012(5). 24-33.

Whynot, Lori. (Macquarie University, Sydney). 2016. Telling, Showing and Representing: Conventions of the Lexicon in International Sign Expository Text. In Rosenstock & Napier (eds). 35-64.
* See the section on Signed Language Interpreting

de Wit, Maya & Sluis, Irma. (Freelancers, the Netherlands). 2016. International Sign: An Exploration into Interpreter Preparation. In Rosenstock & Napier (eds). 105-135.
* See Signed Language Interpreting Section

Will, Martin. 2016. Les théories de l'interprétation dans les principaux pays de langue romane. In Albrecht, Jörn & Meitlich, René (eds). *Manuel de traductologie*. Berlin & Boston: De Gruyter. 84-98.
* A bibliometric study, on 379 publications taken from the websites of 12 CIUTI member institutes, for the years 2000 to 2013.

WU, Zhiwei. (Guangdong University of Foreign Studies). 2012. Towards a better assessment tool for undergraduate interpreting courses: A case study in Guangdong University of Foreign Studies and beyond. In Z. Tan & G. Hu (Eds.), *Translation and intercultural communication: Impacts and perspectives*. Shanghai: Shanghai Foreign Language Education Press. 240-265.

WU, Zhiwei. (Guangdong University of Foreign Studies). 2016. Towards understanding interpreter trainees'(de)motivation: An exploratory study. *Translation & Interpreting* 8:2.13-25.
* An exploratory study on profiling interpreter trainees' (de)motivation in a Chinese context. Reflective essays on the topic of the students' experience with interpreter training during the past semester were collected from 40 postgraduate trainees and analyzed using a grounded theory approach. Demotivating items and factors extracted from the data were used to construct a questionnaire which was then administered to 120 undergraduate and postgraduate trainees. Based on the data collected, this paper examines the interrelation among the Criterion Factors (Motivation and Demotivation), the Internal Factors (Ideal Self i.e. the image of the attrtibutes one should like to have as an interpreter, Instrumentality, i.e. the benefits expected from interpreter training, and Avoidance, i.e. the negative effects of failing to succeed in interpreter training), and the External Factors (Teaching Methods, Perceived Supports and Perceived Competence). The study shows that (1) although generally high in motivation, interpreter trainees are susceptible to demotivation; (2) trainees' Ideal Self (future self-guide) is a better motivator than Instrumentality and Avoidance; (3) factors leading to trainee

demotivation could be categorized into four groups: self-, peer-, teacher-, and institute-attributed, and Teacher Factor is the most frequently cited demotivating factor by trainees. Informed by these findings, the paper proposes an expanded research agenda on motivation in interpreting studies and highlights two new measures to encourage and sustain trainee motivation.

Reviewer's comment: A commendable focus on students' motivation. I wonder how the author addressed potential uncertainties linked to the problem that being demotivated is negative and can be perceived as reflecting a negative image of oneself, hence a possible tendency to respond by blaming someone or something for one's own failings, consciously or not. In both cases, the responses may not reflect reality – see the micro-text on social desirability in the Research Issues/beginners' corner section. (DG)

XU, Ziyun. (Wake Forest University, USA). 2017. The ever-changing face of Chinese Interpreting Studies. A social network analysis. *Target* 29:1.7-38.

* An interesting scientometric study. The paper starts with welcome explanations of the basics of citation analysis and of the ideas underlying Social Network Analysis, which relies on calculations of the number of times authors cite other authors in their publications. He reports that he manually entered 59 303 citations from 1 289 Chinese MA theses, 32 doctoral dissertations and 2 900 research papers into a relational database for the purpose of his analysis. He lists the 20 most often cited Chinese documents (actually, he uses the PageRank Score, a more sophisticated indicator than simple citation counts), none of them empirical reports and most of them monographs. He then lists the 20 most often cited Western documents and finds similar features. Note that while the relatively recent Basic Concepts and Models (in English) is first on that list, older books by Seleskovitch and Lederer (in Chinese) are 2nd, 5th, 7th, 13th. Xu reports that the most influential Chinese academic institutions are Guangdong Foreign Studies University (its president, ZHONG Weihe is an interpreter himself), Shanghai International Studies University, Beijing Language and Culture University, Xiamen University, Beijing Foreign Studies University and Fu Jen Catholic University (in Taiwan). Unsurprisingly, there is a link between their respective PRA score and the number of affiliated authors – with a few exceptions: Shenzen University ranks 9th and has a single affiliated author, and the Chinese Academy of Sciences ranks 8th and only has 3 affiliated authors, Beijing Language and Culture University ranks 3rd and only has 6 affiliated authors, as opposed to Guangdong Foreign Studies University which ranks 1st and has 63 affiliated authors and Shanghai International Studies University which ranks 2nd and has 34 affiliated authors. Such phenomena associated with the very high productivity of single influential authors, and is also found in Western academic institutions, where the number of affiliated authors in the most influential institutions, ESIT and ETI Geneva being two cases in point, is small. This is also problematic when it comes to inferences about the 'influence of institutions': if such small numbers of authors determine the 'influence' of the Institution to which they are affiliated, and possibly, only one or two of them are highly influential, such influence should be attributed to them personally, not to their institution. Xu does note provide the information that would make it possible to determine whether this is the case or not. Also note that the data seem to encompass many forms of interpreting and many types of texts which would not be considered research reports upon closer scrutiny. The findings are therefore indicative of publications on interpreting, not necessarily of research into interpreting

Yenkimaleki, Mahmoud & Van Heuven, Vincent J. (Leiden University, the Netherlands). 2013. Effect of memory training on the quality of interpreting. *Proceedings of ICERI2013 Conference* 18th-20th November 2013, Seville, Spain. 4107-4114.

* A theoretical paper.

Yenkimaleki, Mahmoud (Leiden University, the Netherlands). 2016. Why Prosody Awareness Training is Necessary in Training Future Interpreters. *Journal of Education and Human Development* 5:1. 256-261.

Prescriptive. Focuses on issues arising with Farsi in the language combination.

YU, Wenting & van Heuven, Vincent J. (Shanghai International Studies Universities/University of Pannonia, Leiden University). 2017. Predicting judged fluency of consecutive interpreting from acoustic measures. Potential for automatic assessment and pedagogic implications. *Interpreting* 19:1. 47-68.
* Ten raters judged six accuracy and fluency criteria in consecutive interpreting of a Chinese speech into English (B) by 12 interpreting students. Recordings of the interpretations were analyzed by the speech analysis tool PRAAT. Judged accuracy and judged fluency were found to be strongly correlated, and so were judged fluency and objective fluency variables. Effective speech rate, based on the number of syllables, excluding disfluencies, divided by the duration of the speech, was found to be a good predictor of judged fluency.

COLLECTIVE VOLUMES/SPECIAL ISSUES WITH CONTENT

*This section is devoted to collective volumes and special issues of Translation journals including their content, i.e. with a list of papers/chapter in their tables of contents. Collective volumes to which the editor (DG) has no access and which he cannot read and report on are listed in the **Books** section.*

Biagini, Marta; Boyd, Michael, S.; Monacelli, Claudia. (eds). 2017. *The Changing Role of the Interpreter: Contextualizing Norms, Ethics and Quality Standards.* New York and Oxon: Routledge.
*A collection of 9 papers plus 3 'discussions'. A genuine contribution to the discussion of roles and ethics in the interpreting profession(s).

Ben-Ari, Nitsa. (Tel-Aviv University). 2017. Fictional vs. Professional Interpreters. In Biagini et al. (eds). 7-31.
*The chapter analyzes features of interpreters and their behavior in fiction, and how 'real' interpreters react to such fictional depictions.

Gentile, Paola. (University of Trieste). 2017. Interpreting as a Postmodern Profession. A Socio-Historical Aproach. In Biagini et al. (eds). 32-51.
* A sociological reflection

Zwischenberger, Cornelia. (University of Vienna). 2017. Professional Self-Perception of the Social Role of Conference Interpeters. In Biagini et al. (eds). 52-73.
*From the author's ongoing work, the presentation of results of questionnaires regarding role-related expectations by the interpreters themselves, with a focus of sources of satisfaction and dissatisfaction. Noteworthy: on the whole, respondents from professional interpreters' associations are satisfied with their work, and the strongest reason for satisfaction/dissatisfaction is fulfilling/failing to fulfill one's own standards.

Miner, Annette. (Gallaudet University). 2017. Professional Roles and Responsibilities in Designated Intepreting. In Biagini et al. (eds). 77-101.
*An interesting and thought-provoking study (see Signed Language Interpreting section)

Turner, Graham (Heriot-Watt University) & **Best, Brett** (ASLI). 2017. On Motivational Ethical Norms. From Defensive Interpreting to Effective Professional Practices. In Biagini et al. (eds). 102-121.
*Another very interesting text, ideological in nature, which is particularly relevant to community interpreting, be it in spoken language interpreting or signed language interpreting, but which could apply to some situations in which conference interpreters find themselves as well, such as diplomatic interpreting and high level business negotiations. See the section on 'Other Interpreting Related Publications'.

Bahadir, Şebnem. (Johannes Gutenberg Universität Mainz). 2017. The interpreter as Observer, Participant and Agent of Change. In Biagini et al. (eds). 122-145.
* See the section on 'Other Interpreting Related Publications'.

Schäffner, Christina. (Aston University, Birmingham). 2017. Self-Awareness, Norms and Constraints. In Biagini et al. (eds). 149-172.
*Schäffner asks three questions: How do simultaneous interpreters deal with metaphors? Do metaphors require a higher cognitive effort from interpreters? Can their strategies be viewed as evidence of norms? She used transcripts of press conferences with Chancellor Merkel and President Obama on one hand, and Prime Minister Cameron on the other.

Dal Fovo, Eugenia. (University of Trieste). 2017. Research on Television Interpreting. In Biagini et al. (eds). 173-202.
*Using sub-corpora from CorIT (the Italian Television Interpreting Corpus), more specifically, political addresses by President Obama and extracts from US presidential campain debates, repetition and apostrophe, degree of conflictuality and degree of entertainment were investigated in the original speeches and in their interpretation. She found inter alia that interpreters tended to reduce aggressiveness of questions in terms of both content and formal aspects through omissions and the introduction of conflict-mitigating elements in challenging questions.

Monacelli, Claudia & Boyd, Michael S. (UNINT, Rome). 2017. Professional Role, Norms and Ethics in Interpreting Studies Research. In Biagini et al. (eds). 203-216.
* See the section on 'Other Interpreting Related Publications'. An interesting study.

Marzocchi, Carlo. (EU). Norms revisited. In Biagini et al. (eds). 219-227.
*The first discussion chapter in the book, with reflections on norms, institutions, working conditions and self-perception.

Dam, Helle V. (Aarhus University). 2017. Interpreter Role, Ethics and Norms. Linking to Professionalization. In Biagini et al. (eds). 228-239.
*A critical analysis of themes and positions taken up in the first 9 chapters of the book as they relate to professionalism and a call for strong professionalization. This chapter, more than Marzocchi's and Gile's, shows the potential value of concluding discussion chapters in collective volumes, as its author has more space to discuss the content of previous chapters than any book review would have. In this case, Dam makes good use of the space.

Gile, Daniel. (Université Paris Sorbonne Nouvelle). 2017. Norms, Ethics and Quality. The Challenges of Research. In Biagini et al. (eds). 240-250.
*A review of Zwischenberger's, Miner's, Bahadir's and Schäffner's chapters. This chapter focuses on research as such and makes no real contribution to the discussion on roles and ethics.

CHEN, Jing & YANG, Liuyan (eds). 2016. *Interpreting Studies: The Way Forward. Proceedings of the 10th National Conference and International Forum on Interpreting* (this is the English version of the Chinese title). Beijing: Foreign Language Teaching and Research Press.
* These proceedings include 14 contributions in Chinese (with title in Chinese, abstracts in Chinese, and the names of the authors in Chinese only) and 9 contributions in English, 5 of which by Chinese authors. Only the 9 contributions in English are listed here, the last three being less than full papers. Note that only some of the contributions are directly relevant to the conference interpreting section, but for reasons of convenience, all are included here.

Roy, Cynthia (Gallaudet University). 2016. Interaction and discourse studies on interpreting that change our teaching. In Chen & Yang (eds). 18-31.
*A very good overview of developments in community interpreter training, including signed language

interpreting. Roy starts by explaining that for years, teaching strategies (presumably in signed language interpreter training) were based on the practice of conference interpreting and on associated research which focused on cognitive and linguistic issues, and reviews empirical research in court interpreting (Berk-Seligson, 1990), Roy (1989/2000a), Wadensjö (1992), Angelelli (2004) etc., mostly naturalistic and/or ethnographic, which have shown that in dialogic settings, interpreters do much more than translate, and actually coordinate the interaction to a significant extent. As a result of such research, curricula have been adapted to include genre specific preparatory training. Roy also suggests that discourse analysis – a practical variety thereof – could be usefully incorporated into translator training.

LEE, Zi-Ying Lorrine. (Wenzao Ursuline University of Languages) 2016. Trainee interpreters' self-assessment: the role of feedback sheets. In Chen & Yang (eds). 70-82.
* This study follows up on previous studies by other authors which discuss self-assessment by students. Here the idea is to see how self-assessment sheets are actually used by the students. Over 12 weeks of a generic introductory course to conference interpreting in a British university, students kept logbooks in which they included self-assessment. Logbooks of 2 students who used a self-assessment grid and of 2 students who used the course leaders' guidelines for self-assessment were scrutinized and compared in terms of quality components mentioned and positive vs. negative comments. It is difficult to see how conclusions can be drawn on the basis of such a small sample without further exploration, if only through retrospective interviews (DG)

QI, Su (Guangxi University). 2016. Assessment on the performance of honored class students in TEM-8 interpreting test. In Chen & Yang (eds). 92-112.
* Mostly on fluency in English

Bendazzoli, Claudio (University of Turin). 2016. Introducing corpora in interpreting studies: from EPIC to DIRSI. In Chen & Yang (eds). 134-149.
* An overview of corpora development in CIR and methodological considerations.

WANG, Binhua. (University of Leeds). 2016. Describing the development of interpreting competence – Based on longitudinal observation of Chinese students of conference interpreting. In Chen & Yang (eds). 150-165.
* The weekly logbooks of three students, supplemented by interviews with the author throughout one year, are the basis for inferences made on what and how they acquired competence. Whether what the students' words, especially when prompted by a researchers, actually reflect what, how and to what extent they made progress remains an open question, at least in this reviewer's mind (DG).

HAN, Chao (Southwest university, China). 2016. Using many-facet Rasch analysis to examine psychometric properties of rater-mediated assessment of simultaneous interpretation. In Chen & Yang (eds). 183-205.
* A summary of the authors' doctoral dissertation (see Bulletin n°51).

Pöchhacker, Franz (University of Vienna). 2016. Introduction. In Chen & Yang (eds). 242-252.
*Apparently, an introduction to a panel devoted to the theme of the conference, which is not indicated. The first part of this 'introduction' is an introduction to the panelists and the theme, and the second part presents Pöchhacker's views on the future of interpreting studies. It is unfortunate that the editors did not frame this contribution appropriately.

Fox, Brian. 2016. Interpreting: the way forward. 262-266
*A powerpoint presentation.

CHAI, Mingjiong. Shanghai International Studies University. 2016. International collaboration in T1I training and academic studies. 270-272.

Gross-Dinter, Ursula (ed). 2016. *Dolmetschen 3.0 – Einblicke in einen Beruf im Wandel*. Berlin: Frank & Timme. (Interpreting 3.0 – Insights into a Changing Profession)
* This book is a collection of chapters based on 5 Master's graduation theses in 4 tertiary institutions in Austria, Germany and Switzerland. The title is about the evolution of interpreting, but the book should be seen as a collection around the theme rather than a thorough discussion of the theme. Fair enough: there are only 5 chapters, by graduating students, and expectations should be reasonable. The very idea of publishing a book with summarized versions of theses is good, provided the theses are methodologically sound and offer some innovation or food for thought. This reviewer's comments on the individual chapters are offered below. Some methodological issues in the empirical studies are highlighted and suggest that there is still room for improvement in scholarship found at interpreter training institutions, but there are interesting, thought-provoking ideas and information in all chapters.
(DG)

Herlinger, Dominik (Johannes Gutenberg Universität Mainz, Germersheim). 2016. Die Entwicklung der Konferenztechnik von ihren Anfängen bis heute. In Gross-Dinter (ed.) 13-49.
* The author starts with the early history of conference interpreting and various devices with which simultaneous interpreting was attempted, and then moves on to modern technology, including remote interpreting, the use of laptops, tablets and PDAs in the booth. A general overview. See Bulletin n°51 (2016).

Luisetto, Martina. (Hochschule für Angewandte Sprachen, Munich). 2016. Visueller Input beim Remote Interpreting. In Gross-Dinter (ed.). 51-92.
* A panel discussion in German and Italian was interpreted live by 6 professional interpreters in booths with no view of the speakers. The first part of the panel discussion (about 23 minutes long) was interpreted without visual input. It was followed by a presentation of 15 minutes which was not interpreted, and then by a second round of panel discussion with visual input in the monitors showing the panelists in action. Interpreting was assessed as regards fluency (hesitations, pauses, false starts and self-corrections) and as regards content (errors, omissions and additions). The author notes a marked decrease in hesitations and omissions when visual input was available, but no such trend as regards the other criteria.

    Interesting, but the fact that the first part of the panel discussion was interpreted without visual input and the second part with visual input is problematic: firstly, it is not known whether the second part was 'objectively' of similar, lower or higher difficulty than the second part in terms of content, delivey, speed of exchanges, linguistic parameters etc.; secondly, during the first part, the interpreters had time to get accustomed to the topic, the vocabulary, the voices and speaking styles of the panelists. In other words, a 'learning effect' might well account for the differences found, as opposed to visual input only.

Hiebl, Bettina. (University of Vienna). 2016. Simultanes Konsekutivdolmetschen mit dem Livescribe Echo Smartpen. In Gross-Dinter (ed.). 93-134.
* Four advanced interpreting students and 3 professional interpreters were asked to interpret 3 speeches from Italian into German. They were given the possibility of choosing either traditional consecutive or simultaneous-consecutive (simultaneously interpreting the speech which was recorded by the smartpen which was used when taking notes during the listening phase) after the source speech was over, at the time the reformulation was to begin. Their performance was assessed by 5 evaluators (mostly non-interpreting students) and by themselves. It turned out that most interpreters opted for traditional consecutive for the first two texts and for simultaneous consecutive for the third. Those who opted for simultaneous consecutive seemed to do so (on the basis of their comments) largely when the speech was fast and contained many numbers and facts. Evaluators rated the interpreters' traditional consecutive more highly.

Interesting. One wonders whether the author could have gone further in her analysis and drawn more conclusions: from the interpreters' comments, it seems that speeches 1 and 2 were easier as regards both content and delivery. Could one hypothesize that simultaneous was chosen as a fallback solution when interpreters felt they might have missed too much in traditional consecutive? Because of this uncertainty, the design of the study makes it difficult to say whether traditional interpreting performance is more appreciated by assessors than simultaneous consecutive intrinsically.

Tirinnanzi, Serena (Hochschule für Angewandte Sprachen, Munich). 2016. Qualität beim Schriftdolmetschen. Anforderungen aus Sicht der Schriftdolmetscher und der Adressaten im Vergleich. In Gross-Dinter (ed). 135-183.

* Speech-to-text services ("Interpreting into text") are a rare topic in the literature on Interpreting Studies, perhaps because no translation from one source language into a different target language is involved and laypersons tend to assume that the idea is 'simply' to transcribe. Speech-to-text services are mainly provided for the deaf and hard-of-hearing, and this questionnaire-based investigation into quality expectations as seen by the adressees on one hand, and by the service providers on the other, shows a number of similarities with simultaneous interpreting. One of them is the word-for-word option vs. meaning-based option: after all, speakers can be clumsy, speak agrammatically, hesitate, make false starts, self-corrections, use foreign words, technical words, and, unsurprisingly for signed language interpreters who are used to working with and for deaf people, it does make sense to wonder whether it is preferable, in the principals' eyes, to 'just transcribe' or to adapt the text so that its communication purposes are better served. It also makes sense to see whether the deaf and hard-of-hearing wish to have not only a simultaneous transcript of the speech being made or whether they also wish the 'interpreter-into-text' to report on the speaker's style, hesitations etc. and on events occurring in the room beyond the speech per se. And of course, the cognitive issue of Ear-Text-Span, with the associated time lag and short-term memory issues, which could be modeled on the same basis as the Effort Model for simultaneous interpreting as indeed suggested by Tirinnanzi, make the similarities with inter-language interpreting even more salient. The sample in this study is small, some percentage calculations make little sense (for some questions, there are only 1, 3, 5 or 6 respondents, and a single respondent's preference can make statistics jump from one pattern to a very different one) and various relevant factors such as experience, education and settings need to be taken on board before generalizing, but the chapter is useful as an awareness raiser.

Jacob, Melanie. (Zürcher Hochschule für Angewandte Wissenschaften). 2016. Qualitätsmanagement und Zertifizierung nach ISO 9001 für Dolmetscher. In Gross-Dinter (ed). 185-222.

* In this chapter, the author notes that at this time, there is no general norm for interpreting quality, though ISO/CD 18841, "Interpreting – General Guidelines" is under development. She therefore proposes to take a general quality management norm, norm ISO 9001, as a basis for reflection on how to construct a norm for interpreting, with an associated interpreter certification system.

M.A. AND GRADUATION THESES

Aden, Claudia. 2016. *Der Einsatz von Improvisationstheater in der Dolmetschdidaktik und dessen Eignung als Mittel zur Stressreduktion: eine empirische Untersuchung. (The Use of Improvisational Theater in Interpreter Training and its Effectiveness as a Means of Reducing Stress: An Empirical Study)*. Unpublished MA thesis, FTSK Germersheim.

* Previous theoretical research has shown that improvisational theater might be an effective tool for training many skills associated with being a successful interpreter, such as speed, flexibility, anticipation and in particular resistance to stress. As part of this thesis, a three-session improvisational theater workshop for interpreting students was developed and conducted to test this theory. Before-and-after

questionnaires revealed a highly significant drop in State Anxiety levels (as related to interpreting) after the workshop. (DA)

Baštanová, Petra. 2017. *Kilian Seeber a jeho přínos pro další výzkum v oblasti simultánního tlumočení* (*Kilian Seeber and his Contribution to Further Development in Simultaneous Interpreting Research*), in Czech, MA thesis, Charles University, Prague, Institute of Translation Studies, director: prof. Ivana Čeňková.
* *A description and analysis of the work of Kilian Seeber from Geneva. The thesis explores his individual fields of interest, the results of his research and its reception in the interpreting research community, as well as his teaching and interpreting projects*.

Brossel, Laurent Guido & Coulon-Forrest, Anna Naomi Anaïs. 2016. *L'incidence de l'accent de l'orateur sur la compréhension de l'interprète de conférence*. Unpublished Master's thesis, University of Geneva.
* *One more interesting experimental work on the influence of the speaker's accent on speech comprehension. First year and Second year interpreting students from the University of Geneva were told to listen to a speech in English by an American male native speaker of English and a female native speaker of Spanish with an accent and their comprehension of the speeches was rated on a number of parameters. Comprehension of the Spanish-accented speaker was poorer than comprehension of the native American speaker, comprehension was better among second-year students than among first-year students, and comprehension of the Spanish-accented speaker was better among students who had Spanish in their language combination (note that differences are given in descriptive statistical terms, with no significance testing).*
  Methodologically speaking, one could argue that speaker gender was not controlled and that the female voice as such was less intelligible than the male voice. Actually, research on speaker intelligibility suggests that generally, female voices are more intelligible than male voices, but strangely enough, the authors did not refer to such research to justify their choice of two genders. Another point is that the Spanish speech was shadowed from the speech of the native American speaker (an interpreter), which may have produced an unnatural prosody. Note that the female (Mexican) speaker was a student of medicine, not an interpreter or 'professional' speaker. Comments on p. 54 to the effect that the American speaker seemed at ease while the female speaker sounded tense and uneasy make this lack of control particularly salient. In other words, the experimental design of this study is somewhat flawed. Nevertheless, the way the speeches were segmented into parts, the measurement methods and the findings – plus the literature review – make this thesis, which is available online, well worth reading. (DG)

Ferreira Rodrigues, Lisette Maria (University of Lisbon). 2016. *Interpretação de Conferência e Estética do Performativo: Intersecções*. Unpublished Master's thesis. University of Lisbon. Online at http://repositorio.ul.pt/bitstream/10451/25955/1/ulfl225080_tm.pdf
**In the abstract, the author refers to the analysis of "three fundamental concepts against the backdrop of the aesthetics of the performative: liminality, autopoiesis and transformative power" as the basis of her analysis of conference interpreting. The thesis includes the discussion of terms used for interpreting in various languages, presentations of ideas by Seleskovitch, Lederer, Gile, Monacelli and others, in a rather intellectual reflection*.

Funk, Janne. 2017. *Der Einfluss verschiedener Bilingualismustypen auf das Simultandolmetschen sowie dessen Berücksichtigung in der Simultandolmetschforschung Aufmerksamkeit und exekutive Funktionen*. Master's thesis, Universität Tampere, Fakultät für Kommunikationswissenschaften Multilinguale Kommunikation und Translationswissenschaft.
**An overview of theories and empirical research about bilingualism, cognitive models of simultaneous interpreting, working memory and attention and how they all come together when considering the skills*

involved in simultaneous interpreting.

Haldimann, Sandra. 2016. *Den freien Fall genießen. Improvisationstheater als Teil der Dolmetschdidaktik.* (Enjoying the Free Fall. Using Improvisational Theatre in Interpreting Didactics). Unpublished MA thesis, FTSK Germersheim.
*This M.A. thesis deals with the parallels of improvisational theatre (improv) and interpreting and the question of how improv techniques can be used to teach vital interpreting skills. The centrepiece of the thesis is a collection of improv games that are suitable to practice interpreting-specific skills outside of an actual interpreting setting. (DA)

Hawel, Kirsten. 2010. *Simultanes versus klassisches Konsekutivdolmetschen: Eine vergleichende textuelle Analyse.* (*Simultaneous vs. traditional consecutive interpreting: a comparative text analysis*). Unpublished MA thesis, University of Vienna.
http://othes.univie.ac.at/12757/
* Interesting, thorough literature review and experiment.

Heinisch-Obermoser, Barbara. 2010. *Der interinstitutionelle Aufnahmetest für DolmetscherInnen bei den EU-Institutionen: Eine Korpusanalyse der Prüfungsreden.* Unpublished MA thesis, University of Vienna.
http://othes.univie.ac.at/12758/
* A particularly useful study of interpreting accreditation tests for European Institutions. Not only is the procedure explained in detail, but a corpus analysis of German speeches is provided with an analysis of features potentially affecting interpreting difficulty. Recommended reading for candidates.

Hiebl, Bettina. 2011. *Simultanes Konsekutivdolmetschen mit dem Livescribe Echo Smartpen. Ein Experiment im Sprachenpaar Italienisch-Deutsch mit Fokus auf Zuhörerbewertung.* Unpublished MA thesis, University of Vienna.
http://othes.univie.ac.at/14608
* See the micro-review in the relevant chapter of Gross-Dinter (ed). 2016.

Jelínková, Martina. 2016. *Einübung der praktischen Kompetenzen für das konsekutive Dolmetschen: Interaktives Projekt.* Unpublished MA thesis, Masaryk University.
https://is.muni.cz/th/361477/ff_m/Diplomarbeit.pdf
* The author reviews existing interpreting models and ideas about training and suggests a 5 module-based curriculum with competence-component specific exercises. The modules are devoted respectively to listening enhancement, comprehension enhancement, storage enhancement, target speech production and rhetorical skills enhancement. No empirical testing or other evidence is offered to back the proposal.

Navrátilová, Kateřina. 2017. *Sebehodnocení a vrstevnické hodnocení při tlumočnickém samostudiu (Self-assessment and peer assessment in interpreter self-training)* (in Czech). MA thesis, Charles University, Prague, Institute of Translation Studies, January 2017. Director: prof. Ivana Čeňková.
* This thesis deals with self-assessment and peer assessment for interpreter self-training. The first part is focused on theory, starting with interpreting quality, its definition, and assessment in interpreter training. The thesis then presents expertise theory, both in general and in the field of interpreting studies specifically, and provides recommendations by several theoreticians as to how to apply this theory in interpreter training. The next chapter clarifies certain concepts from learning theory that often appear in literature on interpreting didactics. The theoretical part concludes with a presentation of two types of tools that can be used in interpreter self-training, namely e-learning tools and reflective diaries. The empirical part then analyses data collected in two pieces of research. The first of these is a questionnaire research that aims to map the self-training habits of MA interpreting students at the Institute of Translation Studies, Faculty of Arts, Charles University, and to find out whether the students, while

self-training, act in line with expertise theory. The second piece of research is focused on peer feedback that interpreting students give to each other, and on the user-friendliness of My Speech Repository, an e-learning tool for interpreting students. (IC)

Šindelková, Markéta. 2017. *Ingrid Kurzová a její přínos pro vývoj teorie tlumočení (Ingrid Kurz and her Contribution to the Development of the Theory of Interpreting)* (in Czech). MA thesis, Charles University, Prague, Institute of Translation Studies, January 2017. Director: prof. Ivana Čeňková.
* *This thesis is devoted to the work of the conference and television interpreter, Interpreting Studies scholar and professor of Translation Studies at University of Vienna Ingrid Kurz, born Pinter. It analyses individual stages of her research and looks into the development of her opinions and interests, which can be followed chronologically in her articles, studies and extensive publications. It also informs on teaching and interpreting projects of this researcher and, last but not least, reflects her contribution in the area of interdisciplinary cooperation. The interconnection of psychological and interpreting education inspired her to engage in the first experiments in the field of simultaneous interpreting.* (IC)

Sienkiewicz, Birgit. 2010. *Das Konsekutivdolmetschen der Zukunft: Mit Notizblock oder Aufnahmegerät? Ein Experiment zum Vergleich von klassischem und simultanes Konsekutivdolmetschen. Die Publikumsperspektive.* (The consecutive of the future: with a note-pad or a recorder? An experiment comparing traditional consecutive and simultaneous consecutive. The audience's outlook). Unpublished MA thesis, University of Vienna.

Stoklasová, Hedvika. 2017. *Profesionální tlumočník ve 21.století – nové technologie a sociální sítě (Professional interpreters in the 21ˢᵗ century: new technologies and social networks)* (in Czech). MA thesis, Charles University, Prague, Institute of Translation Studies, January 2017. Director: prof. Ivana Čeňková.
* *The topic of this master's thesis is new technologies and social networking sites in the field of interpreting. The theoretical part discusses how, over the course of time, technological advances have altered not only the face of interpreting itself but also the way interpreters work, and presented them with new possibilities. This part also briefly deals with the history and functioning of social networks, namely Facebook, Twitter and LinkedIn and examines the possibilities social networking sites offer in terms of marketing.*
The empirical part presents conclusions drawn from the study. The purpose of the study was to determine general tendencies in the use of new technologies and social networks by Czech interpreters. The questionnaire distributed online focused mainly on the following points: ownership of smartphones and tablets, awareness of technical novelties in interpreting, use of social networks for professional and marketing purposes. A total of 150 people took part in the study. The analysis of collected answers revealed that the number of tablet or smartphone owners amongst the participants is quite high, that participants are skeptical towards nontraditional ways of interpreting and that interpreters use social networking sites rather for communicating within the interpreting community than for marketing. (IC)

Velupur, Nivetha. 2016. *Une enquête sur la pratique glossaire des interprètes à Delhi.* Unpublished MA thesis, Jawaharlal Nehru University, New Delhi, Centre for French and Francophone Studies, School of Language, Literature and Culture Studies.
* *A questionnaire based on one initially used by Hong Jiang in 2015 for a similar survey (*https://aiic.net/page/7151/a-survey-of-glossary-practice-of-conference-interpreter/lang/1*) was sent to 129 interpreters in Delhi. Out of the 46 respondents, 28 were professional interpreters. Most were freelancers, With an MA or above, and more than 15 years of experience. Most of them reported they often used glossaries for their work. Most of them used conference documents as the main source for glossary preparation. Most of them had their glossaries as Word or Excel files, but half of them also used notebooks. The author also analyzes their responses in terms of uses of the glossaries, c*ontent,
backups, editing, re-use, sharing etc. with a breakdown by demograpic information features.

Volenová, Eva. 2017. *Teoretická predikce vlivu zašuměného kanálu na tlumočníkův výkon při simultánním tlumočení a jejich empirické ověření (Theoretical predictions of the impact of a noisy channel on interpreters' performance in simultaneous interpretation and their empirical verification)* **(**in Czech). MA thesis, Charles University, Prague, Institute of Translation Studies, January 2017. Director: prof. Ivana Čeňková.
* This thesis explores the issue of noise in the simultaneous interpreting process, using the concept of noise as defined in information theory and the model of communication developed by Claude Shannon. The theoretical section of this thesis first offers a brief explanation of the basic concepts involved in information theory, followed by a description of Shannon's model. Selected models of interpreting are then introduced based on this model of communication. A list of potential types of noise is then presented based on the literature examined that may have an impact on the interpreter during simultaneous interpreting. The empirical section of this thesis consists of a questionnaire and an experiment. The questionnaire determines to what extent interpreters find the potential types of noise from the list created in the theoretical section disruptive in their work. The list of types of noise is also expanded based on respondents' answers. The questionnaire also determines what strategies respondents employ to overcome adverse factors. The new types of noise and strategies employed are described in this thesis using open-ended answers from the respondents.

    The experiment tests the impact of a burst-noise channel on simultaneous interpreting. A total of 13 respondents took part in the experiment, performing simultaneous interpreting from English to Czech of a recording with four different types of burst noise simulated using models created by Jiří Milička. Interpreting performance was evaluated by three independent assessors and the data was then subjected to statistical analysis. This demonstrated that noise has a statistically significant negative effect on the quality of interpreting, that the individual types of burst noise have different levels of impact on the quality of interpreting, and that noise influences some aspects of interpreting more than others. The experiment also indicates that students receive worse evaluations than professional interpreters. It did not find, however, that professionals managed to filter out noise more effectively than students. (IC)

DOCTORAL DISSERTATIONS

FAN, Dinghong. 2012. *The development of expertise in interpreting through self-regulated learning from trainee interpreters*. Unpublished doctoral dissertation, Newcastle University, UK.
* A study on the role of self-regulated learning in the development of expertise in conference interpreting for trainee interpreters. Participants were thirty Stage-1 students and eleven Stage-2 direct-entry students admitted into the MA in Translating and Interpreting Programme (Chinese strand) at Newcastle University in September 2009. Quantitative data were collected at three time points over the course of the academic year with the aid of a self-designed questionnaire.

    Trainee interpreters' motivational beliefs and metacognitive knowledge of strategies were found to be major influences on their use of self-regulated learning strategies. Motivational beliefs and strategy use predicted interpreting performances. In turn, interpreting performances were found to influence subsequent motivational beliefs, metacognitive knowledge and strategy use. Student entry characteristics such as level of language on entry and age played a moderating role in the relations between the cognitive and motivational factors and the development of self-regulation, as well as in the relations between self-regulated learning and the development of expertise in interpreting.

    The findings highlight the role of modifiable learner factors in interpreter training theories, as well as the role of unmodifiable learner factors in deliberate-practice or self-regulated learning approaches to the learning of interpreting. The key implication of the study for interpreter training practice is that teaching and learning need to focus more on the adaptive use of self-regulated learning strategies, rather than solely emphasizing time spent practising. At the same time, strategy use needs to be taught as part of a framework of motivational and cognitive factors, rather than in isolation. (adapted from the online

LU, Xinchao. 2017. *Information Loss in English-Chinese Simultaneous Interpreting: A Corpus-based Study of Professional Conference Interpreters* (in Chinese). Unpublished doctoral disseration, National Research Center for Foreign Language Education, Beijing Foreign Studies University.
* Adopting a semantic-pragmatic approach, the research established an information-based SI assessment system, assessed information loss in spontaneous speech interpreting by professional English-Chinese (E-C) simultaneous interpreters in business and academic conferences, and explained why and how information loss occurred in E-C SI.

Part I established an information-based SI assessment system based on a cross-fertilization between SI working mechanism and Lambrecht's (1994) Information Structure Theory following a review of research findings on information, discourse and information, and information structure. The assessment system consists of a metric scheme for information in the source language, making assertions the unit of measurement, defining and categorizing assertions, and an assessment scheme for information loss in SI output.

Part II is a descriptive study. Based on 17 recording clips of 17 professional interpreters working at 17 international conferences, a parallel corpus of E-C SI was constructed and a corpus-based study was followed to delineate information loss. High frequency and wide distribution of various information-loss types were observed, many of which belong to propositional information loss or loss of focal elements of information, indicating the prominence of information loss in SI. Information loss occurred in about 50% of the T Assertions with 25% subject to propositional information loss and 20% loss of focal elements of information. Overall information-loss rate was around 25%-50%. Over 40% of T Assertions in 3 clips, over 30% in 5 and over 20% in 11 suffered propositional information loss. Over 30% of T Assertions in 2 clips and over 20% in 8 suffered loss of focal elements of information.

Part III is an interpretive study. Corpus-based quantitative and qualitative analysis as well as retrospective interviews of three interpreters, through the lens of an analytical framework combining the Effort Model of SI, language comprehension and production theories in psycholinguistics and the Relevance Theory in cognitive pragmatics, revealed that SI operational constraints (concurrent listening and speaking, time constraints, incremental processing), source language variables (delivery rate, information density, accent, linguistic complexity, technicality) and interpreting direction (B into A) were major causes of information loss. Factors such as concurrent listening and speaking, time constraint, delivery rate and information density tend to incur in interpreters cognitive resource deficiency while factors such as incremental processing, B-to-A interpreting, accent and linguistic complexity tend to incur cognitive capability deficiency. These factors, working alone or with others, gave rise to 3 information-loss conditions: a resource-deficiency type, a capability-deficiency type and a mixed-type reflected in 12 scenarios leading to either strategic or problematic information loss unfolded as 13 information-loss types.

Shami, Marwa. 2017. *Language specificity in simultaneous interpreting pedagogy: the case of English into Arabic*. Doctoral dissertation, School of Social Sciences, Department of Languages and Intercultural Studies, Heriot-Watt University.
* An analysis of both product data and retrospective data in an exercise involving 15 advanced Arabic-A students of interpreting simultaneously interpreting two English speeches into Modern Standard Arabic (MSA). The author used the conceptual framework of the Effort Models and the Gravitational Model of Language Availability to explore potential language-specific problem triggers in English-into-Arabic simultaneous (pooled into 7 categories, namely acronyms, word order differences, passive constructions counter-argumentation, the definite article as means of emphasis, modals and discourse markers). The product corpus was used to explore the ways participants interpreted speech segments containing such potential problem triggers, and cued retrospection was used to explore their relevant comments if any.

The data are presented rather extensively in the body of the dissertation. Findings suggest that the language-specific problem triggers identified by the author do generate problems, at least for interpreting students, including advanced students (many errors, omissions and infelicities were found in the product data), that MSA is closer to a B-language than to an A language in terms of language availability (mentioned by the participants themselves in retrospective reports) and that providing language-specific tactical solutions to students can be helpful – this meets the author's didactic aims. Findings also show that simple research designs and analysis methods can still provide much valuable information to feed into discussions about fundamental questions around interpreting.

WU, Zhiwei. 2015. *Towards a motivational system of interpreting learning: An empirical study on five universities in South China*. Unpublished doctoral dissertation, Guangdong University of Foreign Studies, Guangzhou, China.
*See WU Zhiwei, 2016 in the articles section.

XU, Ran. *2015. Terminology preparation for simultaneous interpreters.* Unpublished doctoral dissertation, University of Leeds, UK.
***This study investigates a corpus-based terminology preparation pipeline integrating building small comparable corpora, using automatic term extractors and concordancers. We compared and evaluated several term extraction and concordance tools for Chinese and English, and a single term extractor and a concordancer with comparatively better performance were selected to be used in the empirical study of this research. We ran two experiments with MA trainee interpreters at the University of Leeds using different preparation procedures (and tools) to prepare for simultaneous interpreting tasks (English and Chinese, both directions) on two specialised topics: Seabed Minerals (SM) and Fast Breeder Reactors (FR). I also collected data from focus groups to investigate the trainee interpreters' views on the use of different procedures (and tools). Our results suggest that the preparation procedure using both the term extractor (Syllabs Tools) and the concordancer (Sketch Engine) yielded better preparation results compared with a traditional preparation procedure. It helped improve the trainee interpreters' terminological performance during simultaneous interpreting by significantly increasing term accuracy scores by 7.5% and reducing the number of omission errors by 9.3%. On the other hand, terminology preparation (through using both the term extractor and the concordancer) is not a "magical cure" for all errors. Our data shows that the preparation procedure (and the tools) only helped to improve the students' holistic SI scores by 2.8% (but not yielding any statistical significance).*

BOOKS

Batur, Enis & Bener, Yiğit. 2017. *Délires simultanés / Simültane cinnet*. Saint-Nazaire : MEET (Maison des Écrivains Étrangers et des Traducteurs).
* A very original piece of fiction, an imaginary dialogue between a conference interpreter and a famous writer in a mental hospital, with reflections on the interpreter's work and beyond. The book has the original text in Turkish as well as a French version, written by Yiğit.

Setton, Robin & Dawrant, Andrew. 2016. *Conference Interpreting. A Trainer's Guide*. Amsterdam/Philadelphia: John Benjamins.
Setton, Robin & Dawrant, Andrew. 2016. *Conference Interpreting. A Complete Course*. Amsterdam/Philadelphia: John Benjamins.
* These two books are impressive as regards the work invested in them and the depth at which so many issues related to interpreter training are covered. The authors take their inspiration from the AIIC model of conference interpreter training, adopt some of its (debatable) postulates, intelligently discuss others, and go beyond most books on training by dealing realistically and in some depth with issues such as fidelity, the interpreter's role, professionalism and ethics, testing and certification and institutional issues. They give a wealth of good suggestions, including creative suggestions for exercises, and call for

an approach in training that puts human considerations at the center of attention. I do not agree with all the advice they offer and all the claims they make, but would definitely recommend the two books as reference books for reflection and discussions of various training related issues. In fact, they would deserve exceptionally long book reviews or several book reviews, each being devoted to one of the themes they take on. Such partial book reviews are not standard practice, but I am convinced that in the coming years, these books will be quoted frequently for their ideas.

And yet, if I were to choose a title for them, I might choose something like "ideas for conference interpreter training in an ideal world". Many of their suggestions would be fine if students progressed more or less at the same rate, if training programs had enough money to buy a lot of electronic equipment and pay instructors well enough for them to devote much time to class preparation and to post-class scrutiny of the students' recordings (but if they did over several years, would they have time to be in the market place and professionally up-to-date?), on the condition that experienced professional interpreters with the right language combinations and high motivation for teaching are available, of course. But such conditions are rarely met – if ever. The main question for existing training programs or training programs to be set up is not what would be best in an ideal world, but how to choose the best strategies with limited time and limited human, technical and financial means, or more specifically how to adapt the ideas and suggestions presented by Setton and Dawrant to real training environments, with what priorities. The authors are aware of existing constraints, but do not suggest practical strategies to address them. Neither do they take on board the fact that in many universities, in China but also elsewhere, undergraduates take introductory interpreting courses, which could be used as preparatory classes, as regards language skills, thematic knowledge acquisition, but also some basic listening and public speaking skills and even basic consecutive interpreting skills. This makes these two books far less useful in terms of practical guidance for course leaders and teachers than they could have been. (DG)

LESS RECENT

Nekula, Libor. 2008. *Hodnocení tlumočnického výkonu různými skupinami příjemců (Assessment of interpretation performance by various groups of users)* (in Czech). MA thesis, Charles University, Prague.
*The objective of this theoretical-empirical thesis is to investigate the assessment of interpretation performances by various groups of recipients. In the theoretical part, we provide an overview of the research results achieved up-to-date by theoreticians such as Hildegund Bühler, Ingrid Kurz, Andrzej Kopczynski, Peter Moser, Barbara Moser-Mercer, Daniel Gile, Franz Pöchhacker etc. The research results suggest that users´ expectations can differ depending on their experience, education and/or professional background. This fact prompted us to test the validity of this assumption by having interpreters´ performances assessed by various groups of users, the hypothesis being that different groups of users are likely to assess performance differently. To verify the hypothesis, we recorded three interpreters, who consecutively interpreted an eight minute speech from English into Czech, and asked the three groups of users (interpreters, lawyers and regular users of interpreting services – employees of multinational companies) to rate the performance in questionnaires designed for the purpose of this experiment. Subjects were asked to evaluate different criteria. Having processed the data collected in the questionnaires, we found that the differences were of statistical relevance in two categories only – communicative aspects of interpreting and intonation, with conference interpreters showing greater tolerance (higher satisfaction). In all the other criteria the hypothesis had to be rejected. The most interesting finding is the degree of individuality that seems to make factors such as professional background and experience less significant.

... AND BEYOND CONFERENCE INTERPRETING

SIGNED LANGUAGE INTERPRETING

Miner, Annette. (Gallaudet University). 2017. Professional Roles and Responsibilities in Designated Intepreting. In Biagini et al. (eds). 77-101.
* Four 'designated interpreters' (who work closely with Deaf professionals) and three interpreters who were not, as well two Deaf professionals - academics, were interviewed about the roles and responsibilities of interpreters. Two noteworthy findings: designated interpreters were expected to facilitate and maintain relationships in the workplace, and expectations for them were high and unorthodox if compared to usual standards which apply to community interpreters. Just a small-scale operation which needs to be confirmed, but a potentially valuable contribution to professional organizations and trainers as regards the actual role and expectations.

Rosenstock, Rachel & Napier, Jemina (eds). 2016. *International Sign. Linguistic Usage, and Status Issues*. Washington: Gallaudet University Press.
*International Sign is what Deaf people having different national sign languages use to communicate with each other. Not quite a language in the traditional sense, with an extensive body of conventional signs, grammar, syntax etc., but an ad hoc language which must be largely reinvented when Deaf people with different national sign languages meet, especially in international conferences. Hence the relevance of this collective volume for spoken language conference interpreters as well.

Hansen, Martje. (Humboldt-Universität zu Berlin). 2016. What is International Sign? The Linguistic Status of a Visual Transborder Communication Mode. In Rosenstock & Napier (eds). 15-31.
*A reflection on the linguistic status of International Sign. Interestingly, Hansen situates it between langage and langue, depending on circumstances, and especially on whether it is used for the first time within the relevant group of people or whether it is used between people who have been using it repeatedly for meetings on the same topic.

Whynot, Lori. (Macquarie University, Sydney). 2016. Telling, Showing and Representing: Conventions of the Lexicon in International Sign Expository Text. In Rosenstock & Napier (eds). 35-64.
* Expository IS is defined by the author as the type of signing that takes place in uni-directional addresses (as is often the case in conference interpreting). This chapter, which is part of Whynot's doctoral dissertation, is a study of the lexical frequency of types of signs used at an international conference of the World Federation of the Deaf.

Stone, Christopher & Russell, Debra. (UK, Wolverhampton & Canada, University of Alberta). 2016. Comparative Analysis of Depicting Signs in International Sign and Natural Sign Language Processing. In Rosenstock & Napier (eds). 65-83.
*A naturalistic examination of the production of interpreters working into International Sign at an international conference, focusing on depiction, i.e. the mapping terms that visually represent semantic components in signed languages.

Rosenstock, Rachel (University of Applied Science, Zwickau, Germany). 2016. Comprehension of Expository International Sign. In Rosenstock & Napier (eds). 84-102.
*This chapter addresses the issue of how Deaf people with different National Sign Languages who communicate using what is known as International Sign understand each other and to what extent.

de Wit, Maya & Sluis, Irma. (Freelancers, the Netherlands). 2016. International Sign: An Exploration into Interpreter Preparation. In Rosenstock & Napier (eds). 105-135.
* General information on sign language interpreters working for European institutions and organizations and on preparation, plus a questionnaire (16 respondents) and an 'online diary' (5 interpreters), the online diary being a questionnaire with structured questions and open questions

about preparation for meetings. The questions and analysis remain at a somewhat disappointing level, in view of the existence of reference material and many resource persons about preparation for international meetings by spoken language conference interpreters which could have made it possible to ask more specific questions and investigate possible differences between the spoken language interpreters' preparation strategies and those of signed language interpreters.

Best, Brett; Napier, Jemina; Carmichael, Andy; Pouliot, Oliver. (UK, Freelancer; UK, Heriot-Watt; UK, Freelancer; France, Overseas Interpreting). 2016. From a Koine to a Gestalt: Critical Points and Interpreter Strategies in Interpretation from International Sign into Spoken English. In Rosenstock & Napier (eds). 136-166.
According to the authors, probably the first publication on IS-into-English interpreting. The authors write about general issues related to interpreting from a signed into a spoken language and talk about "compression" and "expansion" strategies. This is apparently what is also referred to in the literature on translation and spoken language interpreting are language-related explicitation and implicitation, and what has been analyzed in more synthetic form as reformulation taking on board linguistically and culturally induced information (LCII) by Gile. They mention some effects of failure to take on board differences in LCII, as well as the effect of atypical pauses. In order to investigate interpreting tactics ("strategies") in IS into English, they studied an authentic interpretation of a lecture given in IS and interpreted into English by two interpreters. Two approaches were used to analyze the data, one based on the identification of disfluent pauses, and the second on a comparison of transcripts of the source text and the target text.

Sheneman, Naomi & Collins, Pamela F. (Gallaudet University, Washington). 2016. The Complexities of Interpreting International Conferences. A Case Study. In Rosenstock & Napier (eds). 167-191.
* *A study of preparation and communication strategies. A naturalistic study based on the analysis of lectures and a panel discussion given in sign (a mixture of their own country's sign language, ASL and signs borrowed from other sign languages) by three African Deaf presenters in the US. The English tranlsation of the transcript wer compared to the interpretation products. There were changes in register and losses of important content. Semistructured interviews were conducted with the coordinator, a hearing interpreter and a Deaf interpreter who worked for the conference.*

Oyserman, Joni. (University of Amsterdam). 2016. Complexity of International Sign for Inexperienced Interpreters: Insights from a Deaf IS Instructor. In Rosenstock & Napier (eds). 192-209.
* *Based on the author's experience, this chapter is about the fundamental skills required from IS interpreters beyond their existing skills as interpreters for national sign languages, especially as regards visual thinking, use of space and nonmanual features.*

MA theses

Brück, Patricia (University of Applied Sciences Magdeburg-Stendal). 2011. *Austrian Perspective of Team Interpreting. The Views of Deaf University Students and their Sign Language Interpreters*. MA Thesis for the Degree Programme in Sign Language Interpreting (EUMASLI).
* *Open interviews were conducted with 8 Deaf students and 8 of their SL interpreters on team work in interpreting.*
  This study, among several other studies it lists in the literature review, has – from the spoken language interpreting researcher's viewpoint – the merit of drawing attention to a phenomenon which also exists in teams of spoken language interpreters, where it is much less salient, perhaps because the interpreters' and the speakers' voices cover each other and make it difficult to monitor the interpreter's rendition of source speeches accurately. It is therefore particularly interesting to study the situation of SL

interpreters in this respect and see what lessons could be potentially drawn.

Many answers cited in the work actually fit requirements from single interpreters as well (with respect to attitude, competence etc.) and do not necessarily have anything to do with teamwork. Also, it is difficult to quantify the relative importance of teamwork-related features in the set of responses because the samples were so small, but a few findings are noteworthy:

Inter alia, for Deaf students, dissimilar signing style within a team, change of signing rhythm and dissimilar interpreting quality appear to be big issues (p.49). As the author writes in her conclusion, Deaf users seem to be particularly sensitive to heterogeneity within a team. The recommendations given at the end of the work make sense, but in terms of exploratory findings, studies on far larger samples need to be conducted before being able to draw more specific conclusions.

Coming back to a point made earlier in this micro-review, a replication of the study in spoken language interpreting environments would be interesting: it may well turn out that clients in general, when listening to the same team of interpreters over a conference, are particularly sensitive to homogeneity in the quality and style of interpreting, which might have implications on recruitment policy. (DG)

OTHER INTERPRETING RELATED PUBLICATIONS

Andres, Dörte. 2016. „Der politisch aktive deutsche Dolmetscher und Übersetzer (…) kämpft bewusst für die politischen Ideale des Führers". (RfD 1936, Folge 1), in Andres, Dörte; Richter, Julia; Schippel, Larisa (Hrsg.). *Translation im „Dritten Reich". Menschen – Entscheidungen – Folgen.* Berlin: Frank & Timme. 99-120.
The 'Third Reich' fundamentally transformed many people's lives, including those of language mediators. Like many other professionals, they, too, performed under strict surveillance and inspection. This article investigates the regimentation of professional interpretation through both the Reich Association for Interpreting (Reichsfachschaft für das Dolmetscherwesen, or RfD) and the German Central Conference office (Deutsche Kongress-Zentrale, or DKZ), and demonstrates that interpreters, too, were expected to serve national socialism and act on behalf of its ideology. As members of the RfD or DKZ, they were subject to the scrutiny of the authorities, the party… and their colleagues. (DA)

Andres, Dörte & Behr, Martina. 2016. „Nicht einstellen!" Die Auswahl der DolmetscherInnen der Deutschen Kongress-Zentrale im Dritten Reich'. In Richter, Julia; Zwischenberger, Cornelia; Kremmel, Stefanie & Spitzl, Karlheinz (Hg.). (*Neu-)Kompositionen. Aspekte der transkultureller Translationswissenschaft.* Berlin: Frank & Timme. 179-217.
* *Abstract: The article is a further contribution to reminiscence literature in translation studies. It focuses on interpreters in the Third Reich, their biographies and life stories as well as the room for manoeuvre they had within the system. The article examines the relationship between power, language and mediation and the position these mediators had in the Third Reich. It looks at how National Socialism treated them and how the interpreters dealt with National Socialism. The article tells the personal story of these interpreters, gives them a name and a face and lifts them out of anonymity.* (DA)

Andres, Dörte/Richter, Julia/Schippel, Larisa. 2016. *Translation im „Dritten Reich". Menschen – Entscheidungen – Folgen.* Berlin: Frank & Timme.
Examining translation and interpretation during the Third Reich has proved significant for translation and interpreting research, not only in German speaking countries but in Europe as a whole. Paradoxically both the training of interpreters and translators, how they exercised their professions and reflection on the processes involved underwent considerable development during this period and has an ongoing impact. The authors trace some of these developments, depict those involved and tell the stories of these men and women. Some were persecuted, fled the country, were made or made themselves invisible. The authors describe control mechanisms, attempts to bring about more professionality and the emergence of a new generation of translators and interpreters. They show the role that interpretation

and translation can play in shedding light and coming to terms with the crimes committed at that time. (DA)

Bahadir, Şebnem. (Johannes Gutenberg Univesität Mainz). 2017. The interpreter as Observer, Participant and Agent of Change. In Biagini et al. (eds). 122-145.
* The author considers that interpreters can be likened to ethnologists, insofar as they try to understand the principals nut also interact with them, thus generating changes both within themselves and in the principals for whom they interpret, as an agent of social change subject to the influence of political interests and power relationships. Beyond this comparison, which has some limitations, and philosophical reflections about ethics, what Bahadir really calls for is a reflection on the interpreter's role beyond the neutrality ideal and as a Third party with a role of its own.

Dam, Helle V. (Aarhus University). 2017. Interpreter Role, Ethics and Norms. Linking to Professionalization. In Biagini et al. (eds). 228-239.
* Dam discusses the first nine chapters of the book and sees through them a low level of professional autonomy, fragmented ethical standards but also an emerging scholarly consensus about the interpreters' role. She believes that professionalization is in the best interest not only of interpreters, but also of their clients because it helps perform well and effectively.

Dastyar, Vorya. 2016. *Dictionary of Interpreting Studies*. Tehran: Rahnama Press.
*A list of close to 300 English entries related to interpreting (including signed language interpreting) with explanations in Farsi. The book also offers a Farsi-English glossary. The coverage is wide, and relates to types of interpreting, to theories, to the interpreter's role, to training, to interpreting tactics and techniques.

Dastyar, Vorya. 2017. *Dictionary of Metaphors in Translation & Interpreting Studies (TIS)*. Tehran: Rahnama Press.
*Close to 300 English entries, gathered from the TIS literature (more than 200 entries are listed as bibliographic references), with a translation into Farsi, followed by an English and a Farsi explanation.

Dastyar, Vorya. 2017. *Dictionary of research methodologies in Translation and Interpreting Studies*. Tabriz: Zaban Academic Publishing.
* Over 300 English entries, with a Farsi translation, and a short explanation in English. The coverage is wide. The content is somewhat problematic (see a review by Andrew Chesterman in The International Journal for Translation & Interpreting Research www.trans-int.org *9:1 (2017), p. 121-123.*

[*Note: **Vorya Dastyar** is an Iranian translator and interpreter with a keen interest in TIS and strong motivation. He is the author of an interesting initiative around key concepts in TIS in the form of 'dictionaries', one on Interpreting Studies, one on metaphors in TIS and one on research methodology in TIS. The idea is fine. The implementation could be improved (see Chesterman's review – references are given below)*.]

Kieslich, Charlotte. 2016. Die Dolmetscher-Ausbildung in der Wehrmacht, in **Andres, Dörte; Richter, Julia; Schippel, Larisa** (Hrsg.). *Translation im „Dritten Reich". Menschen – Entscheidungen – Folgen.* Berlin: Frank & Timme. 121-141.
*The German Wehrmacht had a well-structured and efficient internal system to identify, train and test would-be interpreters from within their own ranks. This article examines the systematic training and preparation of potential interpreters within the Wehrmacht. (AD)

Marzocchi, Carlo. (EU). Norms revisited. In Biagini et al. (eds). 219-227.
*The first discussion chapter in the book, with reflections on norms, institutions, working conditions and self-perception.

Mellinger, Christopher D. & Hanson, Thomas A. 2017. *Quantitative Research Methods in Tanslation and Interpreting Studies*. London and New York: Routledge.
* A welcome addition to the growing body of publications on research methods in TIS, devoted mostly to inferential statistics. This book clearly relies on genuine understanding of the mathematics underlying statistical concepts and techniques and makes a valiant attempt to explain them to readers. It is difficult for me to assess the difficulties these explanations might hold in store for colleagues not familiar with mathematical language, but an important point that careful readers should be able to understand on the basis of explanations provided is that statistical techniques are tools for estimation, not providers of "yes" or "no" answers, that each has limitations, and in particular a certain probability of "false positives" and a certain probability of "false negatives", that significance as such is often meaningless without considering effect size, that there is no absolute truth about which values of correlation coefficients, interrater reliability values etc. are "strong", that uncertainties associated with the statistical techniques themselves are compounded by almost unavoidable uncertainty about the representativeness of samples, in other words, that some measure of uncertainty, and even of arbitrariness in one's research design choices and statistical choices is just as unavoidable. Hence the importance of serious thinking at all stages of research, as opposed to blind application of standard designs and statistical software that are sometimes encountered in the literature. I was also very interested personally in indications about recent research which showed weaknesses in what was considered good practice when I was a student of mathematical statistics, a long time ago. Again, a welcome contribution, and using it only as a guide for the selection of appropriate tests in various circumstances would be a waste – there is so much more to be learned from it. (DG)

Monacelli, Claudia & Boyd, Michael S. (UNINT, Rome). 2017. Professional Role, Norms and Ethics in Interpreting Studies Research. In Biagini et al. (eds). 203-216.
*An interesting study on a corpus of excerpts from two simulated bilingual civil mediations, with foci on the role and expectations from interpreters, on the role and power of the mediator, and on certain linguistic forms which are interpreted by the authors. The findings are interesting, but perhaps even more interesting is the demonstration of the value of such simulated mediations for research, and perhaps for training.

Öncü, Mehmet Tahir. 2016. *Basiswissen für Dolmetscher – Deutschland und die Türkei.* Berlin: Frank & Timme.
* Another of a series of books with some 'basic knowledge' about certain countries, as background knowledge for interpreters. There are already books for Germany and Spain, Germany and France, Germany and Italy, Germany and the UK. (DA)

Piecychna, Beata (Białostock University, Poland). 2016. Integrated problem and decision reporting in translation teaching – advantages and drawbacks from translation students' point of view. *Białostockie Archiwum Językowe* 2016, nr 16. 247-263.
http://repozytorium.uwb.edu.pl/jspui/bitstream/11320/5185/1/BAJ_16_2016_B.Piecychna_Integrated_Problem_and_Decision_Reporting_in_Translation_Teaching.pdf
*Semi-structured interviews about the merits and drawbacks of Integrated Problem and Decision Reporting (a technique whereby every translation assignment handed in includes explanations on all problems encountered, on how they were addressed and why) were conducted with 5 students who had undergone two months of translator training with IPDR. They reported difficulties in the initial stage but many advantages, including better awareness of the translation process, better awareness of their responsibility to readers of their target texts, and a better rapport with their trainer with whom they had the possibility of explaining and discussing their translation choices thanks to IPDR. The study is small and it would be premature to generalize on the basis of its findings, but the idea of asking students about their perception of the teaching environment and particular techniques is an attractive one. (DG)

Pointurier, Sophie. 2016. (ESIT, Université de Paris Sorbonne Nouvelle) *Théories et pratiques de l'interprétation de service public*. Paris : Presses Sorbonne Nouvelle. Les fondamentaux de la Sorbonne Nouvelle.

* A concise handbook (141 pages) on public service interpreting. Its author is a signed language interpreter, but the book covers both spoken and signed language interpreting. It has a conceptual part (the "theoretical" part), in which Interpretive Theory, skopos theory, and the Effort Models are presented briefly and in which fundamental questions such the interpreter's role, the myth of neutrality, ethics and professional rules of conduct are taken up, and a practical part, in the sixth and last chapter, with guidance on preparation, self-presentation to the principals, physical positioning of the interpreter, the importance of the professional's gaze, the choice of the simultaneous or consecutive mode, the use of the first person, cultural adaptation. She writes more specifically on interpreting in court settings, in police settings, on interpreting for victims of physical and sexual abuse, on interpreting for children, on health interpreting, on interpreting in educational settings. Pointurier does not waste words and space. She addresses essential points, including sensitive issues, in very readable language, without forgetting to quote the international literature, including relevant findings from empirical studies. A useful compendium

Turner, Graham (Heriot-Watt University) & **Best, Brett** (ASLI). 2017. On Motivational Ethical Norms. From Defensive Interpreting to Effective Professional Practices. In Biagini et al. (eds). 102-121.
*The authors interpret strict adherence to codes of pressional conduct and maintenance of minimum standards as 'defensive interpreting', similar to 'defensive medicine', in which the professional puts his/her own interests first. They advocate 'expository interpreting', which puts the benefit and interests of the principals first, with transparency and collaboration with them. An ideologically attractive position, with the potential of having an effect of codes of conduct and, as the authors say, of generating a wider, perhaps more efficient type of 'professionalism'. But the authors say nothing about associated risks such as counterproductive decisions or about the social and individual acceptability of this change.

Van Engen, Kristin J. & **Pelle, Jonathan E**. (Washington University in St. Louis, MO). 2014. Listening effort and accented speech. *Frontiers in Human Neuroscience* Vol. 8, article 577, pages 1 to 4. www.frontiersin.org
* A review article which, through citations of recent research, endorses the view that "understanding spoken language requires mapping acoustic input [which is highly variable] onto stored phonological representations" through accommodation of acoustic signals that do not quite match expectations and that this involves recruitment of cognitive resources which are limited at any time, with the possibility of interference with other operations. Hence additional cognitive load when litening to acoustically degraded speech, through either noisy signal or unfamiliar accents. Findings about association of such degraded speech with increased activity in parts of the brain which are generally not recruited whe listening to speech under better conditions are also presented. Perceptual adaptation to an accent will decrease listening effort and thereby increase functional cognitive capacity. All of this is scientific evidence that suggests that interpreting students should be exposed to many accents during training to help them reduce the risk/frequency of cognitive saturation while interpreting.

<div align="center">*   *   *</div>

Research issues – beginners' corner

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Social desirability bias and questionnaires
Daniel Gile

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Questionnaires are increasingly used in empirical TIS studies, and do indeed offer the advantage of obtaining information from a large number of respondents at a low cost, especially when online

questionnaires are used. However, as a source of information, they are vulnerable to a number of threats, three of which will be mentioned here.

One is potential misunderstanding of questions by respondents. This is best dealt with through pilot studies and successive improvements of wordings. Another is sample bias stemming from factors such as the language used in the questionnaire, poor targeting of potential respondents and biased access to respondents. If responses include demographic data, it is possible to at least have an idea of what sub-population the sample of respondents can reasonably be assumed to represent. Responses also depend on the motivation of respondents, and those who tend to complete questionnaires may have certain attitudes not necessarily prevalent in the target population, a difficult hurdle to overcome. These first two threats are probably well known to beginning investigators.

A third threat which is well-known to social scientists but which, judging by TIS publications I read, is often ignored in our field, is social desirability bias (SDB), a tendency by respondents to consciously or subconsciously answer questions in a way which they assume will reflect a more favorable image of them and their action. When asking students about their motivation, about cooperation with other students, about their teachers, when asking professionals about preparation, about sharing their glossaries with colleagues, about updating them systematically, less than truthful answers due to social desirability bias are a distinct possibility. Some technical means have been developed to detect and measure social desirability, which can be found in the survey methodology literature (see for instance King & Bruner, 2000), but before using them, TIS researchers can do a lot to reduce the likelihood of strong SDB contamination of survey findings and inferences by:

1. Asking themselves which questions they think of asking are either directly linked to self-image and social norms or suggest that a particular answer is expected.
2. If possible, such questions should be avoided.
3. If not, they should be reworded in a way that removes suggestions regarding the most desirable answer, and in a way that makes them less personal. For instance, responses to "How often do you see colleagues sharing their glossaries with each other?" are less likely to be contaminated by SDB than responses to "Do you share your glossaries with colleagues?"
4. Making sure respondents feel they will remain anonymous

Finally, when analyzing responses, those going against the direction of social desirability are the ones that can be considered most credible.

Reference

King, Maryon F. & Bruner, Gordon C. 2000. Social Desirability Bias: A Neglected Aspect of Validity Testing. *Psychology & Marketing* 17:2. 79-103.
https://www.researchgate.net/publication/230034577_Social_Desirability_Bias_A_Neglected_Aspect_of_Validity_Testing

Present Nodes

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

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