THE CIRIN BULLETIN

Conference Interpreting Research
Information Network

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

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

Experienced interpreters as beginning researchers
Many years ago, Danica Seleskovitch argued that interpreting practitioners, rather than researchers from research disciplines such as linguists and psychologists, should take research on interpreting into their hands, because they knew better what interpreting was all about. Looking at some of the early experimental designs and inferences of non-interpreters working on interpreting and even at some recent research by non-interpreters, she had a point – with two provisos: one, interpreters turned researchers ('practisearchers') need to know what research is all about, and two, they should be able to take enough distance from what they do professionally to look at it critically.

An obvious requirement for 'practisearchers' is training in research, including approaches and research methods. In this sense and from the perspective of Interpreting Studies, the establishment of research training in mny interpreter training programs is a welcome development, though in terms of time taken away from the acquisition of interpreting skills and invested in the acquisition of research skills, it can arguably be considered less desirable for students.

Another requirement, on which Seleskovitch insisted when recruiting students for her doctoral program at ESIT, was that practitioners only engage in research after some professional experience – after and not during interpreter training. Again, this makes sense – up to a point. Over the years, and again very recently, I have found that when experienced interpreters take their first steps in research to do an MA or a PhD, especially those who have been teaching for a long time and have acquired high status in their practitioner's community, they may find it difficult to accept their new status as beginners (in research). They are good interpreters, good teachers with legitimate authority, and they believe they "know". If they go through regular doctoral coursework, they have time to get used to the new situation and do well. But if they do not, as is often the case, and just start their MA or PhD under the supervision of a colleague – who may be younger than they are – things are not so simple. They may find it difficult to apply to their own case the idea that research is by nature the place where "existing knowledge" is systematically doubted and mercifully tested with stringent methods, augmented by (indispensable) human criticism. Against such background, strong emotional reactions are easy to understand when reservations are voiced about this or that aspect of their research. But they will not help the experienced-interpreter-and-beginning-researcher improve his/her research skills, and they can be socially disruptive.

Such cases have become rare in those countries where research into interpreting has taken root and a genuine research culture has emerged. Less so in other countries, where egoes can be bruised when they should not be, and bad feelings arise where there should not be any.

China
Data collection for *CIRIN Bulletin* is manual and depends on what is available to the editor and what contributors send in. How representative the content of each issue of the Bulletin is of CIR research is therefore difficult to ascertain, though data aggregation over several years does make it possible to see general trends.

In the CIR section of this *Bulletin*, the one with the most direct links to conference interpreting, there are 75 items, more than half of which (41) were written by Chinese authors. China continues to be the country with the largest number of publications on interpreting. Is China a global trend-setter in interpreting research? Not yet: many publications on interpreting (28 in this issue) are in Chinese and not accessible to researchers who do not understand the language. Many of them (11 in this issue, that is 39%) are on training, and more are on testing, on language competence, on language-specific topics in Chinese-English interpreting. Judging by the abstracts, they do not seem to offer much innovation of the kind to be attractive to international readers. However, an increasing number of Chinese authors write in English and work in cooperation with researchers from other countries. Many of them do their PhD overseas, some become and stay active members of the international CIR community after they return to China – and, what is more important, write good research which draws the attention of international readers. Their work, combined with very dynamic activity of Chinese universities that set up research groups, organize conferences and invite foreign researchers, is probably on its way to giving Chinese CIR increasing global influence. This in particular is the case of Chinese researchers working on translation and interpreting cognition (the University of Macau is one active Chinese center in the field, with a very active team led by Li Defeng).

Also note 3 Chinese bibliometric entries in this issue of the *Bulletin*. More Chinese bibliometric entries were reported in past issues. This approach seems to have generated more interest in China than in the West, though the first initiatives came from the West.

PhDs
In this issue, in contrast to previous issues, few MA theses, but a relatively large number of doctoral dissertations are listed. Out of the 10 PhDs, 3 are by Chinese authors, including one from the UK. The others are rather evenly distributed between West-European countries – but note one from Turkey.

Again, training issues and cognitive issues are highly present, and so are language-specific topics, including two dissertations on interpreting with Arabic.

Two out of the 10 PhDs (by Keller and Moore) are not on interpreting per se, but on cognitive issues related to bilingualism as such or to the interpreters' bilingualism. There have been such studies before, but mostly, they were conducted by linguists and psycholinguists. It is noteworthy that Keller and Moore are conference interpreters themselves. This illustrates well the distance covered since the 1970s and 1980s, when Seleskovitch and proponents of Interpretive Theory rejected such studies. These PhDs and other entries listed in this issue of the *Bulletin* also illustrate the degree of research skills and theoretical knowledge that many young IS researchers now have. Good news.

The "sociological turn"?
I have always found the metaphor of 'turns' in TIS (linguistic, cultural, sociological etc.) puzzling and mildly irritating. TIS is not some kind of homogeneous entity that moves in one direction, and then in another according to fashion. It is a heterogeneous community, or rather a set of communities of researchers and associated activities which cover many areas, approaches and topics. Over the years, the relative salience of each has varied, depending on the relevant branch of translation or interpreting, on the emergence of a theory or findings that caught the attention of the community, on the availability of new technology, on the personal influence of leaders, on information flows between researchers, on institutional involvement and funding opportunities to list just a few factors, but linguistic, cultural, sociological, educational and technological foci have always existed in TIS. Sociological topics and factors have certainly become more prominent in CIR over the past two or three decades, especially with more interest and involvement by CIR researchers in public service interpreting and signed language interpreting, where social issues are more salient than in conference interpreting, but interest in training and in cognition has not waned, and linguistic issues, often combined with cognitive issues, as illustrated by many entries in this *Bulletin*, are very much alive and kicking. Is IS really going through a "sociological turn"? If "sociological turn" is interpreted as a shift towards a dominance of sociology-related research, bibliometric data do not seem to corroborate this idea, at least as regards conference interpreting.

Daniel Gile

RECENT CIR PUBLICATIONS

ARTICLES

Becker, M., Schubert, T., Strobach, T., Gallinat, J., & Kühn, S. 2016. Simultaneous interpreters vs. professional multilingual controls: Group differences in cognitive control as well as brain structure and function. *NeuroImage*, *134*, 250–260. http://doi.org/10.1016/j.neuroimage.2016.03.079
This study is about how simultaneous interpreting benefits cognitive functioning in other non-language domains. Therefore, we investigated whether simultaneous interpreters (SIs) exhibit cognitive benefits in tasks measuring aspects of cognitive control compared to a professional multilingual control group. We furthermore investigated in how far potential cognitive benefits are related to brain structure (using voxel-based morphometry) and function (using regions-of-interest-based functional connectivity and graph-analytical measures on low-frequency BOLD signals in resting-state brain data). Concerning cognitive control, the results reveal that SIs exhibit less mixing costs in a task switching paradigm and a dual-task advantage compared to professional multilingual controls. In addition, SIs show more grey matter volume in the left frontal pole (BA 10) compared to controls. Graph theoretical analyses revealed that this region exhibits higher network values for global

efficiency and degree and is functionally more strongly connected to the left inferior frontal gyrus and middle temporal gyrus in SIs compared to controls.

Cerezo, Luis (American University, Washington D.C.). 2015. Interpreting. In Lacorte, Manel (ed). *The Routledge Handbook of Applied Hispanic Linguistics*. New York and London: Routledge. 313-331 (chapter 18).
* *General, covers all aspects of interpreting, mostly globally rather than specifically as regards the Hispanic world. Signed Language Interpreting is mentioned in passing only.*

CHANG, Chia-chien & WU, Michelle Min-chia. (National Taiwan University, Taipei). 2017. From conference venue to classroom: the use of guided conference observation to enhance interpreter training. *The Interpreter and Translator Trainer* 11:4, 294-315.
* *This study investigates the use of a conference-observation form designed by two interpreting trainers to make conference attendance more effective and relevant for interpreting trainees by guiding them through the observation process and leading them to reflect on the observation experience. The form was constructed to direct students' attention to various interpreting-related aspects of the conferences under study. Fifty reports on 20 conferences were collected from 17 interpreting students. The conference-observation form was found to be effective in facilitating extensive and in-depth observation and reflection.*

CHANG, Chia-chien ; WU, Michelle Min-chia & KUO, Tiechun Gina. (National Taiwan University, Taipei). 2018. Conference interpreting and knowledge acquisition. How professional interpreters tackle unfamiliar topics. *Interpreting* 20:2. 204-231.
* *10 freelance professional interpreters from Taiwan were interviewed on recent conferences they worked at and on their preparation strategies.*

Chmiel, Agnieszka. 2018. In search of the working memory advantage in conference interpreting – Training, experience and task effects. *International Journal of Bilingualism*, *22*(3), 371–384.
http://doi.org/10.1177/1367006916681082
* *Working memory scores were compared in the L2 reading span task (performed by professional conference interpreters, bilingual controls and interpreter trainees tested before and after training) and in the L1 reading span task and L1 listening span task (performed by interpreters and controls). Data was collected from 68 participants in experiment 1 and from 51 participants in experiment 2. It was analysed by means of linear models, regressions and t-tests.*
   Professional interpreters consistently outperformed controls on all working memory tasks. They performed better in L1 than L2, and their scores were not affected by modality (visual vs. auditory presentation) or recall mode (serial vs. free). Interpreter training improved working memory scores. Trainees' higher scores predicted better interpreting performance.

De la Cruz Recio, Manuel. (University of Salamanca). 2018. La metáfora del intérprete máquina 4.0: riesgos y retos (The machine interpreter 4.0 metaphor: risks and challenges). *trans-kom* 11:1.87-103.
* *An essay in which the author argues that it is necessary to distinguish between human and artificial interpreting, essentially because even if progress in neural networks and in the power of computers make it possible that artificial-intelligence based interpreting will yield interpreting products similar or perhaps even better than those produced by human interpreters in the foreseeable future, such artificial-intelligence based systems will lack the affective component and imagination found in human interpreters.*
Editor's comment: the topic is definitely interesting and important, but when speaking of the risks associated with the replacement of human interpreting by highly efficient artificial interpreting, I would have welcomed more explicit evidence, or at least 'mental experiments' showing concrete examples of such risks.

Dong, Y. & Cai, R. (2015). Working memory and interpreting: A commentary on theoretical models. In Z. Wen, M. Borges Mota & A. Mcneill (Eds.), *Working Memory in Second Language Acquisition and Processing* (pp. 63-85). UK: Multilingual Matters.

Eraslan, Şeyda. (Dokuz Eylul University, Izmir) 2018. The impact of sentence length and complexity on fluency in Turkish-English simultaneous interpreting. *Journal of Language and Linguistic Studies* 14:3.145-153. (www.jlls.org)
* *Eight interpreting students were asked to simultaneously interpret into English two Turkish speeches, one consisting mostly of short sentences, and the other with long, more complex sentences. Fluency was assessed on the basis of the number of pauses, false starts, repairs and repetitions. Students performed better when interpreting the simpler speech, and in retrospective interviews, they mentioned speed of delivery, complexity and syntactic differences between the two languages.*

Gile, Daniel. 2018. Simultaneous Interpreting. in CHAN, Sin-wai (ed). 2018. *An Encyclopedia of Practical Translation and Interpreting*. Hong Kong: The Chinese University Press. 531-561.
* *An encyclopedia article. More practical than theoretical. Some references to signed language interpreting.*

Gumul, Ewa (University of Silesia, Katowice, Poland). 2018. Searching for Evidence of Gile's Effort Models in Retrospective Protocols of Trainee Simultaneous Interpreters. *Między Oryginałem a Przekładem* 24.42: 17-39. (Special issue: Points of View on Translator and Interpreter Education Edited by Anna Jankowska, Olga Mastela and Łukasz Wiraszka)
http://akademicka.pl/ojs/index.php/moap/article/view/363/327
* *As a part of a larger project, 120 advanced interpreting students from three Polish universities with Polish A and English B were asked to interpret one of three speeches in both directions and retrospective verbalizations were elicited from them while they were listening to the recordings of the input and output. 531 comments from 103 students mentioned phenomena and mechanisms which were mapped by the author into cognitive-load related processing difficulties as described by Gile in his Effort Models, including the Tightrope Hypothesis, problem triggers, failure sequences and competition between Efforts. According to the author, the comments provide clear evidence corroborating the Effort Models. Above all, the evidence obtained through retrospection clearly confirms the operational principle of non-automaticity of the Efforts. The very verbalization of problems with processing capacity management means that these processes are in many cases fully conscious. Additionally, the process data provide some insight into the various stages of the decision-making process when the interpreters experience increased cognitive load and the reasons behind adopting certain coping tactics as opposed to others.*

HAN, Chao (Southwest university, China). 2018. Mixed-methods research in interpreting studies. *Interpreting* 20:2. 155-187.
* *The author analyzes 312 articles reporting empirical research from 36 T&I Journal issues from 2004 to 2014, focusing on mixed methods research and comparing quantitatively several catergories of studies in terms of mixed methods design. A rather philosophical and prescriptive view of the topic in spite of the descriptive statistics*

Hervais-Adelman, A.; Moser-Mercer, B.; Michel, C. M. & Golestani, N. (2015). FMRI of simultaneous interpretation reveals the neural basis of extreme language control. *Cerebral Cortex*, *25*(12), 4727–4739. http://doi.org/10.1093/cercor/bhu158
* *Functional magnetic resonance imaging (fMRI) was used to examine the neural basis of extreme multilingual language control in a group of 50 multilingual participants. Comparing brain responses arising during simultaneous interpretation (SI) with those arising during simultaneous repetition revealed activation of regions known to be involved in speech perception and production, alongside a network incorporating the caudate nucleus that is known to be implicated in domain-general cognitive*

control. The similarity between the networks underlying bilingual language control and general executive control supports the notion that the frequently reported bilingual advantage on executive tasks stems from the day-to-day demands of language control in the multilingual brain. We examined neural correlates of the management of simultaneity by correlating brain activity during interpretation with the duration of simultaneous speaking and hearing. This analysis showed significant modulation of the putamen by the duration of simultaneity. Findings suggest that during SI, the caudate nucleus is implicated in the overarching selection and control of the lexico-semantic system, while the putamen is implicated in ongoing control of language output. These findings provide the first clear dissociation of specific dorsal striatum structures in polyglot language control, roles that are consistent with previously described involvement of these regions in nonlinguistic executive control.

Hiltunen, S., Paakkonen, R., Vik, G.-V., & Krause, C. M. (2016). On interpreters' working memory and executive control. *International Journal of Bilingualism*, *20*(3), 297–314. http://doi.org/10.1177/1367006914554406

* The purpose of the study was to reveal new aspects of interpreters' memory and executive control. The memory and executive control of simultaneous and consecutive interpreters were compared to those of foreign language teachers and non-linguistic experts in two experiments: free recall and cocktail-party dichotic listening. Volunteers were 94 participants (22 to 26 participants in each group) with a minimum of 10 years of professional experience.

Simultaneous interpreters outperformed the non-linguistic experts in free recall. Though most of them detected their name in the cocktail-party test, they made no errors in the first and second word after it. In contrast, consecutive interpreters exceeded the performance of non-linguistic experts in seldom detecting their name in the cocktail-party test, as well as in making just a few errors in the first word after it. The results seem to indicate expertise-dependent differences between the two interpreter groups, as well as between foreign language teachers and non-linguistic experts. For simultaneous interpreters, the findings can be explained by conditions at work which demand the continuous dividing of attention between listening to the source text, formulating and speaking the target text, and even monitoring and comparing the equivalence of the two. With consecutive interpreters, the results could reflect high demands for resisting external distractions at work.

The results seem to point to expertise-dependent differences in memory and executive control between different foreign language expert groups achieved as a result of thorough experience in their field of expertise.

In addition to the memory processes, executive control seems to play a significant role in explaining the cognitive processes of simultaneous and consecutive interpreting compared to that of other experts, both linguistic and non-linguistic.

HUH, Jiun. (Ewha Women's University, Seoul). 2017. Phonological consideration of World Englishes in interpreter training: pedagogical suggestions based on an experimental study of consecutive interpretation. *The Interpreter and Translator Trainer* 11:1, 56-78, DOI: 10.1080/1750399X.2017.1310598

* A CI experiment was conducted on 10 student interpreters from a graduate school of interpreting and translation in Seoul, South Korea. All had completed three of the four required semesters, and had Korean as their A language and English as their B language. Three authentic speeches of 2 minutes each, representing American English (AME), Indian English (INE) and Chinese English (CHE), were interpreted in consecutive into Korean. Participants were then given scripts of the STs they had interpreted and were asked to underline the segments they had found unintelligible, while listening to them again. In a third phase, they were asked to provide general retrospective feedback. The students reported few problems with AME, but many problems with INE and CHE. The paper provides a detailed analysis of the phonological difficulties experienced, both segmental and suprasegmental. (RBD)

KANG, Qiang. (Changchun University of Science and Technology). 2013. Application of the Interpretive Theory of Translation in Interpreting Practice. *Canadian Social Science* 9:6. 236-241.
* *A presentation of Interpretive Theory*.

Koshkin, Roman; Shtyrov, Yury; Myachykov, Andriy; Ossadtchi, Alex. (NRU Higher School of Economics, Moscow) 2018. Testing the efforts model of simultaneous interpreting: An ERP study. *PLoS ONE* 13(10): e0206129. https://doi.org/10.1371/journal.pone.0206129
* *The event-related potential (ERP) technique was used to study neural activity associated with different levels of working memory (WM) load during simultaneous interpreting of Russian speeches into English and English speeches into Russian by 9 professional interpreters having Russian as an A language. The amplitude of the N1 and P1 components elicited by task-irrelevant tone probes was significantly modulated as a function of WM load (estimated on the basis of the number of words in EVS scaled/weighted for frequency and syllabic length) but not as a function of the direction of interpretation. The latency of P1 increased significantly with WM load. The WM load effect on N1 latency, however, did not reach significance. Larger negativity under lower WM loads suggests that more attention is available to process the source message, providing the first electrophysiological evidence in support of the Effort Model of SI, more specifically of the idea that high load on WM leaves less available attention for the Listening and Analysis Effort. The Production Effort was not investigated.*

Kriston, A. (2012). The Importance of Memory Training in Interpretation. *PCTS Proceedings (Professional Communication & Translation Studies)*, *5*(1/2), 79. Retrieved from http://connection.ebscohost.com/c/articles/82540902/importance-memory-training-interpretation
* *A discussion of ways to improve memory.*

LIAO, Sixin & PAN, Li (Macquarie Univ. & Guangdong Univ. of Foreign Studies respectively). 2018. Interpreter mediation at political press conferences. *Interpreting* 20:2. 188-203.
* *A rather speculative analysis of how the performance of two interpreters working in consecutive at a press conference with Presidents Obama and Hu shifted in their rendition from the original, sometimes omitting information, sometimes adding information, sometimes summarizing. The authors' analysis is framed in narrative theory.*

LIN, Yumeng; LV, Qianxi; LIANG, Junying (Department of Linguistics, Zhejiang University, Hangzhou). 2018. Predicting Fluency with Language Proficiency, Working Memory, and Directionality in Simultaneous Interpreting. *Frontiers in Psychology* 9:1543. doi: 10.3389/fpsyg.2018.01543.
* *This interesting study aimed to examine the predictive power of WM and language proficiency on SI performance in both interpreting directions. 22 translation and interpreting students with Chinese A participated in the experiment. Their WM was assessed through a reading span test, their language proficiency (in English) was assessed through a language history questionnaire and the measurement of reading speed in English. They were asked to simultaneously interpret 2-minute audio extracts of a Chinese speech by former Chinese President HU into English and of an English speech by Queen Elizabeth. Both speeches were found to be of comparable difficulty after they were submitted to computerized readability calculations. The students' fluency was measured in terms of interruption frequency, hesitation frequency, repetitionfrequency, correction frequency, and blank frequency. Interruptions in SI include interruptions of semantic coherence and interruptions of grammatical structure. "Blank" refers to the omission of information from the source Language. Inferential tests were performed on the variables to assess respective influences. The authors found inter alia that WM capacity was a stronger predictor of fluency than language proficiency. As they say themselves, one limitation of this study is that it is difficult to gauge the extent to which findings can be extrapolated to professional interpreters, whose linguistic proficiency, and perhaps more importantly, mastery of*

interpreting tactics and cognitive skills are allegedly far better than those of student interpreters, which may mean that cognitive processes in their performance of simultaneous differ considerably from those found in students. It would be most interesting to have a replication of the study with proficient professionals.

LV, Qianxi & LIANG, Junying LIANG. 2018. Is consecutive interpreting easier than simultaneous interpreting? – a corpus-based study of lexical simplification in interpretation. *Perspectives* DOI: 10.1080/0907676X.2018.1498531

*This study examined the simplification patterns of rendered texts, based on a corpus composed of SI and CI output texts, read-out translated speeches and non-interpreted, original English speeches in three dimensions: information density, lexical repetitiveness and lexical sophistication. More specifically, the authors measured lexical density, standardized type-to-token ratio, the percentage of the words covered by the 100 most frequent words in the corpus, word forms that appear only once in the corpus, the proportion of high frequency words in the relevant language (the 100 most frequent words) in the corpus, plus mean sentence length and mean word length. The results demonstrate that all of the parameters apply more to CI than to SI, which the authors interpret as indicating that the cognitive load of CI, if not higher, may be as high as that of SI.
Reviewer's comment: as in Liang et al. 2017 (Bulletin n°56), one problem with this inference is that in the consecutive mode, interpreters are free to reformulate the speech linguistically as they please since in the reformulation phrase, time pressure is low, whereas in the simultaneous mode, the simultaneous constraint imposes limitations on the extent to which they can transform the text. In other words, precisely because of high cognitive load in simultaneous, interpreters may not have the leeway to move away from the lexicon and syntax of the source speeches, especially in view of the fact that they were working into their second language, namely English. Hence this reviewer's doubts.

Mahyub Rayaa, Bachir (University of Granada). 2018. The practice of Arabic-Spanish interpretatioin in the United Nations and the African Union and its implications for training. *Revista de Comunicación de la SEECI*, nº 47, 15 noviembre 2018 - 15 enero 2019, 71-89.
* General.

Morales, J., Padilla, F., Gómez-Ariza, C. J., & Bajo, M. T. 2015. Simultaneous interpretation selectively influences working memory and attentional networks. *Acta Psychologica*, *155*, 82–91.
https://doi.org/10.1016/j.actpsy.2014.12.00
* Recent research has shown that becoming an expert in a certain domain may lead to a transfer of the acquired skills to other domains requiring similar abilities. Thus, the cognitive skills acquired by professional interpreters after intensive training may also transfer to other domains. Simultaneous interpreters are known to develop high working memory capacity (e.g., Christoffels, de Groot, & Kroll, 2006; Signorelli, Haarmann, & Obler, 2012). However, little is known about transfer of other processes such us updating and some aspects of attention also involved in interpretation. In Experiment 1, we found that interpreters outperformed a control group in updating skills, as measured through a dual version of the n-back task (Jaeggi et al., 2007). In Experiment 2, use of the ANTI-V allowed us to reveal that interpreting differentially modulates the interactions between attentional networks. Thus, we found no group differences in conflict resolution, but the interaction between the alertness and orienting networks differed between interpreters and non-interpreters. Taken together, these results suggest that experience in simultaneous interpreting transfers to other domains, but this transfer seems specific to the cognitive processes more closely involved in the interpreting tasks.

SHA, Lei. (Binzhou University). 2018. On Consecutive Interpreting of Chinese Promotion Roadshows of Government Investment Attraction Under Eco-translatology. *US-China Foreign Language* February 2018 16:2. 99-104.

In this short prescriptive essay, the author demonstrates through examples how eco-translatology and its "three-dimensional" transformation theory are applied in a specific case of consecutive interpreting. Basically, the idea is to adapt the form of the message to the target audience and context. It would be interesting to read a comparison of the principles of eco-translatoloty by someone who is very familiar with it, and other principles, including those formulated by functionalist theorists, in the West. (DG)

Stengers, Hélène; Kerremans, Koen & Segers, Jeroen. (Vrije Universiteit Brussel for SH and KK, KU Leuven for SJ). 2018. Integrating virtual conference tools in interpreter and translator training. *trans-kom* 11:2. 220-237.
The authors assess the results of the use of virtual meeting technology in translator and interpreter training programs at Vrije Universiteit Brussel on the basis of two case studies, one a virtual interpreting class and one a virtual translation class. For the virtual interpreting class (4 students), Skype for Business was used, proved unsatisfactory, and was then replaced with Adobe Connect. Students were asked for their reactions and said they would find it relevant to use more exercise sessions with a virtual conference tool, but also claimed that face-to-face instruction with "real" interpreting equipment was fundamental. The trainer (the first author) acknowledged the benefits associated with the use of such a tool, but was not convinced of its added value in comparison with a traditional face-to-face interpreting class.

For the virtual translation class (20 students), a translation feedback session, Skype for Business was usd, and students were asked to comment on the session right afterwards, using an online survey. All but two responded rather positively, indicating that it was just as effective as a face-to-face feedback session, but findings were not so clear as to whether they preferred one or the other. They particularly appreciated the chat function.

Taylor-Bouladon, Valerie. 2018. Conference Interpreting. in CHAN, Sin-wai (ed). 2018. *An Encyclopedia of Practical Translation and Interpreting*. Hong Kong: The Chinese University Press. 443-469.

From Chinese journals (contributions by YU Dewei)
Some English abstracts include passages that are difficult to understand. The editor tried to reword them to the best of his abilities, but in some cases, the editorial choice was made to post unclear passages nevertheless because of their potential information value.

CHEN, Xuemei (Anhui Normal University) & **CHAI, Mingjiong** (Shanghai International Studies University). 2018. The semantic processing routes of non-balanced bilingual interpreters (in Chinese). *Journal of Shanghai University (Social Sciences)*. 35:5. 121-130.
Abstract: Due to monolingual acquisition background and asymmetry of bilingual proficiency, non-balanced bilingual interpreters appear to have "translation asymmetry" and parallel processing routes of both "deverbalization" and transcodage to various extents in semantic processing in interpreting. Interpretive Theory, Information Processing Paradigm and the Simultaneous Cognitive-Pragmatic Model can explain certain cognitive processes of interpreting, but fail to explain the asymmetry and parallel routes. The Revised Hierarchical model of bilingual memory representation can explain not only the asymmetrical processing of non-balanced bilingual in interpreters without sufficient B language proficiency, but also the bilingual representation effect on the activation and inhibition of deverbalization and transcodage. The Connectionist Parallel Distributed Processing Model, with such features as parallel distribution, activation upon threshold of weights and network interaction, can explain the parallel activation of both deverbalization and transcodage.

DENG, Wei & CAI, Xiaohong (Guangdong University of Foreign Studies). 2018. Comparative analysis of doctoral dissertations in interpreting studies in China and France (in Chinese). *Shanghai Journal of Translators* 2: 31-38.

Abstract: Doctoral dissertations in the field of Interpreting Studies from 1973 to 2014, including 31 written and defended in France and 36 defended in Mainland China, are analyzed as regards 7 aspects: the number of studies, training institutions, research topic, research method, language combination, interpretation modality and interpretation setting. Based on the comparison of similarities and differences between doctoral dissertations in China and France, this article provides some insight for the upgrading of doctoral interpreting studies in China in terms of topic selection, perspectives, research method and doctoral education.

DENG, Yuan; ZHU, Jianping (Hunan University) **& ZHANG, Wei** (Beijing Foreign Studies University). 2018. The development and efficiency validity confirmation of a cognitive processing anxiety scale for consecutive interpreting (in Chinese). *Foreign Language Teaching and Research* 50:3. 451-462.

Abstract: Taking into account the features of consecutive interpreting, this study first develops a scale for measuring anxiety in cognitive processing of consecutive interpreting and then employs construct analysis and efficiency validity confirmation to test its reliability and validity. The scale measures listening and analyzing anxiety, memory-related anxiety, and speech production anxiety. The three factors prove efficient and stable. This scale covers more variables than the two-factor scale and is more efficient in measuring and understanding the anxiety status of student interpreters.

FAN, Zhijia (University of Electronic Science and Technology of China). 2018. User education: An underlying parameter for interpretation assessment (in Chinese). *Journal of PLA University of Foreign Languages*. 41:1. 150-158.

GAO, Bo (Peking University). 2017. New exploration of Chinese-Spanish interpreter training in undergraduate courses: Based on surveys and interviews of 6 universities in Beijing (in Chinese). *Journal of Jiangsu Normal University (Philosophy and Social Sciences Edition)*. 43:6. 149-154.

Abstract: With increasing exchanges between China and the Spanish-speaking world at all levels from different fields, we see a growing demand for Spanish interpreters, but Spanish-Chinese interpreter training is still very deficient in China. This study focuses on undergraduate Chinese-Spanish training in interpreting. In this work, we have done surveys and interviews in the most competitive 6 universities in Spanish Philology in Beijing about the students who have attended Spanish-Chinese undergraduate interpreting courses and their teachers. The purpose of this investigation was to make constructive suggestions about the content and methods and to improve the quality of teaching in this area, and to train outstanding interpreters for "the Belt and Road" project.

GAO, Yunzhu & MA, Suni (Qujing Normal College). 2018. Research on the reform of MOOC-based teaching of interpreting (in Chinese). *Theory and Practice of Education*. 38:6. 56-57.

Abstract: Interpretation teaching is still taught in the traditional way with old-fashioned ideas, obsolete teaching content, single teaching means and insufficient faculty. Colleges and universities should update teaching ideas and objectives using the MOOC environment, reform interpretation curriculum setup, innovate teaching modes, attach importance to interpretation practice and exercise, scientifically evaluate students' interpreting ability and enhance the trainers' quality.

JIANG, Lihua & PENG, Xuejiao (Hunan Normal University). 2018. Virtual-reality-based continuing education of translators and interpreters: An EU model (in Chinese). *Chinese Translators Journal*. 39:6. 41-46.

Abstract: As an extension of higher education, continuing education has been expected in China to offer an advanced platform on which practitioners in relevant fields could continue their learning process and further gain in experience. In the twin fields of translation and interpreting, this

traditional expectation has been challenged lately with a EU-funded IVY program employing techniques of virtual reality in constructing a new platform for continuing education and lifetime learning for translators and interpreters. An introduction to this EU model promises to help bring about changes to patterns of interpreter training in China.

KANG, Zhifeng (Fudan University). 2018. Bilingual switching cost and interpreting synergism strategies (in Chinese). *Foreign Language Education.* 39:3. 84-89.

*Abstract: This study tests non-English major undergraduate interpreters from Fudan University for bilingual switching costs between Chinese and English. The research findings are: 1) Rreaction time in switching trials was longer than in trials without switching 2) reaction times were longer in bilingual switching than in single language non-switching, and the rate of errors for the former is higher than that for the latter; 3) for the successful selection of entry items from TL, the amount of inhibition in SL is larger than that in TL, i.e. the relative intensity of two tasks will impact on that of the inhibiting language, which results in dissymmetry in switching costs. This study proposes interpreting synergism strategies including psychological dictionary, proficient diglossia, switching techniques, flexible cognition, emotion management etc. to overcome challenges associated with bilingual switiching costs in student interpreters.

LAI, Yihua & **ZHU, Weiguo** (Nanchang University). 2018. A study on Internet plus open teaching for consecutive interpreting (in Chinese). *TEFLE.* (8): 78-83.

*Abstract: This paper proposes a consecutive interpreting teaching model for MTI students. Based on the Production Oriented Approach and Constructivism Learning Theory, and applying the Flipped Classroom model in this high-end teaching, this study made use of the Internet, WeChat group, WeChat public account and other new technology platforms for simulated speeches and interpreting. Evaluation scales revealed that this open teaching model significantly promoted students' logical thinking for interpreting; it also improved exchange and interaction between teachers and students, the internalization of knowledge and skills, and the quality of the learning atmosphere. Correlation matrix analysis showed that interpreting skills were correlated with an on-the-spot mindset and extra-curricular exercises were markedly correlated with logical thinking ability.

LANG, Yue (Shanxi University); **HOU, Linping** (Shandong University of Science and Technology) & **HE, Yuanjian** (University of South China). 2018. A cognitive study on memory-pairing in simultaneous interpreting (in Chinese). *Modern Foreign Languages.* 41:6. 840-851.

*Abstract: Memory items, lexical or otherwise, can be transferred via bilingual memory across the source and the target systems. Such transfer, also known as memory-pairing, is the most economical processing route. In simultaneous interpreting, interpreters are constrained by time and other factors and their ability to deploy memory-pairing is a subconscious special skill and can therefore be considered their cognitive signature. The study of memory-pairing patterns in interpreting is an important area of research. In this paper we propose a set of criteria for identifying memory-pairs based on the output of professional simultaneous interpreters and have established memory-pairing patterns with the help of a self-supported Chinese-English simultaneous interpreting parallel corpus. Major findings include: (1) memory-pairing was deployed most frequently when interpreting proper names and in comparison much more frequently than interpreting other common expressions; and (2) the more complex the linguistic units, the less frequently they were interpreted via memory-pairing. The current research provides a feasible theoretical framework as well as a workable corpus-assisted methodology for the study of memory-pairing in simultaneous interpreting.

LI, Xiangdong & **HAN, Qi** (Xi'an International Studies University). 2018. Constructing an interpreter education model in light of social constructivism and situated learning theory: Justifications and design (in Chinese). *Journal of Xi'an International Studies University.* 26:3. 62-68.

Abstract: With more and more universities offering interpreting courses, Interpreting Studies scholars are increasingly paying attention to constructing interpreter education models. An effective interpreter education model should be constructed in accordance with findings of previous research and solid learning and teaching theories. This paper describes an interpreter education model which rests on social constructivism and situated learning, reflects students' learning needs and the nature of the interpreting profession, and takes advantage of previous findings on the components of interpreter competence and their development. It is hoped that this model can help strike a balance between the need to involve students in authentic interpreting tasks and their limited competence in handling authentic interpreting tasks at the beginning of interpreter training and narrow the gap between classrooms and the interpreting market.

LI, Xiaolong & WANG, Mengjie (Hohai University). 2018. Construction and research of a teaching model using automatic speech recognition APP in simultaneous interpreter training: A case study of VoiceNote as an auxiliary tool (in Chinese). *TEFLE*. (2): 12-18.
Abstract: This study attempted to construct an interpreting teaching model with students, teachers and automatic speech recognition APP as components. An interpreting teaching experiment was conducted with 40 students divided into 8 groups and their ensuing discussion evaluating the interpreting training classes was recorded. Based on principal component analysis, practice data on interpreting quality were compared and analyzed. The results indicated that speech recognition APP had a significant effect in improving the efficiency of interpreting practice.

LI, Xin (Shanghai Jiaotong University). 2018. A descriptive study of modality shifts in Chinese-English interpreting at government press conferences (in Chinese). *Foreign Language Education*. 39:4. 86-91.
Abstract: Drawing largely on the modality system from Systemic Functional Linguistics, this paper reports on a corpus-based study of modality shifts in Chinese-English government press conference interpreting. Textual analysis on the use of modality markers in the English target texts reveals that modality shifts occur less frequently than zero shifts, but the degree of modality shifts is still high. Shifts of modality value and shifts of orientation are much more common than shifts of modality type among the three dimensions, which are respectively marked by a tendency towards "weakening", "subjectivisation" and "de-obligation". It appears that the identity of the source text speaker does not affect the general degree or predominant types of modality shifts, but does affect the degree of the "strengthening" shift, which features more prominently in translating speeches of Chinese officials than journalists. The "weakening", "subjectivisation" and "de-obligation" shifts render the communication between Chinese officials and journalists more friendly and harmonious, while the "strengthening" shifts present the Chinese government as more confident, sincere and powerful on important issues. All these features of modality shifts reflect power relationships between the participants at press conference interpreting including interpreters, speakers, the target text audience, interpreting initiators, conference chairpersons and assessors of interpreting performance.

LIU, Menglian (Guangdong University of Foreign Studies). 2018. On the IVY virtual reality interpreting training model (in Chinese). *Shanghai Journal of Translators*. (5): 78-83.

LIU, Yuhong; JIA, Zhixiu & CAO, Huaijun (Xi'an International Studies University). 2018. A survey on MI teachers' ideas and practices of choosing teaching materials (in Chinese). *Journal of Xi'an International Studies University*. 26:1. 59-63.
Abstract: This is a survey report on MI teachers' ideas and practices of choosing teaching materials. Data collected from 52 MI teachers of 16 universities show that: 1) they all recognize the importance of teaching materials, and their teaching relies on teaching materials to various degrees; 2) three out of four respondents use self-compiled teaching materials, mainly to provide new materials and/or to achieve better compiling arrangement; 3) when they choose/compile teaching materials, respondents

stick to a number of yardsticks including the authenticity of the materials, whether they meet the level of students, and whether they are hot social topics; 4) more and more transformation of respondents from users to developers of teaching materials has been apparent, with replacement, reorganization and addition as main forms of secondary development; and 5) both the respondents, personal experiences and the academic activities they have participated in exert influence on their choice of teaching materials.

LUO, Huifang & LEI, Yalin (China University of Geosciences). 2018. The construction of a deeply-connected interpreter development model in the intelligent era (in Chinese). *TEFLE.* (4): 57-61.

*Abstract: This paper discusses problems in interpreter development in the intelligent era from the perspective of digital learning theories, especially connectivism theory and deep-learning theory. Literature review and analysis reveal that deep-learning theory, connectivism theory and interpreting study have common points. So, the authors, by integrating interpreting theories with practice, try to put forward the concept of deeply-connected learning and build a deeply-connected interpreter development models including a deep-connection-based learning platform, problem-oriented deep-learning mode and practice-based interpreter-training mode. The authors also wish to provide a cross-boundary perspective for interpreter development.

LUO, Yutao (Guangdong University of Foreign Studies). 2018. Research on the reform of the teaching of interpretating based on MOOC environments (in Chinese). *Theory and Practice of Education.* 38:30. 53-54.

*Abstract: English interpretation is a demanding mental activity and interpreters should have excellent psychological features, which have become consensual in the interpretation industry. Therefore, in the teaching of interpretation, teachers should pay more attention to the cultivation of their students' ability to express themselves and speak, and focus on the enhancement of students' bilingual communicative competence, cultivate their awareness of intercultural communication, adhere to a student-centered interpretation teaching mode, create a realistic atmosphere of interpretation teaching, promote professionalization in the teaching of interpreting, cultivate their comprehensive responsiveness and create stable psychological qualities through various training strategies so as to further improve their interpretation ability.

SHAO, Xian (Shanghai International Studies University). 2018. A corpus-based study of structural categories of lexical chunks and the "stitching" mode in interpretation (in Chinese). *Shanghai Journal of Translators.* (6): 50-56.

*Abstract: Based on a self-constructed professional consecutive interpreting corpus (CECIPC), this study extracted lexical chunks (3 to 6 words) following a set of limitations suggested by Altenberg's instruction in 1998, and conducted an intensive study on patterns and features of lexical chunks with structural classification standards and a model of discourse composition ("stitching") proposed by Altenberg. The major findings are: 1. Professional interpreters use large amounts of lexical chunks with stability; 2. Clause constituents, the major building blocks of interpretation, account for the largest proportion of all the structural categories of lexical chunks; 3. Incomplete phrases make up only 15% of lexical chunks, which are the main means of composing integrated phrases; 4. "Stitching" different structural categories of lexical chunks could improve the interpreters' generative capacity.

SUN, Yangyang (China Pharmaceutical University). 2018. Explicitation of logical cohesion in Chinese/English simultaneous interpreting (in Chinese). *Foreign Language and Literature.* 34:2. 124-130.

*Abstract: This paper examines the process as well as the quality of the Chinese-to-English simultaneous interpreting of an impromptu speech by eight interpreters in order to see if interpreters may need to exert more effort in the interpreting process. Two types of cohesion criteria were adopted, anaphora and metalanguage, to compare the levels of cohesion between the source and the target texts.

The results show that both professional and student interpreters tended to make certain types of anaphora explicit in their renditions, possibly in an attempt to make their interpreting more succinct and understandable. In addition, the interpreters usually preserved the frame and transition markers used by the speaker in their renditions. But when those meta-discourse markers were used inappropriately due to lack of planning, interpreters might change or delete the markers based on their own understanding.

TANG, Yuan (Central South University). 2018. Trends and limitations of foreignization in interpreting: With Xi Jinping's idiomatic words as example (in Chinese). *Shanghai Journal of Translators.* (5): 30-34.

*Abstract: Increasing cultural exchanges between nations have provided conditions for foreignization in translation. This paper analyzes the foreignization trend in interpreting by taking the example of Chinese-Specific Words form Speeches by Chinese President Xi Jinping. Foreignization can be achieved by retaining pragmatic characteristics, keeping cultural images, and presenting deep cultural implications. In real-time activity, foreignization will be adopted with more limitations in interpreting than in translating, so that interpreters often find themselves more or less in a straitjacket.

WANG, Binhua (University of Leeds). 2018. Interpreting studies in China in the past 40 years: Progress and prospect (in Chinese). *Contemporary Foreign Language Studies.* (3): 48-56.

*Abstract: This article reviews the development of interpreting studies in China in the pas 40 years. Based on bibliometrical data from core journal articles, monographs, PhD dissertations and international journal articles on interpreting, it examines the distribution of publication numbers, research topics and research methods. Four periods are identified for the development of interpreting studies in China as including: (1) the Trail-blazing Period from late 1970s to late 1980s; (2) the Initial Development Period in the 1990s; (3) the Renewal Period in the first decade of the 21st century; and (4) the Diversified Development Period in the second decade of the 21st century. Major achievements of interpreting studies in China are embodied in the following aspects: (1) improved quality of journal articles; (2) enhanced theoretical and methodological construction; (3) remarkable achievements in interpreter training; (4) outstanding achievements in corpus-based interpreting studies; (5) the emergence of the new generation of researchers; and (6) successful efforts in going global for some Chinese interpreting researchers.

WANG, Huashu (Guangdong University of Foreign Studies)**, LI, Zhi** (Harbin Normal University)**, & LI Defeng** (University of Macau). 2018. An empirical research on professional interpreters' use of interpreting technologies (in Chinese). *Shanghai Journal of Translators.* (5): 70-77; 88.

*Abstract: The big data era has witnessed increasing integration between information technologies and rising language services, leading to new demands on technology application skills from interpreters. The relation between interpreting technologies and interpreters thus becomes one of the research hot-spots in translation and interpreting studies. In this study, we have conducted a questionnaire survey of 459 domestic interpreters and interviewed 10 experienced interpreters. As a result, through the analysis of data in aspects of technology cognition, technology use and technology learning and training, a number of problems are identified and suggestions made, all of which serve as reference for relevant education programs and future research.

WANG, Weiwei, XU, Yi, & MU, Lei (Guangdong University of Foreign Studies). 2018. On interpreting competence of China's Standards of English (in Chinese). *Modern Foreign Languages.* 41:1. 111-121.

*Abstract: With reference to Chomsky's "competence", Bachman's "communicative language ability" and "overall language proficiency" from CEFR, this paper reviews the definitions, notions and concepts of "language competence" and analyzes the relation between interpreting competence and language competence. By positioning interpreting in the scope of overall language proficiency, this

paper put forward a proposal and one interpreting descriptor framework, so as to provide a theoretical basis for the interpreting proficiency scale of China's Standard of English (CSE).

WANG, Yanqiang (Fudan University). 2018. Face work in media interpreting (in Chinese). *Shanghai Journal of Translators.* (6): 44-49.
*Abstract: Media interpreting, as a new form of interpreting, has been reviewed from many perspectives. It is considered that simultaneous interpreters could be under huge pressures when they work in the media settings. The article is aimed at analyzing the coping strategies of the media interpreter from a real case study by adopting Goffman's Face Work Theory and Brown and Levinson's Face Saving Theory.

YAO, Bin (Beijing Foreign Studies University). 2018. A study on reformulation strategies in consecutive interpreting (from Chinese into English) of impromptu speeches (in Chinese). *Chinese Translators Journal.* 39:2. 106-110.

YAO, Bin (Beijing Foreign Studies University). 2018. A multi-dimensional view on fidelity in interpreting (in Chinese). *Chinese Science & Technology Translators Journal.* 31:1. 21-24.
*Abstract: This paper puts forward a multi-dimensional view on fidelity for interpreting practitioners on the basis of a case analysis. It first points out that a working interpreter must navigate the dynamics among the event organizers, speakers, audience and other on-site personnel. Therefore, the interpreter must balance fidelity towards the source text, the information conveyed, the organizers' requirements, the audience's demand, the receivers' culture, and even his/her own priorities as an interpreter. This paper argues that the interpreter should make decisions on fidelity by taking the specific context and communicative goals into account.

ZHAO, Shuo (Northwestern Polytechnical University). 2018. On the robustness of the interpretation process between English and Chinese (in Chinese). *Journal of Xi'an International Studies University.* 26:1. 111-114.
*Abstract: This paper explores the system stability of Chinese and English interpreting from the perspective of cybernetics robustness. First the language characteristics of conversion in interpretation process exist in interpretive significance and code conversion in which robustness works were studied. Hence the robust control problem in interpretation process is proposed. Based on source language and target language, the target language generation strategy and robust control strategy in interpretation process are presented and analyzed innovatively. Next it discusses the robust asymptotic stability of interpretation process and successful output of the target language. Finally, the contextualized robust features and strategies in target language reconstruction are raised.

ZHU, Zhaoxi & ZHI, Hui (Northwestern Polytechnical University, Xi'an). 2018. On Comprehension Obstacles in Conference Consecutive Interpreting Based on Gile's Efforts Models and Comprehension Equation. *International Journal of Liberal Arts and Social Science* 6:10. 32-40.

From a less recent publication, *Bulletin Vals-Alsa Bulletin Suisse de Linguistique Appliquée n°81 (Bulletin of the Swiss Applied Linguistics Association) guest-edited by Künzli, Alexander (2005)*

This special issue was devoted to TIS and includes a few papers on conference interpreting:

Kurz, Ingrid (University of Vienna). 2005. Akzent und Dolmetschen – Informationsverlust bei einem nichtmuttersprachlichen Redner. *Bulletin Suisse de Linguistique Appliquée n°81.* 57-71.
* A transcript of an authentic speech in English was read out twice, once by a native speaker of English, and once by a non-native speaker. 10 students with at least two semesters of training in simultaneous interpreting were asked to interpret half of each in different orders into their German A.

Right after interpreting, they were asked to fill out questionnaires with questions about their assessment of terminology, speaking speed and accent and were then interviewed about the accent of the speaker and about how they dealt with difficulties. Their output was also checked for accuracy on a sentence-by-sentence basis (longer sentences were cut into two 'propositions'). The number of propositions correctly interpreted was markedly lower in the case of the non-native accent. Also, the non-native accent seemed to be associated with a feeling of higher difficulty as regards terminology and speaking speed.

Moser-Mercer, Barbara (University of Geneva). 2005. Remote Interpreting: The Crucial Role of Presence. *Bulletin Suisse de Linguistique Appl*iquée n°81. 73-97.
* *In this interesting controlled experiment conducted by ETI, Geneva with ITU and Swisscom, 6 interpreters working in the French booth worked alternatively in on-site booths and in a remote booth during an entire 3-day meeting, thus serving as their own control, whereas English booth interpreters and Spanish booth interpreters working on-site also participated with the same measurements. Stress, fatigue and performance were measured and compared, and various personality tests were conducted. On the basis of the results, the author claims that the remote condition generated more stress, fatigue and faster performance deterioration.*

 Something which readers might find striking in the results of personality tests reported by the author: in all participatins interpreters, the degree of "psychoticism" a measure that "according to Eysenck reflects personal disillusionment, bitterness, cynicism, idiosyncrasy and a disregard for convention, values both for male and female participating interpreters are clearly above the norm" (p.86). No further comment from this reviewer.

Seeber, Kilian (University of Geneva)). 2005. Temporale Aspekte der Antizipation beim Simultandolmetschen von SOV-Strukturen aus dem Deutschen. *Bulletin Suisse de Linguistique Appl*iquée n°81. 123-140.
* *The objective of the study was to find out, by means of a pilot study, to which extent the speed of delivery (v) of the original is causally related to the interpreter's anticipation, in this case of the final German verb in sentences simultaneous interpreted into French. A case-study experiment with a single interpreter interpreting two speeches, one at 120 wpm and one at 1454 wpm, was designed to measure both the accuracy of anticipation (AA) and time of anticipation (tA) as variables depending on the speed of delivery. The results suggest that the time of anticipation (tA) is negatively affected by an increase in the speed of delivery (v), whereas the accuracy of anticipation (AA) only decreases marginally.*

M.A. AND GRADUATION THESES

Amos, Rhona & Gillet, Cécile. 2014. Simultaneous interpreting and improvised ensemble playing: the role of anticipation. MA thesis, University of Geneva. (available online)
* *This thesis compares cues potentially used for anticipation in simultaneous interpreting and musical ensemble playing, i.e. at least two or more instruments of vocalists are playing or singing together without sheet music and without prior rehearsal. It looks at cues, both linguistic and extra-linguistic, which can be used in simultaneous for anticipation, and takes examples from an Obama speech, and at musical cues which can be used to anticipate when listening to music, with examples from a Vivaldi violin concerto.*

Debrat, Claire. 2016. *Etude des déclencheurs de problèmes pendant l'interprétation simultanée d'une conference médicale, avec ou sans texte*. Master's thesis, University of Geneva. (available online)

Using as a conceptual framework the Effort Models, the Tightrope Hypotheses and associated problem triggers as identified in that context, the author checked the effect of visual input in the form of slides with texts and graphic illustrations during simultaneous interpreting of medical speeches. Seven interpreters (partly novice professionals, partly advanced students) interpreted three medical speeches, half of each was presented with dual visual input, of text and graphs, and half without it. They were asked about their perception of the effectiveness of their input, and the accuracy of their target speeches as regards the problem triggers, including names, numbers, technical terms, measurement units, was tested. Perception results were mixed, but overall, accuracy of interpreting was found to improve in the presence of the visual input.

Hackbarth, Steffen. 2018. *Shadowing als Methode zur Verbesserung der Aussprachefähigkeiten in der B-Sprache – eine Longitudinalstudie (Shadowing as a Method to Improve B Language Pronunciation in Conference Interpreters – a Longitudinal Study).* Unpublished MA-Thesis. Fachbereich Translations-, Sprach- und Kulturwissenschaft (FTSK) Germersheim, Johannes Gutenberg-Universität Mainz.

Abstract: *A recent neurophysiological study conducted by Kalderon (2017) concluded that articulatory planning requires considerable mental effort when interpreting into a non-native language (L2). Automatized correct pronunciation in the B language thus possibly plays an important role in the interpreting process, leaving interpreters with more capacity for other essential tasks such as listening, analysis, and delivery. The aim of the present paper was to explore whether shadowing is a suitable method for interpreters to automatize their B language pronunciation. To this end, a longitudinal pilot study was conducted on six students enrolled in the MA Conference Interpreting at the Johannes Gutenberg-University Mainz. All participants in the study were German native speakers and regularly shadowed a speech held by a native speaker of British English over a period of six weeks. Before and after the experiment, another native speaker of British English evaluated the participants' English pronunciation based on a set of six different criteria. Overall, the participants showed a tendency towards an improved English pronunciation directly after the six-week study, though considerable interindividual variation as to the extent of the improvement was observed.* (DA)

Montag, Michaela. 2018. „*Let's talk about sex, baby!"* – *Der Umgang mit dem Tabuthema Sexualität beim Simultandolmetschen ("Let's talk about sex, baby!" - Dealing with the taboo topic of sexuality in simultaneous interpreting).* Unpublished MA Thesis, Fachbereich Translations-, Sprach- und Kulturwissenschaft (FTSK) Germersheim, Johannes Gutenberg-Universität Mainz.
* This thesis takes a look at how interpreters handle the taboo topic of sexuality if they are unexpectedly confronted by it. First, the linguistic origin of the word taboo is explained, followed by an attempt to define taboos and their significance in society. Then an insight is given into simultaneous interpreting strategies which can be used as a coping mechanism when confronted by unexpected difficulties. The second part of the thesis describes a study conducted with interpreting students to ascertain how interpreters handle the taboo topic of sexuality. The interpreting students were given the setting of a fictitious conference speech during which explicit wording was used to describe common myths about HIV and AIDS. The transcriptions of these interpretations were then analyzed to determine whether the aforementioned strategies were applied. (DA)

Sakall, B. 2016. *Effect of working memory training on simultaneous interpreting performance: Dual n-back task* (Unpublished MA thesis). Hacettepe University, Ankara.

Santens, Wouter. 2018. L'interprétation simultanée comme acte de langage situé : verification sur la base des marqueurs discursifs. Master's thesis, Universiteit Gent.
* A corpus-based comparison of Dutch as spoken by Dutch speaking European MPs and of Dutch as produced in simultaneous interpreting into that language by interpreters working for the European Parliament, the three indicators being the use and frequency of three discourse markers, 'dus', 'wel'

and 'nou' and 'nu' (corresponding very roughly to 'thus', 'well', 'now' in English – note that these indications are only given as a general orientation for readers to have an idea of what these discourse markers refer to, and definitely not as translations). The author finds that dus is used more often by interpreters than by MPs, and is often added as a marker in the interpreter's speech whereas it has no contextual equivalent in the source speech; wel is also used more often by interpreters, in a way similar to the way "well" is used by interpreters working into English, perhaps even when no particularly heavy cognitive load is present, while the higher frequency of 'dus' is often associated with high cognitive load. 'Nu' is used at a similar frequency by interpreters and by MPs, but with different uses.

Sochorová, Veronika. 2018. *Přízvuk řečníka jako faktor ovlivňující kvalitu konsekutivního tlumočení: srovnání rodilých a nerodilých mluvčích* (*Speaker's accent as a factor influencing quality in consecutive interpreting: a comparison of native and non-native speakers*) (in Czech). Unpublished MA thesis, Charles University, Faculty of Arts, Institute of Translation Studies, September 2018. In Czech. Director: PhDr. David Mráček, PhD., Institute of Translation Studies, Faculty of Arts, Charles University.

Abstract

This thesis explores the topic of speakers' foreign accent in English as a factor influencing quality in consecutive interpreting. The thesis is based on research papers that have already been written on the topic. The theoretical section of the thesis begins with a description of the current status and global role of English as a factor influencing interpreting. It also addresses previous research that has been done on the topic. The last chapter of the theoretical section describes the concept of quality in interpreting, focusing on Barik's quality assessment model (1971) that serves as a source of inspiration for the quality assessment model used in our research.

The empirical section of the thesis is comprised of an experiment and a questionnaire. The experiment was conducted with nine interpreting students who consecutively interpreted a speech pronounced by three speakers – native speakers of English, Spanish, and French. The interpreted versions of the speech were evaluated based on the quality assessment model that was established. The model marks all differences from the original text according to their seriousness. To get another source of data, the interpreters filled out a questionnaire, which included questions about their other working languages, experience with interpreting non-native speakers of English, subjective evaluation of difficulty of the speech and speakers' accent, as well as their own interpreting.

The results of the empirical section show that a foreign accent in English may have a negative influence on the quality of consecutive interpreting. The experiment has not proved any positive influence of other working languages on the quality of interpreting. However, the results show that experience with non-native speakers of English may result in better quality when interpreting non-native speakers with the same mother tongue. (IC)

Ullrichová, Eva. 2018. *Prozódie simultánního tlumočení: srovnání s prozódií spontánní a čtené řeči* (*Prosody of simultaneous interpreting vs. prosody of spontaneous and read speech*), Unpublished MA thesis, Charles University, Faculty of Arts, Institute of Translation Studies, September 2018. In Czech. Director: Doc. Tomáš Duběda, PhD., Institute of Translation Studies, Faculty of Arts, Charles University.

* *This thesis examines prosodic features of simultaneous interpreting from English into Czech by comparing it to Czech journalistic speeches read aloud in Czech National Radio and spontaneous answers in radio interviews. A small corpus was created for the purposes of the present work, in which each of the three speech styles is represented by one-minute recordings of six speakers. Recordings of simultaneous interpreting were drawn from the archive of the European Parliament. First, discriminant analysis is used in order to determine whether the selected speech styles can be distinguished on the sole basis of formal intonation features. The resulting classification was not entirely satisfactory; possible causes are mentioned in the thesis. Then, comparative analysis was*

applied on the corpus in order to explore the following suprasegmental features: intonation, pauses, speech rate and segmentation. Several tendencies were found. In our material, simultaneous interpreting was characterised by slower speech and articulation rate than other speech styles, which corresponds to the results of previous studies. Pauses within intonation units tended to occur more frequently than in the other speech styles. The analysis also showed that more words are given prominence in the interpreted speeches in comparison with the other speech styles and the text was segmented into more intonation units than speeches read aloud. Finally, the results indicate that the proportion of conclusive intonation contours is significantly higher in the analysed interpreted speeches than in the remaining speech styles, which is a new finding. In the author's opinion, this is in line with the KISS principle in simultaneous interpreting. (IC)

Editor's comment: *KISS (Keep It Simple, Stupid!) apparently refers to keeping systems simple to given them a better chance of working smoothly*

DOCTORAL DISSERTATIONS

Alhalaki, Mohannad. 2019. *Les difficultés linguistico-culturelles chez les praticiens et les étudiants en interprétation de conférence (français/anglais-arabe)*. Unpublished doctoral dissertation, Université Paris Sorbonne Nouvelle.

* *This dissertation set out to identify key language and culture-related challenges in simultaneous interpreting into Arabic. In its conceptual part, it highlights the diglossia/pluriglossia which is prevalent in the Arabic-speaking world and the fact that standard Arabic is learned at school but not spoken in everyday life, which generates doubts as regards its A-language status by AIIC standards. The author also underlines potential challenges in the rhetoric of public Arabic speeches, incuding much rhetorical redundancy and a logic which is not in line with standards found in English and French speeches. The empirical part includes questionnaires and interviews of professional Arabic-A interpreters, interpreter trainers and students who report about challenges and largely confirm what was highlighted in the conceptual part and literature review. The most interesting part of the dissertation is the analysis of a corpus of 6 Arabic simultaneous interpretations of a speech by President Obama and 3 Arabic simultaneous interpretations of a speech (in French) by President Hollande with respect to Errors, Omissions and Infelicities. Various EOIs were found, which suggest strongly that indeed, the level of correctness in Arabic of the majority of interpreters in the corpus is not compatible with the standards of an A-language as defined by AIIC. Also, interestingly, when comparing EOIs over the course of the interpretation, the author found no clear sign of an increase in the number that might have indicated a strong effect of fatigue, but he did find parallel variations in the EOIs over time for different interpreters, which may indicate different levels of interpreting difficulty of the succeeding text segments.This points to one possibility of identifying what is really difficult in speeches. Rather than rely solely on readability formulas or other linguistic metrics, which may not be reliable enough (an interesting study on this topic was published by LIU and CHU, 2009, Bulletin n°40), researchers might first identify difficult speech segments by looking at parallelism in variations of EOIs, and then investigate their linguistic and other features to detect good candidates for difficulty indicators in authentic speeches.*

Cardoen, Hanne. 2018. *Efficient note-taking in consecutive interpreting. Qualitative notes as a polymorph tool*. Doctoral dissertation, University of Mons.

* *5 professional interpreters, 5 very advanced interpreting students and 5 advanced interpreting students (who had completed one year of training) interpreted in consecutive a speech with an easy first part and a more difficult second part. The features of their notes (essentially the number and type of notes) were analyzed against the quality of their output in terms of accuracy and prosodic features*

of the rendition and their relative experience in consecutive. Assessments were made by two evaluators. Findings are provided in descriptive statistics, not inferential statistics.

The author found much inter-individual variability within groups, a general tendency to be less fluent when interpreting the more difficult part of the speech, but perhaps, most interestingly, that professional interpreters (who did not work in consecutive interpreting very often) performed less well than very advanced students as regards accuracy but still had an advantage as regards fluency.

To this reviewer (DG), this is empirical evidence corroborating the idea that consecutive interpreting skills deteriorate over time if they are not maintained through regular practice, even when the interpreters continue working in simultaneous.

Gieshoff, Anne Catherine. 2018. *The impact of audio-visual speech input on work-load in simultaneous interpreting.* Doctoral dissertation, Johannes Gutenberg-Universität Mainz.
* The core question that this study sought to address was whether seeing the moving lips of speakers (what is referred to in the title as "audio-visual speech input") while simultaneously interpreting them reduced the interpreters' cognitive effort (here generalized as "work-load" for reasons explained by the author). The author's basic approach, which is standard, was to measure and compare such cognitive effort and its correlates in an experimental setup with interpreters (in this case 14 interpreting students) interpreting speeches with a monitor showing either a 'frozen' speaker's face or a video showing the moving speaker's face during the speech. The sample was small and was composed of students rather than professionals, and the findings were not spectacular… but the design of the study, its implementation and the analyses done before, during and after the collection of data were remarkably systematic, creative and intelligent.

The author decided to substitute the traditional (more or less qualitative) analysis of the interpreting performance by physiological and narrowly defined linguistic indicators, like pupil dilation, fundamental voice frequency, silent pauses, cognate translations or text-related questions. Physiological indicators, in particular, provide a continuous and more sensitive measurement of work-load than errors or omissions in the interpretation and might thus unveil small effects that have been covered so far.

Gieshoff also introduced into the design a second variable which is known to increase workload, namely background noise (white noise), the idea being that if the selected indicators detected increases in workload associated with it, they would be confirmed as potentially fit for use in the investigation of the main question. But if they did not, perhaps they were not really suitable for the measurement of workload. Other steps and controls were added, including a pilot study with 8 students, a listening task by translation students to be compared with the interpreting task as regards indicators, specific tasks to ensure comparability of the speeches used, a setup to prevent luminous interference with pupillometric measurements, a word detection test to adjust the level of the white noise etc.

As regards answers to the core question: the aim of the study was to find out whether lip movements reduce work-load in simultaneous interpreting. The findings do not support this hypothesis. In particular, audio-visual speech did not contribute to enhance translation accuracy or recall of the speech content. The only beneficial effect observed on interpreting performance was the smaller number of long silent pauses which might suggest that lip movements help to prepare the auditory processing of speech without necessarily reducing work-load. No adverse effect of audio-visual speech on work-load was found either. The only negative effect of audio-visual speech found (the condition in which participants could see the speaker's lips moving) may be larger pupil dilations during listening or simultaneous interpreting, but the author comments that this effect may be linked not to work-load, but simply to higher arousal generated by the moving face compared to the static face.

While at first glance, the non-corroboration of the initial hypothesis may sound disappointing, actually, this dissertation reports many interesting observations which provide food for thought, inter alia as regards the use of indicators of cognitive effort and in particular the use of pupillometry, with

questions as to what exactly pupil dilation measures: a state of arousal or cognitive effort, and suggests that perhaps different indicators react differently to different types of cognitive effort.

The study includes many statistical analyses, all of which are explicitly linked to the aim of seeking evidence for or against a particular hypothesis or aimed at detecting some phenomena the meaning of which is explained by the author – as opposed to what looks like haphazard quests for correlations with no explanations of conceptual reasons for them which are sometimes found in recent studies with much data and statistics.

Also noteworthy are the very clear explanations of the relevant concepts, including cognitive load, cognitive effort, models of working memory, of the reasons for strategic design and analysis choices, and of various potential explanations of the findings. A very good piece of research. (DG)

Jin, Y. 2010. *Is working memory working in consecutive interpreting?* (Unpublished PhD Dissertation). University of Edinburgh, Scotland.

* Two series of experiments were conducted to explore the role of working memory in discourse and sentence interpreting. If working memory is implicated both in grammatical encoding into the target language and in temporary storage of the discourse content, then higher demand in one function might compromise the other. Thus discourses that differ in word order between languages could increase the processing load and leave less resource for memory maintenance, affecting recall performance. In Experiment 1, Chinese-English bilingual participants' memory performance was compared when they translated passages from Chinese to English and from English to Chinese, where the expected word order was either congruent or incongruent in the source and target speeches. Recall was not sensitive to word order or direction of translation. Perhaps surprisingly, memory for incongruent discourse was numerically better than for congruent sentences. Experiment 2 showed that interpreting trainees performed just like the participants in Experiment 1 did, suggesting that memory performance was not modulated by the translation direction in proficient translators. Experiment 3 explored the relationship between surface form transformation and recall. As discourse paraphrasing did not result in better recall than verbatim recall, it was concluded that the better memory performance for incongruent discourse interpreting suggested by Experiment 1 was not the result of active manipulation of word form or word order in interpreting. Finally, a free recall task among native English speakers showed that the incongruent discourses tested in earlier experiments were intrinsically more memorable than congruent discourses (Experiment 4). Despite this confound, this series of experiments highlighted the importance of comprehension in interpreting, but it did not rule out the role of working memory in the task. (this abstract was reworded from an abstract available online)

Keller, Laura. 2018. *Targeted language selection in the multilingual mind: Language control and language-variety selection in simultaneous interpreting*. Doctoral dissertation, University of Geneva.

* This is basically a work not on interpreting per se, but on cognitive linguistic skills that interpreters may acquire by virtue of their interpreting activities. Language variety co-activation patterns in comprehension in trained interpreters and untrained multilinguals were compared using eye-tracking and through a comprehension-and-production task with a language-transfer component. The author also investigated the impact of SI training on language control (LC) and the extent to which LC can be considered dynamic and overlaps with Executive Control through various linguistic tasks in the laboratory (a bilingual Stroop test, a trilingual number naming task, a Flanker task and a task-set conflict resolution task). Findings do not point to an SI-induced cognitive advantage.

LUO, Man. 2018. *Developing a self-evaluating scale of requisite consecutive interpretation competence for interpreting students in China*. Doctoral dissertation, School of English Studies, Shanghai International Studies University.

*Abstract: Recent years have witnessed a growing interest in the development of language proficiency scales in a competence-oriented approach. Such language proficiency scales are usually comprised of

a series of descriptors aiming at describing the linguistic competence of language users, and are usually divided into different bands with specific descriptions of the corresponding stages in the developmental process of linguistic competence. The ILR（FSI）scale, the ACTFL scales, the ISLPR scale, the CLB scales, and the CEFR scales are the most influential scales of this kind.

In the field of interpretation evaluation, traditional evaluation approaches were most commonly conducted with reference to such parameters as "faithfulness", "fluency" and "accuracy", which are used for the evaluation of performance rather than competence. Currently Chinese researchers and scholars are working toward establishing China's own framework, with the development of the CSE as a first step. A competence-oriented scale of interpreting competence will also be included in the CSE. However, a self-evaluating scale designed solely for interpreting students remains a blank spot to be filled. The current study is an exploratory study, targeting at developing a self-evaluating scale of consecutive interpretation competence for interpreting students in Chinese universities.

The current study adopted a mixed methods approach, which involved the collection of quantitative data through two rounds of questionnaire surveys and qualitative data through two rounds of expert interviews. Moreover, for the development of the self-evaluation scale, the author put forward a conceptual framework of requisite consecutive interpretation competence with reference to existing literature and textbooks and designed the research procedure with reference to the development procedure of other competence-oriented scales at home and abroad.

The study was conducted in five phases. The first phase was the establishment of a descriptor pool, consisting of descriptors illustrating the requisite consecutive interpretation competence needed for the completion of consecutive interpreting tasks. Based on existing literature on interpretation evaluation, studies into the components and sub-components of interpretation competence and textbooks for interpreter training, a conceptual framework of requisite consecutive interpretation competence was proposed. In the framework, requisite consecutive interpretation competence was divided into five components: linguistic competence, interpreting skills, extra-linguistic competence, psychological competence and professionalism. Each components were further divided into multiple sub-components. On that basis, factors affecting consecutive interpretation were extracted for the compilation of descriptors. The author also reviewed the literature on the operational process of consecutive interpreting, analyzed which link each factor affected and incorporated the analysis in the design of the descriptors.

The second phase was the design of the pilot study questionnaires. The questionnaire was drafted based on the descriptor pool established in the first phase. A self-review was first conducted as a preliminary examination of the quality of the questionnaire. The draft questionnaire was then reviewed by five experts to check its content validity. Adjustments and alterations were made based on the experts' opinions. After another round of self-review, the pilot study questionnaire was finalized.

The third phase was the implementation of the pilot study questionnaire survey among interpreting experts (teachers/researchers, practitioners and experienced users) and interpreting students at both undergraduate and postgraduate levels. 102 out of 116 replies were accepted as valid. The data collected in the survey were processed with SPSS24.0 to check the reliability and validity of the questionnaire. Based on the results of data analysis, four descriptors were removed to form the main study questionnaire.

The fourth phase was the implementation of the main study questionnaire survey among interpreting students at both undergraduate and postgraduate levels. 558 out of 601 replies were accepted as valid. The data collected in the survey were processed with FACETS to obtain an All Face"Vertical"Ruler and a logit value list. Based on a careful examination of the data analysis results, the descriptors were band-set provisionally by the author to obtain a draft scale.

The fifth phase was the validation of the draft scale. All questions arising from the analysis of the data were organized into a list and presented to the experts in a second round of interviews for the

validation of the band-setting and eliciting expert' suggestions. The feedback from experts went through a content analysis, adjustments and alterations were made based on expert's opinions, and an operational manual was compiled to instruct potential users.

The final product of the current scale was The Self-evaluating Scale of Requisite Consecutive Interpretation Competence for Interpreting Students in Chinese universities. The self-evaluating scale consists of 61 descriptors, which are distributed between two levels: the advanced Level contains 25 descriptors and the Elementary Level contains 36 descriptors. (DY)

Mahyub Rayaa, Bachir. 2015. *La interpretación simultánea árabe-español y sus peculiaridades. Docencia y profesión* (Tesis doctoral inédita). Granada: Universidad de Granada.

Moore, Alison. 2018. *Do Adult Simultaneous Bilinguals Outperform Adult Sequential Bilinguals in Simulated Experimental Bi-Directional Simultaneous Interpreting Tasks?* Doctoral dissertation, The University of Dublin, Trinity College.

* The author's overarching question was whether adult simultaneous bilinguals (opereationalized as adults who acquired both languages before the age of three) outperform adult sequential bilinguals (who acquired their second language after the age of three) in simulated experimental bi-directional simultaneous interpreting tasks.The interpreting performance with genuine speeches from the European Commission's Interpreting Speech Depository of a sample of 24 simultaneous bilinguals and 24 sequential bilinguals was assessed on several aspects. The author also used retrospection. Interestingly enough, participants had no training in interpreting – though some had done consecutive interpreting, but their performances were evaluated according to recognized SI research parameters.The findings do not corroborate the idea that simultaneous bilinguals have an advantage over consecutive bilinguals.

Editor's comments: At this point, it is difficult to draw conclusions from the findings on untrained adults in the performance of interpreting tasks as regards the performance of professional interpreters, or even as regards aptitudes for interpreting in students, but the link could be investigated in the future.

Öztürk, Asiye. 2018. *Transfer and maintenance effect of n-back working memory training in interpreting students: a behavioural and optical brain imaging study*. Doctoral dissertation, the graduate school of informatics, Middle East Technical University, Ankara.

* Eighteen 3rd and 4th year translation and interpreting undergraduate students were divided into an experimental and a control group. For 7 weeks and over 14 sessions, the experimental group received n-back working memory training, and the control group simple letter span training. A follow-up test was administered three months after the end of training. Participants were also asked to interpret consecutively without notes short English speeches of up to one minute into Turkish, their native language, while they were connected to an fNIRS (functional Near-Infrared Spectrosocopy) brain-imaging device to monitor activation in their pre-frontal cortex. The accuracy of their renditions was assessed on the basis of 'idea units'.

Improvements were found in all groups, and performance in test tasks, including short consecutive without notes, was better in the experimental group. Some effects were found to last after 3 months.

DG's comments: The relevance of the findings to conference interpreting is uncertain, mostly because participants are undergraduate students whose foreign language skills may not be comparable to those of conference interpreters and because they do consecutive without notes on very short speech segments.

On the other hand, methodologically speaking, the work can be commended for paying attention to aspects that are not always taken on board. Noteworthy in particular are the following points:

1. *Both the experimental group and the control group are 'active' (the control group is receiving training as well), as opposed to the traditional treatment/no-treatment dichotomy, in which active participation in the experimental group and not in the other may confound results.*

2. *The author controlled motivation using two questionnaires, in an attempt to control another often-neglected confounding variable*

In addition, the author used fNIRS, a non-invasive brain imaging method which could be of interest in measuring cognitive load in interpreting, along with pupilometry, by measuring oxygenation activity in the brain.

Shang, Xiaoqi. 2018. 口译学能测试预测效度研究：以目的语复述为例 (*Predictive Validity of Retelling across Languages in Aptitude for Interpreting*). Unpubished doctoral dissertation, Shanghai International Studies University.

* As a form of aptitude testing widely adopted by the major international interpreter training institutions, retelling across languages has long been considered a valid means of assessing candidates' linguistic, cognitive and communicative abilities. However, most of the existing research on this topic is only derived by consensus among professionally experienced researchers. There is still a paucity of grounded research on the constructs and the validity of aptitude testing for interpreting, retelling across languages in particular. Drawing on relevant theories and knowledge in the field of cognitive psychology as well as incorporating an expert interview, the study first investigates the construct of retelling across languages and puts forward a corresponding scoring rubric. Through a longitudinal experimental study across four interpreter training schools in China, it then attempts to explore the predictive validity of the retelling test as a whole as well as to what extent each of the four major parameters (fidelity, language, coherence and delivery) can predict the candidates' end-of-semester interpreting performances. The results of regression analysis indicate that retelling as a whole is a highly predictive test, with language proficiency a more powerful predictor (β=.44) than fidelity (β=.30) in Chinese to English retelling and fidelity a more powerful predictor (β=.43)than language (β=.30) in English to Chinese retelling.

BOOKS

Gile, Daniel. 2018. *Oinarrizko konzeptuak eta ereduak interpreteen eta itzultzaileen trebakuntzarako* (*Basic Concept and Models for Interpreter and Translator Training* – Basque translation of revised edition, 2009 by **Maria Arruti**). Bilbao: Unversidad del País Vaso / Euskal Herriko Unibertsitatea.

... AND BEYOND CONFERENCE INTERPRETING

SIGNED LANGUAGE INTERPRETING

Articles

LI, Heng (Jiangshu Normal University) **& CAO Yu** (Zhongnan University of Economics and Law). 2018. Working memory capacity of Chinese sign language interpreters across proficiency levels (in Chinese). *Journal of PLA University of Foreign Languages*. 41:3. 131-138. (DY)

Macnamara, B. N., & Conway, A. R. A. (2015). Working memory capacity as a predictor of simultaneous language interpreting performance. *Journal of Applied Research in Memory and Cognition*, 1–9. http://doi.org/10.1016/j.jarmac.2015.12.001
* ASL-English interpreter trainees were administered measures of working memory capacity, several other cognitive abilities, and simultaneous interpreting performance over two years. We examined amount of training, initial cognitive abilities, change in cognitive abilities, and initial simultaneous

interpreting performance as predictors of final simultaneous interpreting performance. We found that the amount of training, working memory capacity, and initial simultaneous interpreting performance positively predicted final simultaneous interpreting performance. Several other cognitive ability measures also predicted simultaneous interpreting performance, but working memory capacity yielded the strongest and most consistent results among the included measures. Initial simultaneous interpreting performance and working memory capacity accounted for 73% of the variance in final simultaneous interpreting performance. This finding suggests that interpreter programs could measure these two factors at admission to estimate students' likely success in the program.

Moody, Bill. (Freelance Interpreter, New York). 2011. What is a faithful interpretation? *Journal of Interpretation* (RID) 21:1. 37-51. http://digitalcommons.unf.edu/joi/vol21/iss1/4 (adapted from Moody, Bill (2007), Literal vs. Liberal, *The Sign Language Translation and Interpreter* 1:2
* This paper was written more than 10 years ago by a practitioner who obviously reads the literature on research into interpreting. His purpose, according to his abstract, was to raise the awareness of practitioners with respect to the value of research. One of the advantages of papers written for practitioners such as this one is that they are often formulated in simple, clear terms, with little 'academic noise' in the form of complex concepts and theoretical constructs. This makes them more attractive not only to practitioners, but also to researchers from neighboring disciplines or branches of the same discipline and gives them an opportunity to learn with more comfort. This paper by Bill Moody should be of interest to conference interpreters who are in the process of widening their thinking horizons with respect to the nature of quality by explaining the case of signed language interpreters and their history from 'helpers' to 'professionals'. Moody notes in particular that to natural interpreters (he does not use this term), being 'faithful' meant being faithful to the goals and values of the community, being helpful to people who were trying to communicate. Food for thought, when so many teachers and practitioners of translation and interpreting still think of fidelity as due to the text/speech. Moody's interesting review of research done by researchers into community interpreting settings, both spoken and signed, shows how thanks to such research, it became clear that in dialogue interpreting, interpreters actually play an active role in modulating the dialogue. This is less conspicuous in conference interpreting. Another interesting point he makes is that skilled signed language interpreters may constantly switch from literal interpretation ('transcoding') to free interpretation. As also pointed out more recently by Pointurier-Pournin of ESIT in an MA thesis completed in 2009, the 'transcoding' option has its uses, in particular when Deaf students need to become familiar with the terminology and phraseology of a (spoken) natural language in specialized fields, but is not necessarily welcome by all in the Deaf community.

Moody makes another interesting point: he says that various ways of measuring fidelity as a function of lexical, propositional correspondence etc., including counts or errors and omissions, do not take on board the overall success of the exchange in the mind of the participants. And that to many Deaf users of interpreting, what matters more than informational fidelity seems to be the interpreter's attitude. When the focus is on interpreting cognition and full rendering of information is a strong norm (with a distinction between primary and secondary information, as explained in the book Basic Concepts and Models for Interpreter and Translator Training), it is natural and reasonable to prioritize the measurement of such informational fidelity as an indicator of expertise and a tool for the analysis of tactics and strategies. But when looking at the overall role of interpreting in interpreter-mediated encounters, Moody's point deserves consideration, even in conference interpreting settings. (DG)

Petitta, Giulia; Dively, Valerie; Halley, Mark; Hommes, Marc; Nicodemus, Brenda. (Gallaudet University, Washington D.C.). 2018. "My Name is A-on-the-cheek": Managing Names and Name Signs in American Sign Language-English Team Interpretation. *Names. A journal of Onomastics*. 2018. 1-14. https://doi.org/10.1080/00277738.2018.1490521

In a mock scenario with three successive deaf-hearing teams of two interpreters working from English into ASL and vice-versa, the authors investigated how the interpreters managed names. Interpreters used the following tactics: fingerspelling, initialization, literal translation, tradition-based names, description, or a combination of these tactics. 5 names were to be used, namely Ardavan (name of the deaf student), Tony (name of the hearing trainer), Iran, Ahmadinejad, Tehran. After each simulation exercises, interviews were conducted in ASL with the relevant interpreter team. Tactics turned out to be the same as those identified by some of the authors in a previous study with hearing interpreters who were not part of a team, namely fingerspelling, pointing, name signs, names, description ("the capital of Iran"), multiple tactics. The latter option was the most frequent.

OTHER INTERPRETING RELATED PUBLICATIONS

Apfelthaler, Matthias. (University of Graz, PETRA research group). 2018. A comprehensive bibliography of translation and interpreting directionality. Online bibliography, open access, https://doi.org/10.6084/m9.figshare.4960595
An alphabetical online bibliography of publications in European languages, mostly English, German, Spanish and French, directly or indirectly – sometimes very indirectly – linked to directionality, including note-taking preferences, bilingualism, translation into acquired languages, ELF, language enhancement. Particularly convenient, as an online open-access tool, for those seeking references around cognitive issues in bilingualism. The author/editor of this bibliography intends to update it yearly. A welcome initiative.

Contribution to the history of interpreting from Germersheim (and Salamanca)

Behrmann, Fenja. 2018. *Dolmetscher in der Pfalz während der französischen Besatzungszeit (Interpreters in the Palatinate during the French occupation).* Unpublished MA Thesis, Fachbereich Translations-, Sprach- und Kulturwissenschaft (FTSK) Germersheim, Johannes Gutenberg-Universität Mainz.
Abstract: *For a long time the history of the French occupation zone was sparsely dealt with in academic literature, but now there are several works on the subject. One group of people that is often ignored though, are the interpreters and translators who worked for the German and French authorities during the occupation. In this paper, the key focus is on language mediators of the Oberregierungspräsidium in Neustadt an der Haardt. A short background is provided with a review of the historical circumstances that were decisive for the work of interpreters and translators within this authority. The great success of French politics within Germany was cultural and educational policy, which led to the establishment of several important universities during the occupation period. These universities were of great relevance to the educational objectives of the occupying power, and the circumstances of the interpreters. The thesis also discusses the main interpreting office of the Oberregierungspräsidium and the recruitment of language mediators. A detailed examination of the individual language mediators is therefore required. Through exploration of this topic it becomes clear that, despite adverse conditions, they made a considerable contribution to the prerequisite for peaceful coexistence, in the form of communication between the occupied and the occupant.* (DA)

Derksen, Nina. 2018. *Die Dolmetscher des Korps Tolken – Niederländische Dolmetscher im Zweiten Weltkrieg und in der Nachkriegszeit. (The Interpreters of the Korps Tolken – Dutch Interpreters during World War II and the Post-War Years).* Unpublished MA Thesis, Fachbereich Translations-, Sprach- und Kulturwissenschaft (FTSK) Germersheim, Johannes Gutenberg-Universität Mainz.
Abstract: *This M.A. thesis deals with the work and life of the interpreters of the Korps Tolken (Interpreter Corps) in the Netherlands from 1944 to 1948. It sheds light on the interpreters'*

backgrounds, their education, qualifications and language skills as well as their daily tasks as interpreters and soldiers. It describes the role of the Korps Tolken within the Royal Netherlands Army and reveals which requirements candidates had to meet in order to work as interpreters for the Korps. The thesis also analyzes the interpreters' political stance, their behavior as well as their neutrality. (DA)

Payàs, G. & Travieso, C. (eds). 2018. *Intérpretes y mediadores en la comunicación intercultural. Itinerarios en el espacio y en el tiempo*, Granada: Comares.
* This collective volume takes up language mediation in multilingual societies from historical, social cultural and economic angles. It looks at various parts of the world, including Latin America and Western Europe. All the contributors except one are from the Alfaqueque group of the University of Salamanca. (JB)

Schlesiger, Annika. 2008. *Berufsschutz für Übersetzer und Dolmetscher in Deutschland. Vergangenheit – Gegenwart – und Zukunft?* Berlin: Frank & Timme.
Abstract: *In Germany, the occupational titles "translator" and "interpreter" are not legally protected – a major handicap for the industry. The book analyses why this is still the case. By way of introduction, an overview is presented of the legal framework for freelance professions at national and EU level. After a comprehensive description of the efforts that have been undertaken during the last 60 years to protect these professions, both nationally by German professional associations as well as internationally by global stakeholders, a comparison is made with the status quo in Australia, Denmark and Canada with an eye to possible role models. In the last part of the book, different options for better protection of these professions are assessed, such as statutory protection, ISO and DIN standards and certifications by professional associations, among others.* (DA)

Skalweit, Lena. 2018. *Dolmetscher und ihre Ausbildung im Zeitalter der europäischen Expansion. Osmanisches Reich und Afrika. (*Interpreters and interpreter education during the first wave of European colonization. Ottoman Empire and Africa). Berlin: Frank & Timme.
Abstract: *As diplomatic and economic relations between Europe and the Ottoman Empire intensified towards the end of the 17th century, the need for professional and trustworthy interpreters increased dramatically. Especially the West European states wanted to have their own interpreters during the ensuing colonisation of the African continent. This book analyses and chronicles the education of interpreters at the French Ecole des jeunes de langues, the Austrian k.k. Akademie der Orientalischen Sprachen and the German Seminar für Orientalische Sprachen. The focus of the book further includes the education of French and German interpreters on the African continent in the 19th and the beginning of the 20th century. By also scrutinizing working conditions of the interpreters in the Ottoman Empire and the French and German colonies in Africa, this book gives a comprehensive overview of education and working conditions of interpreters in various settings of the times.* (DA)

Recent additions to the Basic knowledge series produced under the leadership of Dörte Andres in Germersheim:
Basic knowledge is compiled in concise chapters together with well-structured vocabulary lists.

Baumgart, Thomas & Gerlach, Mona. 2018. *Basiswissen für Dolmetscher und Übersetzer – Deutschland und Spanien (Basic knowledge for interpreters and translators – Germany and Spain).* Berlin: Frank & Timme.
Abstract: *Basic knowledge for interpreters and translators – Germany and Spain* offers a comprehensive overview of politics and regional studies as well as of the more recent history of Germany and Spain.

Blai, Samantha. 2018. *Basiswissen für Dolmetscher und Übersetzer – Deutschland und Polen (Basic knowledge for interpreters and translators – Germany and Poland*). Berlin: Frank & Timme.
Abstract: *Basic knowledge for interpreters and translators - Germany and Poland* offers a comprehensive overview of politics and regional studies as well as of the more recent history of Germany and Poland.

Fedorovskaja, Viktoria & Yudina, Tatiana. 2019. *Basiswissen für Dolmetscher und Übersetzer – Deutschland und Russland (Basic knowledge for interpreters and translators – Germany and Russia).* Berlin: Frank & Timme.
Abstract: *Basic knowledge for interpreters and translators - Germany and Russia* offers a comprehensive overview of politics and regional studies as well as of the more recent history of Germany and Russia.

Knapp, Jette. 2018. *Basiswissen für Dolmetscher und Übersetzer – Deutschland und USA (Basic knowledge for interpreters and translators – Germany and the USA)*. Berlin: Frank & Timme.
Abstract: *Basic knowledge for interpreters and translators - Germany and the USA* offers a comprehensive overview of politics and regional studies as well as of the more recent history of Germany and the USA.

LIU, Ke. 2019. *Basiswissen für Dolmetscher und Übersetzer – Deutschland und China (Basic knowledge for interpreters and translators – Germany and China).* Berlin: Frank & Timme.
Abstract: *Basic knowledge for interpreters and translators - Germany and China* offers a comprehensive overview of politics and regional studies as well as of the more recent history of Germany and China.

Riemke, Saskia, Isabelle & Pepe, Eleonora. 2018. *Basiswissen für Dolmetscher und Übersetzer – Deutschland und Italien (Basic knowledge for interpreters and translators – Germany and Italy).* Berlin: Frank & Timme.
Abstract: *Basic knowledge for interpreters and translators - Germany and Italy* offers a comprehensive overview of politics and regional studies as well as of the more recent history of Germany and Italy.

Schroers, Miriam, Heike. 2018. *Basiswissen für Dolmetscher und Übersetzer – Deutschland und Frankreich (Basic knowledge for interpreters and translators – Germany and France).* Berlin: Frank & Timme.
Abstract: *Basic knowledge for interpreters and translators - Germany and France* offers a comprehensive overview of politics and regional studies as well as of the more recent history of Germany and France.

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