

THE CIRIN BULLETIN

Conference Interpreting Research Information Network

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

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

Notes:

1. The mini-abstracts may be followed by the initials of the contributor who sent in the information, but the text may also be written or adapted from the original text by DG, who takes responsibility for the comments and for any errors introduced by him.
2. The editor believes in the usefulness in CIR of a distinction between ‘tactics’ (decisions and actions aimed at achieving an immediate goal) and ‘strategies’ (decisions and actions with some planning) – see *CIRIN Bulletin* n°50, July 2015 – and therefore makes this distinction in abstracts and comments written by him. In quotes, the authors’ terminology prevails. The same applies to the distinction between ‘cognitive load’ and ‘cognitive effort’, ‘cognitive effort’ being the effortful response to cognitive load.

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EDITORIAL

Academic social media and Google are a rich source of TIS information: they provide virtually costless access to references, and sometimes to full texts outside the circle of established journals. For instance, in this issue, Croatian MA theses, an Egyptian MA thesis on interpreting, a paper from Argentina and a paper from Vietnam. Without them, it is all too easy to overlook the existence of research on interpreting in these parts of the world. The other side of the coin is that authors can post anything they like on these networks once they have joined them. This leads to the posting of some papers and theses

which are so poor in terms of scholarship that one wonders how they were approved by the relevant authorities as academic texts (there are a few in this issue, with comments indicating this editor's reaction to them). In spite of my reluctance to become a self-appointed 'censor' (see the editorial of *CIRIN Bulletin* n°64), it might be wise to give up on including such texts, and perhaps include less bibliographical information and focus on interesting material.

Other texts, some of which are published in well-established peer-reviewed journals, do comply with most norms of academic research, but have serious flaws (as opposed to limitations, which all studies have). This is the case of two bibliometric studies included in this issue, one on Interpreting Studies and one on Translation and Interpreting Studies as a whole. Both use sampling frames which are not germane to the research questions the authors claim they seek to answer in their analyses (see the text in the Beginner's corner). Unlike the pioneers in the 1970s, 1980s and early 1990s, practisearchers nowadays seem to be able to use data available on the internet as well as sophisticated statistical and technological tools and to design rather complex experimental setups, but as regards basic common sense-based logic, too many of them are still struggling. This problem needs to be resolved if we want to be credible in our interactions with researchers from cognate disciplines with solid empirical research traditions.

Sophisticated methodology is not a sine qua non for useful findings. One example is the evaluation of one aspect of the interprofessional training approach for conference interpreting students, namely a mock conference organized with political science students presented by **Defrancq et al.** (2022). Questionnaires about student satisfaction that are often offered as evidence of success in the literature are not enough, if only because of desirability bias in the students' responses. What is more meaningful is critical feedback. Asking participants, especially the principals, to answer specific questions is likely to provide more interesting data. As was the case in Defrancq et al's paper. One might consider going further with interviews and focus groups in future editions of the exercise. Another example from an older paper listed in this issue is **Bartłomiejczyk** (2008). She reports using retrospection to identify cases of (mental) anticipation in interpreting. The method has its limitations, but is obviously more sensitive than taking on board voiced anticipation only, as is most often done in the literature; it is also more ecologically valid than using eye movements towards images in highly controlled experimental setups with no interpreting of continuous discourse in a communication context (the 'visual world paradigm').

Also noteworthy is the increasing number of studies that explore linguistic aspects of interpreting (9 in this issue), including some that use linguistic features of the interpreters' output as an indicator of cognitive load and reactions to it. In this issue, **Jiang and Jiang** (2022) test and use Menzerath-Altmann Law to compare the output of simultaneous and consecutive and speculate on the findings, while other authors explore formulaic interpreting, and more specifically n-grams. How to interpret their findings is still unclear.

Besides the usual salience of the 'training' theme in the literature (more than 10 texts besides the 45 Chinese textbooks listed in this issue, interestingly and somewhat surprisingly to those who consider that conference interpreting is overwhelmingly about simultaneous interpreting, the content of recent issues of the *Bulletin* show consistent interest in consecutive interpreting in IS. In this issue, 7 papers and 6 out of the 45 Chinese textbooks listed towards the end of this report address it specifically. Two potential explanations and their interaction stand out. One is the fact that in China, which has become a major source of research on interpreting, the boundaries between various branches of interpreting are less clear-cut than in most other countries, and in many non-conference settings, the consecutive mode is central. Another reason is what might be called 'scientific opportunism': the relative ease with which consecutive can be explored, thanks to both smart-pen technology and the existence of publicly available data on Chinese press conferences interpreted in consecutive.

Speaking of consecutive and texts reviewed in this issue, recent technology which includes automatic speech recognition (ASR) and machine translation seem to offer the prospect of reasonably

reliable and fast written translations of either potential problem triggers or speech segments on portable screens on devices on which interpreters can take their notes (see the reviews of **Chen & Kruger** and **Breikka**). This means that in what might still be called ‘consecutive’, besides the traditional human-cum pen and notepad option, there might be a choice between the simultaneous-consecutive option, in which the interpreter listens to the speaker and then simultaneously translates a recording of his/her speech, and ‘reading-or-sight-translation consecutive’ using ASR and MT? One wonders...

In the signed-language interpreting section, there is an interesting naturalistic study of within-team cooperation between Hearing interpreters and Deaf interpreters in ‘feed mode’ interpreting into sign language by Vivien **Fontvieille**. In spoken-language conference interpreting, relay interpreting is only done when direct interpreting is not possible because of the interpreters’ working language combinations, and losses are expected to occur because of the indirect setup, but in signed language interpreting, there seems to be a different view, both because Deaf interpreters are part of the Deaf community whereas hearing interpreters are not, which boosts their social acceptability, and because Deaf people are reported to consider that Deaf interpreters produce speech more in line with Deaf culture than hearing interpreters, which might lead to better communication besides the basic social acceptability issue. Food for thought. Fontvieille also wonders whether the constant and very subtle interaction between the two team members throughout the interpreting process could not be considered a distinct Effort in an Effort Model of feed interpreting. A suggestion that the author of the Effort Models is happy (and grateful) to take up.

Daniel Gile

CIR PUBLICATIONS

ARTICLES

CHAO Han. 2015. Lacunae, myths and legends about conference interpreters: A diary study to explore conference interpreting practice in China. *Perspectives* 23:3. 440-457

DOI: [10.1080/0907676X.2014.973422](https://doi.org/10.1080/0907676X.2014.973422)

** An exploratory diary study was conducted to explore real-life interpreting practice in China. Major findings include: interpreters receive a wide range of conference-related materials, but have insufficient time to prepare; preparation techniques interpreters employ to familiarize themselves with subject matters seem to be time-dependent; interpreters perform a much greater variety of interpreting tasks than previously thought; and Chinese interpreters need to work both into and from their A language.*

CHEN, Sijia (Southwest University, Chongqing). 2022. The process and product of note-taking and consecutive interpreting: empirical data from professionals and students, *Perspectives* 30:2, 258-274, DOI: [10.1080/0907676X.2021.1909626](https://doi.org/10.1080/0907676X.2021.1909626)

** To gain a better understanding of the skills and competencies needed on the path to consecutive expertise, this study collects empirical data from 22 professional interpreters and 22 students (all with Chinese A and English B) in terms of both the process and product of note-taking and CI in two interpreting directions. Important differences are found between the two groups. During note-taking, the professional group showed such features as higher writing speed, shorter time lag, larger note size, and lower note density than the students. Both groups preferred language notes over symbols, the*

preference being stronger among professionals than among students. Professionals preferred English regardless of directionality, whereas students preferred the source language. As for interpreting quality, the largest difference (in favor of the professionals) was found in information completeness, followed by fluency of delivery.

CHEN, Sijia (Southwest Univ., China) & **Kruger, Jan-Louis** (Macquarie Univ., North-West Univ, China). 2022. The effectiveness of computer-assisted interpreting. A preliminary study based on English-Chinese consecutive interpreting. *Translation and Interpreting Studies* <https://doi.org/10.1075/tis.21036.che>

**A preliminary exploration of a new speech-recognition and machine-translation assisted mode of consecutive interpreting with a small group of Chinese students. When listening to the source speech, instead of taking notes, they respoke it into a SR software which then relayed it to an MT software, thus producing a written source-language transcript and a target-language version of the speech on screen during the reformulation phase. How exactly did the students use this bilingual input? The authors report better performance in this CACI mode than in the traditional consecutive. (BH)*

**DG: intriguing, especially as regards human-machine interaction which might open up possibilities for new hybrid forms of translation and interpreting.*

Chmiel, Agnieszka & Lijewska, Agnieszka. (Adam Mickiewicz University in Poznań). 2022. Reading patterns, reformulation and eye-voice span (IVS) in sight translation. Published online: 11 October 2022. *Translation and Interpreting Studies*. ISSN 1932-2798. E-ISSN 1876-2700 <https://doi.org/10.1075/tis.21021.chm>

**Twenty-four professional conference interpreters sight-translated from Polish into English a text with either word order that could be replicated in the English sight translation or word order that required restructuring. The quality of their output and eye movements were analyzed. Among the authors' interesting findings: mean IVS (the time-distance between fixation and articulation of a word) exceeded 8 seconds (in simultaneous interpreting, EVS generally lies between 2 and 6 seconds), and restructured output was associated with longer IVS. It seems that it is not the complexity of the source text but the possibility or lack thereof to follow the same word order in the target text are the main determinants of IVS. The authors call for a closer look at language-pair specific features of sight-translation. They also rightly draw the readers' attention to the effect of dependency distance (the number of words in a sentence that separate two grammatically connected words, e.g. a verb and its subject). Dependency distance values, including mean DD and maximum DD, are a way to determine how much structures are different. There might be floor effects, which are not given enough attention in many quantitative studies.*

Defrancq, Bart; Sarah Delputte, Sarah; Baudewijn, Tom. (Ghent Univ.) 2022. Interprofessional training for student conference interpreters and students of political science through joint mock conferences: an assessment, *The Interpreter and Translator Trainer* 16:1, 39-57.

**This study reports on an interprofessional training session for conference interpreters and students of political science. A six-hour joint mock conference is annually organized at Ghent University by international students of political science and interpreted by students of conference interpreting. After one such conference, with debates at its center, questionnaires were administered to both groups to gauge experiences, quality perception and learning outcomes for conference interpreters. Students of conference interpreting assessed the learning outcomes very positively, and a few said that this mock conference environments gave them the opportunity to engage in "survival" techniques. Students of political science assessed the quality of interpretation positively, though they were not sure that their words were translated accurately. Relay and retour interpreting seem to cause some disruption, apparently the former because of higher lag between the input speech and the post-relay output, and*

the latter as regards the quality of interpreting. Other interesting findings: political science students thought that delegates need to be able to use English as a lingua franca, but also that being able to use one's native language is an advantage.

DG: As mentioned in the paper, interprofessional training is not new in other interpreting settings, in particular in court and police interpreting and in health care interpreting, but it is not frequent on conference interpreting. It is fortunate that at Ghent University, they have the opportunity (apparently much appreciated on the political science side) to organize such mock conferences, because the environment is closer to real-life conditions than the usual mock conferences organized by trainers and with no participation of 'outsiders'. The data collected are not abundant and cannot be considered 100% reliable as long as there are no replications to confirm them, but the setting and the study offer a good opportunity to get some genuine reactions from conference interpreting 'delegates', albeit in a simulated setting.

FAN, Damien (National Taiwan Normal Univ.). 2012. Interpreters' Views on the Necessary Aptitudes of Interpreters. *Compilation and Translation Review* 5: 2. 1-35

** Thirty-three questionnaires were completed by professional interpreters known to the author, and 6 of them took part in a group interview, to determine what they considered necessary aptitudes for interpreters. (HB)*

FAN, Chia-Ming Damien (National Taiwan Univ.). 2022. Remote Simultaneous Interpreting: Exploring Experiences and Opinions of Conference Interpreters in Taiwan. *Compilation and Translation Review* 15: 2 (September 2022), 159-198.

**One more welcome investigation of the interpreters' perception of RSI. The RSI experiences and opinions of 41 Taiwanese conference interpreters were explored using a questionnaire and follow-up by a total of 7 written or oral interviews. Interpreters were asked about their remote interpreting experiences prior to and after the pandemic, how much they agreed to RSI providers' claims about the advantages of RSI, how much they agreed to claims about the shortcomings of RSI, and how they compared RSI with traditional (i.e., physical) simultaneous interpreting (SI). The results from 41 respondents revealed that conference interpreters in Taiwan were generally dissatisfied with their RSI experiences (lower audio and video quality, poor compliance to housekeeping rules such a microphone or video camera etiquette, poorer communication with other stakeholders, lower fees and income, more anxiety, more alienation), and if given the choice regarding the mode of work (RSI vs. traditional SI), those interviewed would choose the traditional mode over RSI. Despite the potential negative effects of RSI on the interpreting market, respondents believed in its enduring presence because of market forces. (BH)*

**DG: The image one gets from this survey and from many others is that RSI entails a lack of attractiveness of interpreting over traditional conference interpreting, and that nothing can be done about it.*

Gieshoff, Anne Catherine & Albl-Mikasa, Michaela (Zurich Univ. of Applied Sciences, Winterthur). 2022. Interpreting accuracy revisited: a refined approach to interpreting performance analysis, *Perspectives*, DOI: 10.1080/0907676X.2022.2088296

**The authors propose a method to assess informational fidelity in interpreting based on propositional analysis with a categorization and weighing of each unit as to content (core information, secondary information or redundant information), structure (cohesive, meta-discourse), and "miscellaneous" (modifiers, fillers). They tested it with 10 professional interpreters and 10 students in the simultaneous interpretation of an English speech into German.*

GILE, Daniel (Univ. Paris Sorbonne-Nouvelle). 2021. What practitioners know and what interpreters know about interpreting. *Interpreting and Translation Studies* 翻訳通訳研究 21. 1-16.

**(Text of a keynote lecture). A discussion of the difference between the knowledge gained and transmitted by interpreting experience and the knowledge gained through research, including the potential advantages and the limitations of the latter.*

HUANG, Jixin (School of Foreign Languages, Zunyi Medical University, Zunyi, Guizhou). 2021. Construction of Short-Term Memory Training Model in Consecutive Interpretation. *Theory and Practice in Language Studies* 11:10. 1300-1307.

**The author describes a series of exercises supposed to enhance memory skills deployed over 6 weeks at the rate of two sessions a week.*

In the list of references, a number of bibliographical references of Chinese interpreting textbooks and papers can be found, though the titles are in English and there is no indication about the language in which they were written.

>>>**JIANG, Xinlei & JIANG, Yue**. 2022. Menzerath-Altmann Law in Consecutive and Simultaneous Interpreting: Insights into Varied Cognitive Processes and Load, *Journal of Quantitative Linguistics*, 29:4, 541-559, DOI: [10.1080/09296174.2022.2027657](https://doi.org/10.1080/09296174.2022.2027657)

** Menzerath-Altmann Law (MAL) posits that the increase of the size of a linguistic construct (a sentence, or word, or clause) is associated with a decrease of the size of its constituents (clauses, morphemes, words respectively), and vice versa. The underlying rationale is that every utterance contains not only information that its author seeks to get across, but also information about its linguistic structure, and both represent some cognitive load. It thus becomes interesting to see whether differences in cognitive load distribution over time in consecutive and simultaneous are reflected in the interpreters' target speeches. The authors endeavor to investigate whether interpreted languages follow the MAL and reveal different cognitive load patterns for CI versus SI, as manifested by different MAL fitting models. Results show that (1) both CI and SI outputs follow the MAL; (2) SI processing involves more diversified structural information and shows a greater tendency to shorten the clauses of a sentence with increased sentence length than CI processing. The authors believe that their findings suggest that the disparate language representations are shaped by cognitive capacity limitations and interpreting modalities, and reveal how language system dynamically re-regulates and reorganizes the linguistic information to accommodate environmental settings from the perspective of synergetic linguistics.*

**DG: Another interesting linguistic contribution by these two Chinese authors to the analysis of the manifestations/effects of cognitive pressure on interpreting.*

LEE, Juyeon (Hankuk Univ. of Foreign Studies). 2022. Comparing Student Self-assessment and Teacher Assessment in Korean-English Consecutive Interpreting. Focus on fidelity and target language. *InContext* 2:3. 58-84.

**20 first-year graduate students of Korean-English interpreting conducted self-assessment of their own sentence-by-sentence consecutive interpreting performance in both directions. An experienced interpreter trainer assessed their performance using the same pre-defined categories.*

LI, Yang (Northeastern Univ.) & **Halverson, Sandra** (Univ. of Agder). 2022. Lexical bundles in formulaic interpreting. *Translation and Interpreting Studies*. <https://doi.org/10.1075/tis.19037.li> | Published online: 15 March 2022

**On a corpus of Chinese-English consecutive interpreting, the authors looked at 4-gram lexical bundles in the original and in the target texts and explored some of the translational features of the relationship between the pairs (complete or partial equivalence, complete or partial shift, complete or*

partial addition) and at the distribution of the discourse functions in the TT bundles (stance expressions, discourse organizers, referential expressions, special conversational functions). (HB)

LIU, Yiguan; Hintz, Florian, LIANG Junying; Huettig, Falk (China and the Netherlands). 2022. Prediction in challenging situations: Most bilinguals can predict upcoming semantically-related words in their L1 source language when interpreting. *Bilingualism: Language and Cognition* 1–15. <https://doi.org/10.1017/S1366728922000232>

** Bilingual Dutch native speakers to interpret Dutch sentences into their English counterparts. In two visual world experiments, the authors recorded participants' eye movements to co-presented visual objects while they engaged in interpreting tasks (consecutive and simultaneous interpreting). Most participants showed anticipatory eye movements to semantically-related upcoming target words in their L1 source language during both consecutive and simultaneous interpretation. A quarter of the participants did not move their eyes during simultaneous interpreting, which is unusual in visual world studies. Overall, according to the authors, the findings suggest that most people predict in the source language under challenging interpreting situations. Further work is required to understand the causes of the absence of (anticipatory) eye movements during simultaneous interpretation in a substantial subset of individuals.*

**DG: And more research is required to see to what extent findings from this sentence-by-sentence "simultaneous interpreting" by "bilinguals" tell us something about prediction during actual simultaneous interpreting by trained interpreters.*

LU, Xiaolei & HAN, Chao (Xiamen University). 2022. Automatic assessment of spoken-language interpreting based on machine-translation evaluation metrics. A multi-scenario exploratory study. *Interpreting* <https://doi.org/10.1075/intp.00076.lu> | Published online: 4 March 2022

**Five representative machine-translation metrics – BLEU, NIST, METEOR, TER and BERT – were used to evaluate 56 bidirectional consecutive English–Chinese interpretations produced by 28 student interpreters of varying abilities. The authors correlated the automated metric scores with the scores assigned by different types of raters (28 teachers and 39 students) using different scoring methods (i.e., multiple assessment scenarios). The major finding is that BLEU, NIST, and METEOR had moderate-to-strong correlations with the human-assigned scores across the assessment scenarios, especially for the English-to-Chinese direction.*

Matsushita, Kayo (Rikkyo University, Tokyo). 2022. How Remote Interpreting Changed the Japanese Interpreting Industry. Findings from an online survey conducted during the COVID-19 pandemic. *INContext* 2:2. 167-185.

**A welcome down-to-earth analysis of aspects of the COVID-related RSI (r)evolution. A follow-up to Matsushita's 2020 paper in Japanese on COVID and post-COVID RSI on the Japanese interpreting market (see Bull. 62), with a more detailed analysis of the data presented in the 2020 paper and some additional data from a more recent survey (January 2022, 51 respondents). The data suggest that on the Japanese market, RSI has become the dominant mode of practice and that the trend is here to stay. Interestingly, many respondents look favorably upon RSI which gives them more flexibility and spares them the hassle of commuting to the place of assignment. Adverse impacts in terms of health (in particular hearing loss and associated conditions) and social life do not seem to be reported as major issues.*

Mellinger, Christopher (Univ. of North Carolina at Charlotte). 2022. Cognitive behavior during consecutive interpreting: Describing the notetaking process. *The International Journal for Translation and Interpreting Research* 14:2. 103-119.

**Methodological considerations.*

Nogueira, Tiago Coimbra. 2022. Interpretação de conferências: um ensaio sobre os cenários atuais e perspectivas futuras (Conference interpreting: the present and the future). In **Gontijo, Túlio; Marques-Santos, Lucas; Barros, Solange** (eds). 2022. *Discussões sobre os estudos de tradução e interpretação e a atuação dos TILS no Brasil.* (Discussing translation and interpreting studies and the role of signed language translation and interpreting studies in Brazil). Campinas: Pontes editores. 155-173.

** First, the author addresses technology. As technology advances, interpreters have to acquire new skills, but also to invest in the purchase of equipment, especially with the spreading of remote interpreting. He then discusses teamwork among interpreters. The third aspect is interpreting in multilingual events. Fairly general.*

Nogueira, Tiago Coimbra; Felten, Eduardo Felipe; Vale, Luciana Marque (Univ. Feder. Do Rio Grande do Sul, Univ. de Brasília, Univ de Brasília). 2022. Proposta de unidade didática para formação de intérpretes: o uso de glossários para preparação com vistas à interpretação em conferência da área jurídica. (A didactic unit proposal for interpreter education: the use of glossaries when preparing for legal conference interpreting). *Belas Infiéis*, Brasília, v. 11, n. 1, p. 01-22, 2022. e-ISSN: 2316-6614. DOI: 10.26512/belasinfiéis.v11.n1.2022.41251

**See the abstract in the Signed Language Interpreting section.*

TANG, Fan & JIANG, Shuzhen (Guangdong Univ. of Foreign Studies). 2022. Four-word lexical bundles in Chinese-English consecutive interpreting—A comparative study between professionals and trainees. *Frontiers in Psychology* DOI 10.3389/fpsyg.2022.1005532, published 13 October 2022.

**Data from a Chinese-English consecutive interpreting experiment with 9 young professionals and 9 interpreting students. 4-gram lexical bundles were retrieved and compared. (HB)*

TSAI, Nancy (National Taiwan Normal University). 2022. Gender, Identity and Power in the Interpreting Classroom. The US-China Anchorage Talks as Course Material. *InContext* 2:3. 37-62.

**Tsai introduces cultural studies in the interpreting classroom to discuss the social position of the conference interpreter in high level political/diplomatic contexts and argues that rather than working for the “common good” and for “intercultural communication”, interpreters serve those who have power, and that their performance in such contexts and beyond is not very important in that it does not matter very much as regards the principals. Accordingly, she seems to consider that overcoming challenges associated with technical difficulties and cognitive load is given too much attention in the traditional AICC-compliant classroom.*

DG: Indeed, the interpreters’ cognitive and linguistic performance does not matter much in some cases, but it does in other cases, such as technical and scientific conferences, and in many negotiations. As far as I know, the AICC position has not focused on the ultimate goals of each party in interpreter-mediated communication, but basically on the cognitive and linguistic ability of interpreters to provide an informationally faithful and linguistically and culturally adequate target language version of source speeches. The idealized representations of the interpreter’s role that Tsai suggests is ever-present among her (?) students is indeed naïve as regards conference interpreting, but this does not mean that acquiring the cognitive and linguistic skills required for reformulation of speeches as described above is not paramount.

WANG, Xi (Xi’an Mingde Institute of Technology). 2023. Blended Learning of Consecutive Interpreting Course in Chinese Context under the Framework of Daniel Gile’s Effort Model. In B. Fox et al. (Eds.): IC-ICAIE 2022, AHCS 9, pp. 604-609, 2023. https://doi.org/10.2991/978-94-6463-040-4_91

**As suggested by the title of the paper, this text describes a blended learning system for teaching consecutive interpreting in China. The noteworthy point is the use of a theoretical/conceptual model developed for conference interpreter training in an undergraduate class for students taking a “translation orientation” in an English-major curriculum. As already suggested a number of times elsewhere, perhaps the time has come to see how far students can go in their acquisition of conference interpreting skills while still studying a foreign language, something that is not in line with the position AICC has been advocating for a long time.*

WANG, Yue (North China Electric Power University). 2022. Strategies in Simultaneous Interpreting Based Upon Effort Model. *Scholars International Journal of Linguistics and Literature*. Dubai, Scholars Middle East Publishers. 5:12. 431-435.

**An overview. Very poor English, no contribution perceived by this reviewer in terms of theory, data or methodology.*

XU, Cui & LI, Dechao (Beijing Institute of Technology & Hong Kong Polytechnic University resp.). 2022. Exploring genre variation and simplification in interpreted language from comparable and intermodal perspectives. *Babel online* <https://doi.org/10.1075/babel.00289.cui>

**On the basis of the abstract found on the jbe-platform site: It draws on a newly built unidirectional comparable and intermodal corpus named the LegCo+, which features legislative proceedings in the Legislative Council of Hong Kong (including originals and their translations and interpretations from Cantonese to English), as well as original plenary speeches delivered by native English speakers in the UK Parliament. It investigates the variation patterns of four simplification features in three dimensions, namely, standardized type-token ratio (STTR) and list heads for lexical diversity, lexical density for informativeness, and average sentence length for lexical sophistication. It aims to uncover the effects of mediation and genre, as well as their interaction effects on linguistic variation. The results indicate that texts of different mediation statuses and genre categories vary with respect to simplification patterns. From a comparable perspective, interpretations rely on a narrower range of vocabulary than non-interpretations, but they are also more informative, and such informativeness is dependent on genre categories. Intermodally speaking, interpretations exhibit consistent patterns of simplification, indicating a strong modality (or mode of mediation) effect.*

Yañez, Gabriela Luisa (Universidad Nacional de la Plata, Buenos Aires). 2022. Subjetividad y Género a Través de la Interpretación Simultánea de Conferencias en la Comisión de la Condición Jurídica y Social de la Mujer (ONU) (Subjectivity and gender through simultaneous conference interpreting at the United Nations Commission on the status of women). *Revista Belas Infiéis*, Brasília, v. 11, n. 2, p. 01-19, 2022. e-ISSN: 2316-6614. DOI: 10.26512/belasinfiéis.v11.n2.2022.42298

** The author examines the way subjectivity is “materialized” in simultaneous interpreting from Spanish into English at the United Nations Commission on the Status of Women. Through a qualitative analysis of cases, she claims to show how certain syntactic focalization procedures in interpreted discourse impact the way subjectivity is configured. The hypothesis underpinning the study is that focalization procedures operate actively in the (re)creation of institutionally ingrained and validated discursive practices. According to the author, results show that some focalization phenomena operate as attenuation mechanisms of a gender-based agenda for the fight against gender inequalities and stereotypes adjusted to mainstream heteronormative and patriarchal schemes.*

DG: This reviewer finds it difficult to understand the author’s analysis and conclusions.

YANG, Kun & SONG, Zhongwei (Macquarie University). 2022. Dynamic Sight Translation: A Simultaneous Interpreting Strategies Driver. *International Journal of Interpreter Education* 14:1. 57-71.

**The authors use computers to modulate the difficulty of sight translation exercises for trainees by gradually increasing the input rate of the source text on screen from a minimum of 90 to a maximum of 130 words/minute and by changing the display pattern from all-at-once appearance on screen and gradual fading in the beginning, to gradual unfolding and all-at-once disappearance at an intermediate stage, to gradual unfolding and gradual fading at an advanced stage. They also integrate clozing exercises into the method to foster anticipation. The method was tested in three cohorts of graduate conference interpreting students.*

ZHANG, Yifan & CHEUNG, Andrew K. F. 2022. A corpus-based study of modal verbs in Chinese–English governmental press conference interpreting. *Frontiers in Psychology* DOI 10.3389/fpsyg.2022.1065077, published on 03 November 2022.

** The results of the comparable corpus analysis indicate that the frequency of modal verbs in translated English (might, could, may, can, would, shall, should, will, must) is significantly higher than in the original Chinese, in which only 40% of the modal verbs in translated English are consistent with their Chinese counterparts, while others are employed through amplification and value variation. Only 40% of the modal verbs were rendered literally in English. The English corpora were found to contain more modal verbs than the Chinese corpora. The results of the parallel corpus analysis suggest that the increase of modal verbs in the target texts may help to achieve certain types of pragmatic functions in English, in particular by making explicit what was only implicit in Chinese. (HB)*

ZHU, Xuelian & Aryadoust, Vahid. 2022. A Synthetic Review of Cognitive Load in Distance Interpreting: Toward an Explanatory Model. *Frontiers in Psychology* doi: 10.3389/fpsyg.2022.899718, published July 26, 2022.

**A conceptual discussion of cognitive load in interpreting. The authors identify causal factors that can induce cognitive load. Messy.*

ZHU, Yuben (Beijing Foreign Studies Univ.) 2022. Exploring booth-mates' teamwork in the time of a pandemic: A case study. *Across Languages and Cultures* 23:2. 206–225 DOI: 10.1556/084.2022.00200

**The description of problems that surfaced during a distance interpreting assignment on Zoom with three teams of interpreters, one for Chinese and English, one for Korean (1 interpreter) and English and one for Japanese and English. The author reports problems in the coordination among booths, especially as regards handover through WeChat messaging. (HB)*

**DG: More details would have been welcome.*

From Lewandowska-Tomaszczyk, Barbara (University of Łódź, Poland) & **Thelen, Marcel** (Zuyd University, Maastricht). 2008. *TRANSLATION AND MEANING PART 8. Proceedings of the Łódź Session of the 4 th International Maastricht - Łódź Duo Colloquium on "Translation and Meaning", Held in Łódź, Poland, 23 – 25 September 2005.* Maastricht: Zuyd University.

>>>**Bartłomiejczyk, Magdalena** (University of Silesia). 2008. Anticipation. A controversial interpreting strategy. In **Lewandowska-Tomaszczyk & Thelen** (eds). 117-126.

**After an overview of the literature, the author reports on a small experiment with 36 Polish advanced interpreting students who were asked to interpret 3 speeches from Polish into English and 3 speeches from English into Polish. The speeches had high anticipatory potential. And yet, in the set of 72 interpreted speeches, not a single case of problem-triggered voiced anticipation was found. On the other hand, in the students' retrospective protocols, 37 cases of general anticipation were reported.*

DG: What I find noteworthy in this article is the use of retrospection to detect anticipation when it is not voiced. The reliability of the method is uncertain, but it obviously has the potential of detecting the perhaps very numerous cases of anticipation that cannot be detected when using cases of voiced anticipation as an indicator, and its validity is higher than the use of reduced latency of occurrence of verbs or other information-carrying speech segments in context-constrained speeches.

Gawłowska, Jadwiga Izabela (University of Łódź, Poland). 2008. Einige Probleme der Rezeptions- und Reproduktionsphase im Konsekutiv- und Simultandolmetschen. Mögliche Quellen und Strategien der Problembehebung. (Problems in reception and production during consecutive and simultaneous interpreting: potential sources and coping tactics). In **Lewandowska-Tomaszczyk & Thelen** (eds). 145-152.

**General, mostly about consecutive, didactic.*

Gumul, Ewa (University of Silesia). 2008. Conjunctive cohesive markers: translational shifts in English-Polish SI and CI. In **Lewandowska-Tomaszczyk & Thelen** (eds). 153-163.

**In the output consecutive and simultaneous interpretations of 48 advanced students working from English into Polish, conjunctive cohesive markers were compared, the main question being whether shifts were different depending on modality. It turned out that the same cohesive markers were retained more often in simultaneous than in consecutive, whereas there were differences in omissions and shifts in the categories of cohesive markers.*

Jurewicz, Magdalena (Adam Mickiewicz University, Poznań). 2008. Aspekte der Gesprochenen Sprache bei der Untersuchung Konsekutiv gedolmetschter Texte. (*Aspects of orality in the exploration of consecutive interpreting outputs*) In **Lewandowska-Tomaszczyk & Thelen** (eds). 165-174.

**The author uses discourse analysis which takes into account not only the interpreter's target speech, but also the context and behavior of the principals to reflect upon the nature of interpreting quality in bilateral interpreting.*

Żmudzki, Jerzy (Maria Curie-Skłodowska University, Lublin). 2008. Ein holistisches Modell des Konsekutivdolmetschens. (A holistic model of consecutive interpreting). In **Lewandowska-Tomaszczyk & Thelen** (eds). 175-183.

**A highly abstract, high-flying bird's eye view of consecutive as a form on translation.*

M.A. AND GRADUATION THESES

Breikaa, Yomna. 2022. *Introducing Daftar: A Problem-Solving Strategy in Consecutive Interpreting of Medical and Economic Discourses*. MA thesis, Ain Shams University, Egypt.

**Actually, Daftar is not a strategy but the prototype of a Computer-Aided Interpreting tool designed specifically for consecutive interpreting with terminology management, a dictionary, note-taking (with a stylus) and speech-to-text features (the identity of the developers is not indicated in the thesis). Some pilot testing was done on one medical discourse and one economic discourse in English taken from YouTube, with 4 students, whose performance was found better with Daftar than in traditional consecutive.*

**DG: The preliminary review and conceptual analysis is systematic, with the use of Baddeley's model of Working Memory, the Effort Models and other conceptual tools, including a*

classification of problem triggers and Errors, Omissions and Infelicities, but many operational details of the pilot testing are missing in the report.

Načeradská, Barbora. 2022. *Multimodalita při simultánním tlumočení, případová studie na francouzsko-českém materiálu* (A Case Study on Multimodality in Simultaneous Interpreting). MA thesis - in Czech, Charles university, Institute of Translation Studies, dir. Prof. PhDr. Ivana Čeňková, CSc.

**This thesis deals with gestures during simultaneous interpreting in the booth. A case study based on Elena Zagar Galvão's dissertation 'Speech and gesture in the booth – A descriptive approach to multimodality in simultaneous interpreting' (2009). Here it is applied to French-Czech material. Recordings were made of selected interpreters during simultaneous interpreting which were subsequently analyzed. The focus was on the use of gestures and their copying. Interpreters also filled out questionnaires after the interpretation. It turns out that several selected gestures were influenced by the speaker, but overall, the interpreters tended not to imitate the speaker's gestures. (IC)*

Tiselius, Elisabet. 2005. *"The work shows the workman" – an investigation of two methods for measuring interpreting performance and studying expertise in interpreting.* MA thesis, University of Stockholm.

**The author tested two methods for exploring expertise in simultaneous interpreting, Ivanova's and Carroll's methods. Three interpreters with different years of experience were recorded while interpreting and asked to retrospect. The data were scrutinized for evidence of processing problems, instances of monitoring and strategic choices. In addition, twelve independent judges rated the quality of the interpretations using Carroll's scales on transcripts. Tiselius concludes that both methods are appropriate, as they were easy to use and produced clear-cut results.*

From Croatia, Josip Juraj Strossmayer University of Osijek, available at
<https://repozitorij.ffos.hr/en/islandora/search/interpreting?type=dismax>

Kujundžija, Ivana. 2013. *Renderings of Collocations in Simultaneous Interpretation from English into Croatian.* MA thesis. Josip Juraj Strossmayer University of Osijek (Croatia), Faculty of Humanities, Croatia.

**An analysis of renderings by students, using a naturalistic approach based on classroom exercises*

Šimunić, Tomislav. 2013. *Translating culture-bound terms in simultaneous interpretation.* MA thesis. Josip Juraj Strossmayer University of Osijek (Croatia), Faculty of Humanities, Croatia.

**The author lists, categorizes and analyzes certain culture-bound terms, and how they are interpreted into Croatian language by English language students majoring in Translation and Interpreting. The interpretations are naturalistic recordings of classroom interpretations over one semester. The source material for listening and interpreting was taken from the Directorate General for Interpretation website, i.e. the Speech Repository Portal. The speeches cover a wide range of topics: politics, languages, globalization, technology, everyday life, etc.*

Srakić, Ivana. 2014. *Interpreting -ing forms and passive structures from English into Croatian.* MA thesis. Josip Juraj Strossmayer University of Osijek (Croatia), Faculty of Humanities.

**The author presents grammatical structures in Croatian which could be used when interpreting English -ing forms and passive structures. Her results are based on a corpus compiled from graduate students' simultaneous interpretations of short speeches made by professional interpreters working for European institutions.*

Turković, Martina. 2013. *Memory in interpreting*. MA thesis. Josip Juraj Strossmayer University of Osijek (Croatia), Faculty of Humanities, Croatia. Available at : <https://urn.nsk.hr/urn:nbn:hr:142:258640>

**An overview of working memory models, long-term memory, Daro and Fabbro's interpreting model, the Effort Models etc.*

DOCTORAL DISSERTATIONS

GU, Chonglong. 2018. *Interpreters' Institutional Alignment and (Re)construction of China's Political Discourse and Image: A Corpus-based CDA of the Premier-Meets-the-Press Conferences*.

Unpublished PhD thesis. Manchester: University of Manchester.

**CIRIN does not have access to this dissertation.*

Jurewicz Magdalena. 2002. *Erklärungssequenzen in konsekutiv gedolmetschten Gesprächen*. (Clarification sequences in consecutive). Unpublished doctoral dissertation. Adam Mickiewicz University, Poznań.

**CIRIN does not have access to this dissertation, but some information can be found in her paper listed in the articles section under Lewandowska-Tomaszczyk & Thelen (eds).2008.*

LI, Ruitian. 2022. *Interpreters' Rapport Management in Press Conferences Held by the American Institute in Taiwan*. Doctoral dissertation, Hong Kong Polytechnic University.

**The author seeks to apply the Rapport Management Model (RMM – the way perceived harmony/disharmony between people is managed) to conference interpreting through the case of eight sessions of press conferences held by the American Institute in Taiwan between 2006 and 2012, during which 3 freelance conference interpreters (female) interpreted the AIT directors' statements from English into their A-language Chinese for the Taiwanese audience. The author considers that the rapport manifests itself at intergroup level. She looks at shifts as evidenced formally by language additions, omissions and substitutions in the interpretation of "appraisal formulations".*

A list of frequently occurring lexical items "indicative of rapport" were generated from the English and Chinese data. These include, in English, Taiwan, we, our, United States, relationship, relations, American, China, cooperation, dialogue, friends, ties. (p. 103) The interpreters' linguistic shifts were classified as "upscaling", i.e. intensifying the speaker's position, or "downscaling", the opposite. The author presents statistics on those shifts, which she interprets as reflecting rapport management.

Varajão Moutinho Pereira Correia, Ana Teresa. 2022. *Nos meandros da interpretação simultânea: a anáfora pronominal num corpus bidirecional (PT>EN, EN>PT) de discursos do Parlamento Europeu* (In the meanders of simultaneous interpreting: Pronominal anaphora in a bidirectional corpus (PT>EN, EN>PT) of European Parliament speeches). Doctoral dissertation, Universidade do Minho, Portugal.

** Here is the (very slightly language-edited) abstract found in the text of the dissertation.*

Pronouns generate anaphoric chains that establish syntactic and semantic dependency between two or more terms. Problems in restoring anaphoric links may affect the intelligibility of a speech. This dissertation aimed to analyze how anaphoric chains are interpreted from Portuguese to English and vice-versa in simultaneous interpreting. To this end, a bidirectional PT>EN, EN>PT corpus composed of speeches delivered in plenary sessions of the European Parliament and their interpretations was compiled, and all occurrences of personal and relative pronouns were extracted. Upon analyzing the occurrences, interpreting procedures (translation, ellipsis, morphosyntactic reformulation and

omission) were identified for the antecedent and the pronoun. These two elements constituting the anaphoric chain were also classified, in their original language, according to eight linguistic-discourse properties (of the antecedents: grammatical relation, named entity status, competition; of the pronouns: grammatical relation, morphological class, distance; and of the speeches: speed and lexical diversity). The corresponding frequency data were analyzed separately and crossed with those of the interpreting procedures. The results indicate that antecedents tend to be translated in both language directions and that pronouns tend to be morphosyntactically reformulated in the PT>EN direction, and omitted in the EN>PT direction. The pronoun thus appears as the most voluble link in the anaphoric chain, which is also reflected in its dependence vis-à-vis the antecedent. In fact, it was observed that most cases of omission of the antecedent co-occurred with omissions of pronouns. Analysis of the frequency data further suggests that some of the linguistic-discourse properties and/or the linguistic direction may influence the use of interpreting procedures. Through descriptive analysis of the corpus, it was possible to typify the lexical and morphosyntactic transformations operated by the interpreters in each interpreting procedure, which displayed a wider range of variation in the PT>EN direction than in the opposite direction. Overall, however, the retrieval rate of anaphoric chains was similar in both language directions.

BOOKS

LIU, Minhua (2008). *Consecutive interpreting and note-taking* [逐步口译与笔记]. Taipei: Bookman Books.

**A textbook. Also listed among the Chinese textbooks on interpreting at the end of the Bulletin.*

Lewandowska-Tomaszczyk, Barbara (University of Łódź, Poland) & **Thelen, Marcel** (Zuyd University, Maastricht). 2008. *TRANSLATION AND MEANING PART 8. Proceedings of the Łódź Session of the 4th International Maastricht - Łódź Duo Colloquium on “Translation and Meaning”, Held in Łódź, Poland, 23 – 25 September 2005*. Maastricht: Zuyd University.

**See articles section for papers on conference interpreting.*

Sachse, Janina. 2022. *Konferenzdolmetschen für soziale Bewegungen Sichtbarkeit, Neutralität und Ideologie* (TRANSÜD – Arbeiten zur Theorie und Praxis des Übersetzens und Dolmetschens 122) Berlin: Frank & Timme 2022, 102 pages.

**On the basis of a book review by Leonora Van Vaerenbergh, published in trans-kom 15:2. 293-295 (2022): Largely relying on the example of volunteer-interpreting for Babels, the author looks at interpreting in that and similar contexts as political action that is not governed by market demands. The author speaks about her own experience working as an interpreter for Babels and analyzes some data (20 filled out questionnaires and a few recordings) from professional interpreters and non-professionals acting as interpreters at the Malmö European Social Forum as regards their profiles, their motivation and their performance. A first step in the exploration of a particular interpreting setting.*

YAO, Bin; ZHU, Yuben & SUN, Tingting. 2016. *Conference interpreting* [会议口译]. Beijing: Foreign Language Teaching and Research Press.

**A textbook. Also listed among the Chinese textbooks on interpreting at the end of the Bulletin.*

... AND BEYOND CONFERENCE INTERPRETING

SIGNED LANGUAGE INTERPRETING

Articles

CHEW, Samuel, K.M. (Chinese Univ. of Hong Kong) & **CHEUNG, Andrew K.F.** (The Hong Kong Polytechnic Univ.). 2022. Media Interpreting into Malaysian Sign Language. Adaptations and Strategies. *InContext* 2:2. 112-136.

**This paper reports on the experience of three signed language interpreters (the first author was one of them) who worked for Malaysian television at the height of the COVID pandemic. The data include the first author's perception and semi-structured interviews with the two other interpreters.*

Unsurprisingly, the paper mentions difficulties that arise in connection with the emotional impact of the pandemic, with poor sound, with new terminological and lexical demands, with the high pace of scripted monologues, with fatigue, all of which led to errors, omissions and infelicities. In particular, when reviewing their interpreting, the interpreters noticed that their signing became less native-like after 30 minutes or so and that they made omissions without realizing it (p. 129). The authors report that judging by discussions in social media, the responses from the Deaf audience as regards quality were more favorable than what they were for sign-language interpreting of regular daily news previously, perhaps because of the heightened feeling of dependence among the Deaf, as argued by Cheung 2022 (and previously by Gile in 1990). One anecdotal point is that during the COVID pandemic, people being locked in at home were bored and watched television, which made signed language interpreting more visible to them. Some (presumably hearing) viewers considered that the interpreters were 'funny', presumably because of their use of facial expressions while signing. The authors report that the Deaf community was generally displeased at this display of lack of respect for their language, but the interpreters were more tolerant of such an attitude, as it came along with increasing awareness of the Deaf in Malaysian society. Also of interest is a comment about Bahasa Isyarat Malaysia or BIM, the official Malaysian sign language, a young language being standardized. Another noteworthy point: young people are taught a manually coded signing system (Kod Tangan Bahasa Melayu or KTBM), which follows Malay word order and grammar, while the older generation was exposed to ASL in the 1950s and 1960s. There also seems to be marked inter-city variation in signs used, and BIM lacks a dominant word-order.

Nogueira, Tiago Coimbra; Felten, Eduardo Felipe; Vale, Luciana Marque (Univ. Feder. Do Rio Grande do Sul, Univ. de Brasilia, Univ de Brasilia). 2022. Proposta de unidade didática para formação de intérpretes: o uso de glossários para preparação com vistas à interpretação em conferência da área jurídica. (A didactic 'unit' proposal for interpreter education: the use of glossaries in the preparation for legal conference interpreting). *Belas Infiéis*, Brasília, v. 11, n. 1, p. 01-22, 2022. e-ISSN: 2316-6614. DOI: 10.26512/belasinfiéis.v11.n1.2022.41251

** This work is presented as coming under 'Applied Translation Studies'. It aims to reflect on the development of a Didactic Unit (DU) for teaching the interpretation with Portuguese-Brazilian Sign Language (Libras). The proposed DU is intended to prepare Libras translators and interpreters for work in legal conferences. It seeks to develop instrumental and extralinguistic sub-competencies in the selection, use, and registration of terms, signs terms, and Libras's glossaries. The article pursues dialogue between Brazilian Sign Language Terminology and Terminography and the Translation didactics.*

The authors suggest a pedagogical intervention that works with competencies to be acquired and considers translation market demands. They make proposals aimed at helping instructors collaborate

with interpreters in training as regards the use of terminographic materials in the legal field. As a conceptual starting point, the authors took Translation Didactics as developed by Hurtado Albir (1999, 2011, 2015), and the contributions of oral and sign languages Terminology and Terminography researchers, such as Bevilacqua e Kilian (2017); Cavallo (2017a, 2017b); Felten (2016; 2020); Krieger e Finatto (2018); Tuxi (2017); Vale (2018).

Theses

>>>Fontvieille, Vivien. 2022. *La métacommunication entre les interprètes dans les situations de “feeding” : ressources, contraintes et efforts*. (The metacommunication between interpreters in the Hearing interpreter-Deaf interpreter feed mode interpreting: resources, constraints and efforts). MA thesis, Université Toulouse – Jean Jaurès.

*DG: in this mini-review, intended for a wide readership, including colleagues not very familiar with signed language interpreting, some explanations are provided which are probably self-explanatory for sign-language interpreters. In particular, some comments explain why it does not seem unnatural in the field to involve Deaf interpreters in the process without claiming that Hearing interpreters are incompetent, a conclusion that might all too hastily be drawn in the case of spoken language interpreting.

This exploratory thesis looks at the Hearing interpreter-Deaf interpreter team mode interpreting (“feed interpreting”), found most often in conference-like situations as opposed to community interpreting settings, with a special focus on how the two team members interact. The author, a Deaf translator, chose Gile’s IDRC framework and the Effort Models to guide his exploration, hence the wording of the title. In his review of the literature, he notes *inter alia* that when feeding their output to a Deaf teammate, Hearing interpreters sign differently from the way they sign when addressing Deaf users directly. The differences have not been investigated thoroughly yet, but, according to Hanquet & Lemaire (2021, p. 95), they probably introduce specific grammatical and syntactic changes so as to “free space” to allow their Deaf teammates to adapt their own output to the needs of the Deaf end-users. Spoken language interpreters serving as ‘pivots’ have been reported to also simplify their output to make the work easier for the colleagues who work on the basis of their output, but not in the same way, because the output of the pivots is used by the delegates, which is not the case in signed-language interpreting.

Fontvieille reports that in many papers on feed interpreting from Canada and the US, authors consider that thanks to this setting in which Deaf users receive the Deaf interpreters’ output, they benefit from better expressivity, without the “Hearing accent” (Pantikin, Providence Journal, 2020). It seems that besides some expected advantages in terms of clarity of the SL output, there is some ideological element involved in choosing feed interpreting, which gives jobs to Deaf people, thus also giving them control and responsibility (Dhoest & Rijckaert, 2021).

Fontvieille cites Janzen (2005), Napier (2007), Sannheim (2003) and Woolfe (2019) who refer to some back-channeling from Deaf audiences to interpreters even in monologic discourse settings. In the feed interpreting model, this back-channeling takes an intensive form in the Hearing interpreter-Deaf interpreter interaction.

To leverage the potential advantage of feeding, team members use specific techniques such as “signposting” (physical markers that indicate an interpreter’s intent to convey information to guide or redirect the active interpreting producing the end product) and “out and down space” signalling, which can be referred to as “neutral channel communication” (Smith, 2015).

Fontvieille cites Marine Daumail’s (2022) list of strategies and tactics, which show indeed how the Hearing-Deaf team co-constructs their interpretation through various means. In particular, she mentions ‘rhythm management’ which can provide smoother output for the end users than direct interpreting. He then presents the analysis of 9 team-interpreting videos from meetings in several

areas. He screened carefully 247 minutes of recordings from 5 authentic events, trying to note all manifestations of metacommunication between the interpreters. There were 83 metacommunication moments, and 43 events involving uncertainties, pauses or hesitations. He claims (p.63) that in some cases, very concrete manifestations of phenomena described in the Effort Models can be seen “physically”.

He considers that feed-interpreting is a case of “uninterrupted discussion” between the feeder interpreter (Hearing) and the Deaf interpreter, with a conversation around the performance, including strategies, corrections and validations, and even real-time meaning negotiations along information from the speakers’ utterances (p. 74-75).

Inter alia, an interesting approach noted in the corpus among feeder interpreters is the use of abbreviations, partial information and shortcuts which the Deaf interpreter can then unpack for the Deaf end-users. The feeder interpreters also seem to seek regularly confirmation from their Deaf teammates that they understood the feeders’ output. A very intensive exchange.

One noteworthy advantage of feed interpreting is the possibility for the feeder to stop interpreting for a brief moment and focus on the source speech while the Deaf interpreter uses stalling tactics and thus hides the hesitation from the Deaf end-users. And of course, errors made by the feeding interpreter can be corrected by the Deaf interpreter and thus become invisible to the Deaf end-users.

In an interesting reflection on the data, including comments received from participating interpreters, Fontvieille notes that as regards the Reception Effort, in a feed-interpreting situation, both team members must both attend to the information from the unfolding speaker’s utterance and to metacommunication from the other team member, and be able to separate the two streams of information. Fontvieille wonders whether this justifies a new Effort in the Effort Model for simultaneous from a spoken language to a sign language. This makes a lot of sense. The Hearing-interpreter-Deaf-interpreter metacommunication Effort (HIDIM), which would include both reception and production of metacommunication, is highly dependent on upstream coordination strategies between the two team members and on how well they know each other, a personal parameter whose influence on cognitive requirements is much stronger than it is on other Efforts. An interesting avenue to explore further.

A final comment about Fontvieille’s attitude as reflected in the thesis: Fontvieille reports other authors’ ideas and findings carefully and respectfully. A welcome attitude in the field. Let us hope he will find enough stimulation in his explorations, and perhaps acknowledgement from his peers, to dig further and produce more contributions in the coming years.

Daumail, Marine. 2022. *La co-construction de l’interprétation au sein du binôme Sourd-entendant*, Mémoire de recherche - Master 2 (MA thesis), Toulouse, Université Jean Jaurès (D-TIM).

Doctoral dissertations

JOBSE, Yvonne Caroline. 2015. *Feed interpreting: a new specialisation?* Doctoral dissertation. EUMASLI - Heriot-Watt University.

*Cited in Fontvieille’s MA thesis.

SMITH, Andrea K. 2015. *Signposting: Neutral Channel Communications in Deaf-Hearing Interpreting Teams.* Doctoral dissertation EUMASLI – Magdeburg University.

*Cited in Fontvieille’s MA thesis.

Books

Ganbar, Hessamedin & Siyavoshi, Sara (Sharif Univ. of Technology, Iran). 2022. *Sign Language Interpreting. Principles and Strategies* (in Farsi). The book can be downloaded from academia.edu
*According to the announcement found on academia.edu, the first Farsi book on the practice and research relating to sign language interpretation. 96 pages. According to the table of contents, the book includes inter alia information on the emergence of signed language interpreting in Iran, an analysis of cognitive pressure in simultaneous interpreting and tactics and indications on proper professional conduct. There are many references to Western literature on simultaneous interpreting in general, on signed language interpreting, to Gile's Effort Models and analysis of tactics. The book seems to be fairly general, with no research data. For interested colleagues, machine translation engines give some idea of its content in English.

Gontijo, Túlio; Marques-Santos, Lucas ; Barros, Solange (eds). 2022. *Discussões sobre os estudos de tradução e interpretação e a atuação dos TILS no Brasil*. (Discussing translation and interpreting studies and the role of signed language translation and interpreting studies in Brazil). Campinas: Pontes editores.

*An ambitious and interesting collection of chapters on various aspects of signed language translation and interpreting in Brazil, starting with a paper by **Sônia Marta de Oliveira** tracing back the emergence of Deaf Studies, and then of Brazilian translation and interpreting activities for the Deaf launched in the 1980s by religious organizations and Deaf communities. A second chapter by **Tiago Coimbra Nogueira** and **Pérola Juliana de Abreu Medeiros** addresses assessing and classifying language proficiency levels among Brazilian Sign Language (LIBRAS) signed language translators and interpreters. In the next chapter, **Lucas Eduardo Marques-Santos** et al. look at the perception of LIBRAS translators and interpreters in secondary schools, with a focus on attitudes. **Giovanna Magno Santos** and **Silva Márcia Monteiro Carvalho** write about LIBRAS interpretation of singer Marília Mendonça broadcast live on Youtube. **Ivonne Makhoul** and **Patricia Tuxi** discuss terminology in the context of guide-interpreters. **Guilherme Lourenço** and **Lucienne de Macedo Gomes Viana** look at numbers and fingerspelling as problem-triggers. They stress that, while fingerspelling is considered only a tactic for proper names, technical terms and lexical gaps, it is also used for pragmatic purposes, for instance for emphasis. Using data from students interpreting from Libras into Portuguese, they demonstrate that they are indeed problem triggers, with many errors and omissions in the output, as has been reported for spoken language interpreting in the literature. **David Ferreira da Silva** and **Márcia Monteiro Carvalho** discuss Portuguese punctuation signs as rendered in face and body language when translating a fable into Libras. **Tiago Coimbra Nogueira** discusses present-day issues and the evolution of conference interpreting in the single chapter in this collection devoted to conference interpreting (see in the conference interpreting research articles section). **Isabella Maria de Oliveira Brito** and **Vinícius Nascimento** discuss interpreting at live musical broadcasts during the pandemic. **Antonio Henrique Coutelo de Moraes** and **Izabelly Correia dos Santos Brayner** write about the participation of language classes in third languages for Deaf students. In a final chapter, **Osilene Maria de Sá e Silva da Cruz** and **Cleudes Moreira de Jesus Alves** write about signed language translation and interpreting in a religious context in a systemic-functional linguistics framework.

OTHER INTERPRETING RELATED PUBLICATIONS

Balounová, Kamila. 2022. *Role a postavení soudních tlumočnicků ve Francii* (The role and position of court interpreters in France). MA thesis – in Czech, Charles University, Institute of Translation Studies, dir. PhDr. Alžběta Malkovská.

Baxter, Robert Neal (Univ. of Vigo, Spain). 2022. Trending topics in current interpreting research. An overview of twenty years of interpreting studies seen through the lens of T&I journals. *Transletters* 6: 1-30.

**A bibliometric study of close to 1300 articles gleaned from 50 academic journals covering two decades, from 2001 to 2020. In his introduction, Baxter says the aim of his study is “to provide a broad overview of the current state of interpreting studies through the lens of a wide range of academic journals with a view to identifying emerging trends” (p.1). The resulting overview only covers journal article publications in Western spoken languages and does not make a distinction between various interpreting research branches, whereas topics differ widely among them and the most productive (and widely-cited) authors are not the same in each. Even in the admittedly incomplete CIRIN Bibliography, there are more than 20 and up to more than 50 entries for authors such as Albl-Mikasa, Gile, Kalina, Kurz, Liu Heping & Pöchhacker, whereas the maximum number of entries for any author in Baxter’s data is 17, for Cheung. Had the author chosen the title “An overview of twenty years of spoken-language interpreting studies as published in Western languages in journals, excluding other publication media and other languages, excluding signed language interpreting, and glossing over differences between various interpreting branches”, it would have been more in line with what the paper offers to readers. See the text in the Beginner’s corner section.*

Iacono, Katia. 2021. *Dolmetschen im Medizintourismus. Anforderungen und Erwartungen an DolmetscherInnen in Deutschland und Österreich*. Tübingen: Narr.

**In this study, Iacono focuses on medical tourism as a new market segment for interpreters, terminologically and legally defines this term, and discusses the economic and ethical characteristics. Bearing in mind the phenomenon of medical tourism, she grapples with the various communication forms in medical settings and analyses the different roles, the visibility, and the functions of interpreters and related challenges. The focal point of her research is concrete expectations in terms of quality of service, task profile, and competencies of the interpreters who work in the field of medical tourism. Additional requirements for this market segment, beyond the usual requirements from interpreters such as profound language and culture competencies, she mentions indispensable competences as facilitators of information transfer. A wide array of competencies which call for flexibility and an ability to partition assignments in a well-structured and consistent way into process steps (before, during, and after the medical trip). Iacono substantiates her ideas with data from ethnographic fieldwork, expert interviews, and online surveys. (TR)*

Kaindl, Klaus; Sonja Pöllabauer, Sonja & Mikić, Dalibor (eds.) 2021. *Translation im Spannungsfeld von Würde, Recht und Politik*. Tübingen: Narr.

This book, dedicated to Mira Kadrić, includes 16 articles that take a look at the circumstances and ways that translation can help people understand or be understood – or perhaps not. The anthology is divided into four parts that more or less group the articles into topics, though they rather serve as loose connectors: the focus is more so on individual spotlights focusing on various phenomena in interpreting and translation and their parameters. The articles touch on more general topics, such as dealing with multilingualism, as well as more specific topics, such as recognising lies and politeness in interpreted interactions. **Oliver Scheiber attempts to define “worth” by invoking Kafka, describing how a person is affected by losing his worth. **Karin Reithofer** takes a look at the language politics in the EU and finds that the propagated principle of multilingualism is more or less an illusion, with English dominating institutionally as well as among the people. Those who cannot understand English have less opportunities to inform themselves. **Erik Hertog** describes how “social interpreting” in Flanders is organised by the public administration. With this, he demonstrates how the parameters and the professionalisation of community interpreting is contingent on political decisions, such as how*

multilingualism is defined and classified by politics. **Heidi Salaets et al.** report from Belgium about problematic circumstances in correctional facilities in which prisoners speaking different languages do not have sufficient access to interpretation services. **Richard Soyer** discusses how student projects are trying to improve the insufficient legal counselling in Austrian prisons. **Alexia Stuefers** explains the legal basis upon which interpretation and translation services within criminal proceedings in Austria are based. **Ana-Maria Bodos** discusses a potential solution to the lack of interpreters trained in legal interpreting. **Sylvia Rennert** also touches on this topic and examines the types of training that could help interpreters in their engagement with those who are in need of their services. (TR)

>>>**Klaudy, Kinga** (Budapest). 2003. (reprint 2007). *Languages in Translation. Lectures on the theory, teaching and practice of translation. With illustrations in English, French, German, Russian and Hungarian.* Budapest: Scholastica.

*An English translation, reprinted after a first print in 2003, of Kinga's *A fordítás elmélete és gyakorlata. Angol, német, francia, orosz fordítástechnikai példatárral.* (*The Theory and Practice of Translation. With Illustrations in English, German, French and Russian*), originally published by the same publisher in 1994, and in a 3rd and extended revision, in 1995, in a 4th extended revision in 1997 and in a 5th revised edition in 1999.

This book, written initially in the first half of the 1990s and revised and extended over the years, offers readers in the 2020's a glimpse into translation theories with roots in linguistic traditions and input from various theoretical schools, in particular Russian theories, and into Kinga's view of developments at the turn of the century. Inter alia, it discusses the relationship between TS and sociolinguistics, psycholinguistics (obviously, the significant developments of the past decade could not be covered in the book) and text linguistics. It also discusses training and the practice of translation. The book mentions interpreting as well, with accounts of theories by Russian scholars. Interesting.

P. Nguyen Thi Cuc, D. Vu Van, Q. Kieu Thi Thuy et H. Nghiem Thi Thu (Hanoi University). 2022. *Vers un enseignement par compétences de l'interprétation consécutive dans les universités au Vietnam (Targeting competence-oriented training in consecutive interpreting in Vietnamese universities).* *Hikma* 21:2. 347-380.

*A description of efforts deployed by a team of Hanoi University researchers to identify a set of consecutive interpreting competencies to guide training in undergraduate Vietnamese programs. The authors explored relevant literature, essentially on the basis of ideas from ESIT (Paris) Gile and PACTE (UAB in Barcelona). They collected data from interviews and questionnaires. The competencies identified are similar to those established elsewhere.

Nishihata, Kaori (Tokyo Gaikokugodaigaku). 2021. *Issues Involved in the Recognition of the Interpreting Profession: The Role of University Lectures in Interpreter Education.* (in Japanese) *Interpreting and Translation Studies* 翻訳通訳研究 21. 1-16. 119-139.

*The author believes that awareness-raising about interpreting among undergraduate students can help them better understand what interpreting is all about, and in particular the unjustified (low) social status of interpreters and the importance of preparation. Student feedback and the results of a survey among them are encouraging in this respect.

Takahashi, Kinuko; Ooigawa, Tomohiko; Ishizuka, Hiroyuki; Ino, Kinuyo; Naito, Minoru (Kansaidaiagaku, Nihondaikgaku, Hiroshimashuudoudaigaku, Aoyamagakuindaigaku; Tokyogaikokugodaigaku resp.). 2021. *Report on online interpreting courses at Japanese universities.* (in Japanese) *Interpreting and Translation Studies* 翻訳通訳研究21. 1419-162.

**During the COVID high tide, online interpreting courses were introduced in Japan on a large scale. This paper reports on the results of a Google form questionnaire with 31 practical questions and on the content of follow-up interviews with three instructors. The aim of the paper is not to discuss the pros and cons of online teaching, but to highlight what could help instructors who engage in it.*

TIAN, Sha; ZHANG, Zhining; JIA, Lingxiao (China). 2022. Career adaptability of interpreting students: A case study of its development and interactions with interpreter competences in three Chinese universities. *Frontiers in Psychology* DOI 10.3389/fpsyg.2022.974417, published 14 September 2022.

**The career adaptability of 30 Chinese MTI students was assessed at the beginning and the end of their training through questionnaires.*

Vidaković, Sonja. 2011. *Different approaches to interpreting studies*. MA thesis. Strossmayer University of Osijek (Croatia), Faculty of Humanities. Available at <https://urn.nsk.hr/urn:nbn:hr:142:817207>

Yang, Yuan; Li, Xiandong (Xi'an International Studies University). 2022. Which theories are taught to students and how they are taught: A content analysis of interpreting textbooks. *Círculo de Lingüística Aplicada a la Comunicación* 92, 167-185, <https://dx.doi.org/10.5209/clac.78327>

**The two authors examined 58 interpreting textbooks, 13 in English and 45 in Chinese, and examined their theoretical content, identifying what they consider 14 “theories” and 33 “insights” in a very idiosyncratic classification. They then analyzed each category for “amount of presentation”, “language of presentation”, “relevance to practice”, “instructional aids” and “application”, qualifying each as “adequate” or “inadequate”. They found that the Effort Models and Interpretive Theory were the most popular, as they were covered in 20 and 17 textbooks respectively. The third “theory” in rank was “Translation theories or models”, covered in 6 textbooks. Under “insights”, analytical listening was covered in 23 textbooks, note-taking and reading in 18, user expectations in 17, professionalism in 16. The authors consider that both the Effort Models and Interpretive Theory are explained in a student-friendly manner in the textbook, without too much theoretical jargon, but that they are poorly discussed in relation to practice.*

**DG: This paper can be accessed without restriction on the Web, and readers can make their own mind about the methodology, in particular the sampling of textbooks and categorizations of “theories” and “insights”. One noteworthy point: had the authors had access to textbooks in other languages, they might have found skopos theory, which shares the qualities of simplicity and applicability to practice with Interpretive Theory, to be popular as well.*

ZHU, Xuelian & Aryadoust, Vahid (Sichuan Int. Studies Univ. & Nanyang Technological Univ.). 2022. A scientometric review of research in Translation Studies in the twenty-first century. *Target* <https://doi.org/10.1075/target.20154.zhu> | Published online: 31 October 2022.

**An extensive scientometric analysis of papers in 15 TS journals indexed in the Social Sciences Citation Index or Arts & Humanities Citation Index databases of the Web of Science Core collection. 6007 articles and 99,178 references published between January 2001 and December 2020 were analyzed using DCA (detrended correspondence analysis) to identify research themes and specialties. The majority of key cited publications were books in most clusters (Translation competence, Translation on conflict zones, translator training, collaborative translation, translation and society, language policy, post-editing and revision, media translation, the translation profession, localization).*

**DG: The authors’ research questions as formulated on page [3] were the following: (1) What are the dominant research trends in TS in the early twenty-first century and what are they characterized by?*

(2) Which are the most influential publications and authors in the intellectual domain of TS in the early twenty-first century?

The comments made on Baxter's study on Interpreting Studies largely in this issue apply to this study as well.

Chinese textbooks on interpreting

The following are references of 45 Chinese textbooks on interpreting published between 1999 (2 entries) and 2020 (1 entry). They were copied from the list of references found in Yang & Li, 2022. In many cases, it is not clear whether 'interpreting' refers to or covers conference interpreting. The two references for which it has been added to the 'Books' section under 'Conference Interpreting'. Interestingly, one textbook is devoted to 'diplomatic interpreting', 3 to liaison interpreting and 5 to business interpreting.

Chen, Xinyue, Xu, Mianjun, Zhang, Ling, et al. (2013). *A new coursebook for Chinese-English interpreting* [新编汉英/英汉口译教程]. Beijing: Higher Education Press.

Chen, Zhendong (2005). *A basic textbook for E-C interpretation* [英汉汉英口译基础教程]. Beijing: China Translation Corporation.

Dai, Huiping, Liang, Ying & Chen, Yi (2014). *Consecutive interpreting: A hands-on textbook* [交替传译实践教程]. Shanghai: Shanghai Foreign Language Education Press.

Dai, Ning, Ke, Keer, Zhou, Yan, et al. (2010). *Contemporary oral interpreting: A course book* (2nd ed.) [现代汉译英口译教程 (第二版)]. Beijing: Foreign Language Teaching and Research Press.

Deng, Yi, Fu, Yanqi & Liu, Ying, et al (2016). *Basic interpreting skills* (2nd ed.) [口译基础 (第二版)]. Shanghai: Shanghai Foreign Language Education Press.

Deng, Yi, Liu, Ying, Su, Wei, et al. (2014). *Challenging interpreting: A coursebook of interpreting skills* (2nd ed.) [口译教程 (第二版)]. Shanghai: Shanghai Foreign Language Education Press.

Guo, Daizong (2006a). *Comprehensive interpretation* (Volume I) [面面俱到口译教程 (第一册)]. Beijing: Foreign Language Teaching and Research Press.

Guo, Daizong (2006b). *Comprehensive interpretation* (Volume II) [面面俱到口译教程 (第二册)]. Beijing: Foreign Language Teaching and Research Press.

Guo, Daizong (2006c). *Comprehensive interpretation* (Volume III) [面面俱到口译教程 (第三册)]. Beijing: Foreign Language Teaching and Research Press.

He, Qun & Li, Chunyi (2011). *A coursebook of diplomatic interpreting* [外交口译]. Beijing: Foreign Language Teaching and Research Press.

Hou, Jingjing, Gu, Qiubei & Yu, Wenting (2008). *Developing interpreting competency: Liaison and escort interpreting* [口译进阶教程: 联络陪同]. Beijing: Peking University Press.

Hou, Jingjing, Zhu, Ping, Gu, Qiubei, et al. (2009). *Developing interpreting competency: Conference interpreting* [口译进阶教程: 会议同传]. Beijing: Peking University Press.

Li, Changshuan (1999). *Chinese-English interpreting: An introductory coursebook* [汉英口译入门]. Beijing: Foreign Language Teaching and Research Press.

Li, Cheng, Wang, Haiying & Zhu, Zhu, et al. (2013). *A new coursebook for Chinese-English interpreting (Volume I)* [新编汉英/英汉口译教程]. Beijing: Higher Education Press.

Lin, Chaolun (2004). *Field interpreting* [实战口译]. Beijing: Foreign Language Teaching and Research Press.

*DG : *I wonder whether the Chinese title would not be clearer in English if rendered as 'Real life interpreting'*

Lin, Yuru, Lei, Tianfang & Luo, Nenggen (1999). *Interpreting for tomorrow: A coursebook of interpreting skills between Chinese and English* [新编英语口语译教程]. Shanghai: Shanghai Foreign Language Education Press.

Liu, Minhua (2008). *Consecutive interpreting and note-taking* [逐步口译与笔记]. Taipei: Bookman Books.

Mei, Deming, Wu, Yun & Li, Mei (2014). *Interpreting for general purposes* (2nd ed.) [通用口译教程 (第二版)]. Beijing: Peking University Press.

Ouyang, Qianhua, Fu, Ai & Xu, Qiliang (2020). *Foundation course of interpreting* [基础口译]. Shanghai: Shanghai Jiao Tong University Press.

Ren, Wen, Hu, Minxia, Ke, Fei, et al. (2012). *A coursebook of consecutive interpreting* (2nd version) [交替传译 (第二版)]. Beijing: Foreign Language Teaching and Research Press.

Ren, Wen, Hu, Minxia & Ke, Fei. (2011). *A coursebook of interpreting between English and Chinese* [英汉口译教程]. Beijing: Foreign Language Teaching and Research Press.

Sun, Haiqin & Yang, Ying (2011). *A basic coursebook of interpreting* [口译基础]. Shanghai: Shanghai Jiao Tong University Press.

Wan, Hongyu, Wu, Yun & Hou, Jingjing (2008). *A new interpretation course for college students* [英语口语译教程]. Beijing: Higher Education Press.

Wang, Binhua & Wu, Zhiwei (2010). *Liaison interpreting* [联络口译]. Wuhan: Wuhan University Press.

Wang, Binhua, Jia, Lanlan, Gu, Yukui, et al. (2009). *A foundation coursebook of interpreting* [基础口译]. Beijing: Foreign Language Teaching and Research Press.

Wang, Dan, Jia, Lanlan & Du, Kejun. (2011). *A coursebook of consecutive interpreting* [交替传译]. Beijing: Foreign Language Teaching and Research Press.

Wang, Tao, Qin, Lu, Lin, Mingzhong, et al. (2013). *A coursebook of consecutive interpreting* [交替传译教程]. Wuhan: Wuhan University Press.

Wang, Yan, Zhao, Feifei, Gong, Yanling, et al. (2019). *Business English interpreting* (2nd version) [商务英语口译 (第二版)]. Beijing: Foreign Language Teaching and Research Press.

Wu, Shuli (2016). *An advanced practical course of interpretation* (2nd version) [实用英语高级口译教程 (第二版)]. Beijing: Foreign Language Teaching and Research Press.

Yao, Bin, Zhu, Yuben & Sun, Tingting (2016). *Conference interpreting* [会议口译]. Beijing: Foreign Language Teaching and Research Press.

Yin, Xiaohong & Yang, Ying (2010). *An introduction to business interpretation* [商务口译入门]. Shanghai: Shanghai Jiao Tong University Press.

Zhan, Cheng, Qian, Fang, Li, Cheng, et al. (2009). *A coursebook of simultaneous interpreting* [同声传译]. Beijing: Foreign Language Teaching and Research Press.

Zhan, Cheng, Shi, Lin, Li, Cheng, et al. (2010). *Liaison interpreting* [联络口译]. Beijing: Foreign Language Teaching and Research Press.

Zhan, Cheng, Wang, Binhua & Wu, Zhiwei (2012). *Chinese-English interpreting* [汉英口译]. Beijing: Foreign Language Teaching and Research Press.

Zhang, Weiwei. (2011). *English-Chinese simultaneous interpretation* (revised ed.) [英汉同声传译 (修订版)]. Shanghai: Shanghai Foreign Language Education Press.

Zhang, Yuan, Cao, Yan, Chen, Yi, et al. (2014). *Consecutive interpreting: A hands-on textbook* [交替传译实践教程]. Shanghai: Shanghai Foreign Language Education Press.

Zhao, Junfeng, Mei, Chuanwei & Zhao, Dan (2009). *Business English interpreting* (2nd ed.) [商务英语口译 (第二版)]. Beijing: Higher Education Press.

Zhao, Junfeng & Chen, Linhan (2003). *A Chinese-English interpreting coursebook for business* [商务英语口译教程]. Beijing: Higher Education Press.

Zhao, Junfeng, Zhang, Lihua, Wang, Dan, et al. (2009). *A coursebook on business interpreting* [商务口译]. Beijing: Foreign Language Teaching and Research Press.

Zhong, Weihe, Liu, Shaolong & Zhan, Cheng (2007). *A foundation coursebook of interpreting between English and Chinese* [英语口语译基础教程]. Beijing: Higher Education Press.

Zhong, Weihe, Zhan, Cheng & Wang, Binhua (2008). *A coursebook for simultaneous interpreting between English and Chinese* [英语口语同声传译教程]. Beijing: Higher Education Press.

Zhong, Weihe, Zhao, Junfeng, Mo, Aiping, et al. (2006b). *A coursebook of interpreting between English and Chinese* (Volume II) [英语口语译教程 (第二册)]. Beijing: Higher Education Press.

Zhong, Weihe, Zhao, Junfeng, Mo, Aiping, et al. (2006a). *A coursebook of interpreting between English and Chinese* (Volume I) [英语口语译教程 (第一册)]. Beijing: Higher Education Press.

Zhu, Qiaolian (2015). *Basic Skills of Interpreting* [基础口译]. Beijing: People's Education Press.

Zhuang, Hongshan, Xiao, Xiaoyan, Chen, Jing, et al. (2013). *Challenging interpreting: A coursebook of interpreting skills* [口译教程]. Shanghai: Shanghai Foreign Language Education Press.

Beginner's corner:

Of exploration and sampling

Daniel Gile

Say you wish to explore a country and publish a report on its population and landscape for a travel guide. You have a map that shows a highway, roads and tracks, cities, towns and villages. You have a powerful, comfortable car and decide to take the highway and make stopovers at cities it reaches. What can you expect your exploration to deliver?

Translation and Interpreting Studies is a country with plains, mountains and valleys, lakes, rivers, coastal areas and their respective populations, which may or may not differ in this or that aspect. A highway that only takes you through a few major cities is convenient and gives you an opportunity to stop over and see how their inhabitants live, perhaps rather accurately. But what about the population of towns and villages somewhat remote from the highway? What part of the country's landscape can be seen from the highway?

It is convenient to conduct scientometric analyses of TIS data that can be retrieved directly from databases. But how much exploration work can be done on that basis depends on how representative the content of the data bases is of TIS as a whole. The sole analysis of journals excludes monographs, collective volumes, theses and dissertations, whereas a sizable proportion of TIS papers are published in collective volumes, and the literature consistently reports that collective volumes and monographs are cited more often than journal papers. Moreover, the analysis of journals published essentially in Western languages would exclude numerous texts written in Japanese, in Korean and especially in Chinese, whereas China has been the most productive part of the world on interpreting over more than a decade.

In many bibliometric and other scientometric studies published in TIS over the years, the convenient availability of certain data seems to have taken precedence over common-sense based sampling logic. It is not 'wrong' to do one's exploration on the basis of readily available data and leave out what is less easily available, but on the one condition that it is made clear that the findings apply to the relevant sub-population (e.g. of articles in TIS journals listed in this or that database), and that no claims are made as regards the population as a whole without a solid rationale establishing a strong likelihood that the sample does represent what is less conveniently reached. And that also calls for a sober assessment of the scope of the expected findings. Will such a limited exploration still yield a useful picture, or is it likely to be misleading by omitting important features of the landscape?

* * *

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