

THE CIRIN BULLETIN

Conference Interpreting Research Information Network

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

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

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

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EDITORIAL

There are still many misunderstandings and misrepresentations of ideas and attitudes, concepts and theories in Interpreting Studies. At the end of this Bulletin, readers will find a short essay which attempts to clarify somewhat the history and issues around the concept of deverbalization, which is well-known to all those who are familiar with Interpretive Theory.

The CIRIN network (or IRTIN, as it was called initially) was set up with a focus on research into conference interpreting. This was in 1990, at a time when most of the development occurred around conference interpreting research. The Interpreting Studies landscape has changed over time, inter alia with ‘younger’ researchers into conference interpreting such as Franz Pöchhacker and Miriam Shlesinger showing strong interest in public service interpreting and in research about it. Meanwhile, much progress was achieved in research into public service interpreting and into signed language interpreting, and it turns out many issues are common or at least relevant to all, in particular as regards quality assessment, testing and training (see for instance Wadensjö (ed). 2013 in the “Beyond conference interpreting” section. Also, methodology in one branch can often be used in another, It is therefore tempting to widen the scope to all forms of interpreting. At this point, I still wish to keep to the original editorial philosophy of CIRIN of focusing on conference interpreting and media interpreting, which is generally performed by conference interpreters as well, in an attempt to be as comprehensive as possible. This would not be possible with a wider scope. Nevertheless, the section

“...And beyond conference interpreting” includes references from other branches of interpreting.

Note the large number of entries on quality in this issue of the *Bulletin*. They are due to the publication of yet another set of collective volumes on this topic by Spanish colleagues from Granada – and reflect wide interest the topic across Interpreting Studies, much wider than in the written branch of Translation Studies. At this time, in the CIRIN bibliography, for the years 2000 to 2009, out of a total of 284 entries, close to 10% are devoted to quality – against 25% devoted to training, the most popular topic.

There is a noticeable qualitative difference between the two ‘Quality in interpreting: widening the scope’ volumes. This raises once again the question of whether mediocre papers should really be published in proceedings volumes. Technically, in the direct interest of research quality, they probably should be rejected, but other considerations, both financial and ‘social’, often make editors act differently. This is perhaps the reason why papers published in refereed journals earn more ‘credit points’ for their authors than papers published in collective volumes. And yet, in Translation Studies, the latter are more often read and cited than papers published in journals, probably because libraries tend to acquire collective volumes more readily than they subscribe to journals. It is hoped that as overall quality of research in Interpreting Studies improves, the problem of published mediocre papers will gradually fade away.

Daniel Gile

RECENT PUBLICATIONS

ARTICLES

Alonso Bacigalupe, Luis (University of Vigo, Spain). 2013. Interpretation quality: from cognitive constraints to market limitations. In Barranco-Droege et al. 7-33.

** The author argues that market constraints require interpreters to be flexible and perhaps let go of old rules and ideals, including maximum depth of processing before reformulation. An interesting viewpoint, probably shared by many, which deserves further debates among interpreters and interpreter trainers.*

Arumí Ribas, Marta. 2012. (UAB, Barcelona). Problems and Strategies in Consecutive Interpreting: A Pilot Study at Two Different Stages of Interpreter Training. *Meta* 75:3. 812-835.

** A pilot study which analyzes interpreting problems and tactics in two groups of students at different stages in training.*

Behr, Martina (FTSK Mainz Universität des Saarlandes). 2013. Zur Einbeziehung kommunikationswissenschaftlicher Erkenntnisse bei der Evaluation von Dolmetschleistungen. In García Becerra et al (eds). Vol. 1. 85-99.

Biffio Zorko, Helena. 2013. Poučevanje konsektivnega tolmačenja – pogled iz prakse. In Goprjanc (ed). 50-59.

** Practical exercises for consecutive interpreting students.*

Bordes, Sarah. (ISIT, Paris). 2013. Dans quelle mesure la motivation et la dimension psychoaffective jouent-elles un rôle déterminant dans l'apprentissage de l'interprétation de conférence ? In D'Amelio (ed). 71-86.

** An interesting article on an important subject that has not been tackled often enough so far.*

Brander de la Iglesia, María (Spain, Salamanca). 2012. Fit to be shared ? Measuring the acquisition of ethical awareness in interpreting students. In García Izquierdo, I, Monzó Nebot, E. (eds). *Iberian studies on translation and interpreting. New trends in Translation Studies* Vol.11. Bern/Berlin : Peter Lang. 91-102.

Brander de la Iglesia, María (Spain, Salamanca). 2013. Does it pay to be good ? Quality and ethics in interpreter education. In Barranco-Droege et al. 255-273.

* *A discussion of ethics and education for ethics in interpreter training.*

Cabrera Castro, Tamara M. (Universidad de Granada). 2013. Estudio de la transmisión de conocimientos especializados en interpretación simultánea. In Barranco-Droege et al. 111-131.

* *The transcript of a technical lecture in English by an architect and its Spanish interpretation. Four panel members, specialized in architecture, who had experience as users of interpreting services were asked to fill out a questionnaire about their expectations from interpreting and to assess the interpreter's work. All panel members criticized the interpretation for faulty comprehension of the source speech, incorrect terminology, incorrect style and lack of proper preparation. The author does not indicate anything about the interpreter's qualifications and working conditions, so it is difficult to draw conclusions from the data.*

Cardoen, Hanne & Nadia D'Amelio (Mons University). 2013. The (Inter)Subjectivity of Silent Pauses in Consecutive Interpreting – In search of a threshold. In D'Amelio (ed). 121-137.

* *An analysis of pauses identified as « disruptive » by a panel of 9 raters.*

CHANG, Shiru (Beijing University of Foreign Studies). 2013. Análisis de errores frecuentes de alumnos chinos en el aprendizaje de la interpretación español-chino y medidas de corrección. In García Becerra et al (eds). Vol. 1. 367-393.

* *Based on the author's 17-year long experience as a trainer of Chinese-Spanish interpreters. A general categorization of weaknesses and errors and suggestions for remedial action. Not specific to the Chinese and Spanish combination.*

Chitrakar, Rok. 2013. Med dvema ognjema: tolmačenje na kriznih območjih. In Grojanc (ed). 200-217.

* *On interpreting in situations/areas of crisis and conflict*

Class, Barbara & Barbara Moser-Mercer (University of Geneva). 2013. Training conference interpreter trainers with technology – a virtual reality. In García Becerra et al (eds). Vol. 1. 293-313.

* *Basically, a description of the Geneva program.*

Dam, Helle V. & Karen Korning Zethsen. (Aarhus University) 2013. Conference interpreters – the stars of the translation profession ? A study of the occupational status of Danish EU interpreters as compared to Danish EU translators. *Interpreting* 15 :2. 229-259.

* *An online survey among staff interpreters and translators of Danish interpreting and translation departments at the European Commission and the European Parliament. 23 interpreters and 63 translators completed the questionnaire. Interesting information.*

Domínguez Araújo, Lara (UAB, Barcelona). 2013. Una propuesta de matriz formativa para evaluar la interpretación consecutiva. In Barranco-Droege et al. 201-222.

* *A discussion of assessment components for the evaluation of consecutive interpreting performance in the classroom.*

Furtado, Marco (Instituto Politécnico do Porto, Portugal). 2011. Being there or being elsewhere : on site vs. Remote interpreting – a case study within interpreter training environments. In Actas do

Congreso Internacional de Traducción, e interpretación CITI 4 – Hacia Nuevas Horizontes. Mexicali, Mexico: Facultad de Idiomas de la Universidad Autónoma de Baja California. 52-61.

Furtado, Marco (Instituto Politécnico do Porto, Portugal). 2013. Die (Un)Wichtigkeit der Bildübertragung beim Dolmetschen von Videokonferenzen – eine Analyse im Bereich des Dolmetscherstudium. In Barranco-Droege et al. 239-254.

** Eight students interpreted a video-taped speech from English into Portuguese. In half of it, visual interference was introduced, while the quality of the sound remained constant. No major differences were found between the quality of the students' interpretation under both conditions, and a slight improvement in the interference condition may even have occurred.*

GAO, Bo (Beijing Foreign Studies University). 2013. Desarrollo y tendencias en estudios sobre la evaluación de la calidad de la interpretación en China. In Barranco-Droege et al. 35-60.

** An informative overview of publications on quality assessment in China, with statistics on various types of texts and types of assessment conducted. Note that except for WANG, ZHOU & WANG (2010) - see Bulletin n°40 - all Chinese references are in Chinese.*

Gile, Daniel. 2013. Institutional, social and policy aspects of research into conference interpreting. In García Becerra et al (eds). Vol. 1. 9-31.

** Not quite in line with the theme of the volume on quality in interpreting. More relevant to the issue of quality in interpreting research. Some data, and ideas on the importance of institutional factors in improving the general quality of research.*

GUO, Yijun. 2013. (Griffith University, Australia). Towards a model for evaluating meaning transfer quality. In García Becerra et al (eds). Vol. 1. 57-84.

** Essentially conceptual, with an analysis of some interpreting utterances and comparison of source utterances, using systemic functional linguistics. The construction of the model is at its early stages and needs to be tested empirically more broadly, says the author.*

HIRATSUKA, Yukari. (Rikkyodaigaku, Tokyo) 2011. Oral history of Japanese-Chinese Interpreters. How Interpreting Norms are Fostered. (in Japanese). *Interpreting and Translation Studies* 12. 69-82.

** A study based on life-story interviews of 4 interpreters.*

Hodzík, Ena (University of Cambridge). 2013. Anticipation during simultaneous interpreting from German into English : an experimental approach. In Barranco-Droege et al. 87-110.

** In one experiment, native speakers of English who studied German shadowed sequences of 2 to 3 sentences and the latency of the sentence-final verb in the last sentence of each sequence was measured as an indicator of anticipation depending on contextual constraints and transitional probability (several conditions were determined in the experimental setup). Both contextual constraints and transitional probability turned out to have an effect of latency. A similar methodology was used in a second experiment, where German sequences had to be interpreted into English by "English-German bilinguals with no previous experience in SI". The effect of contextual constraints was found to be significant, but the effect of transitional probability was not. There were a few instances of actual anticipation ("negative latency"). The author acknowledges that since subjects were not trained interpreters, her findings do not necessarily apply to what actually happens in professional simultaneous interpreting, but notes in her general discussion that they are in contradiction with the idea of language-independent 'deverbalization'.*

Jiménez Ivars, Amparo & Daniel Pinazo Catalayud (Universitat Jaume I). 2013. Mindfulness e interpretación: estudio empírico. In Barranco-Droege et al. 157-173.

** An original and interesting topic. The paper starts with a discussion of functions of attention relevant*

to interpreting: selective or focused attention, referring to the ability to focus on relevant objects and disregard irrelevant information, stability or sustained attention, referring to the ability to keep concentration on a relevant object for a given length of time, distribution, i.e. the ability to allocate parts of one's attention to various tasks or objects at the same time, fluctuations of attention, mindfulness or full attention. This last item is said to improve cognitive processing by allowing direct perception of objects without the hindrance of presuppositions or interfering thoughts and feelings. The authors refer to Oriental meditation techniques which develop mindfulness. Finally, they report on an experiment with interpreting students at Universitat Jaume I in the years 2007 to 2010. Before exams, groups engaged in either 8 minutes of meditation or 8 minutes of breathing techniques and muscular relaxation. Interpreting performance was found to be better in those groups which conducted meditation. Food for thought.

KONDO, Masaomi. 2013. An Essay on the Principles of Interpreting ? Second Part. (in Japanese). *Interpreting and Translation Studies* 13 : 119-138.

** Very general.*

Lederer, Marianne. 2013. La recherche en interprétation : gare aux écueils. In D'Amelio (ed). 37-56.

** On weaknesses in published interpreting research texts.*

LEE, Jieun (Ewha Womens University, Seoul).2012. What Skills Do Student Interpreters Need to Learn in Sight Translation Training? *Meta* 57: 3. 694-714

** A pilot study comparing the performance of six students and three professionals in sight translation from English into Korean.*

Liontou, Konstantina (University of Vienna). 2013. Anticipation in German-to-Greek simultaneous interpreting: does (erroneous) anticipation influence interpreting quality? In García Becerra et al (eds). Vol. 1. 221-244.

** Based on authentic European Parliament recordings downloaded from the European Parliament website. In a total of 329 minutes of analyzed interpretations, there were 187 cases of anticipation. 93% of them were successful, meaning either accurate or 'more general', but not erroneous. Only verbs were erroneously anticipated.*

Maček, Amalija. 2013. Vloga mednarodnega sodelovanja pri zagotavljanju kakovosti izobraževanja tolmačev v Sloveniji. In Gorjanc (ed). 22-34.

** A description of the interpreter training program at the University of Ljubljana.*

Mahyub Rayaa, Bachir (Universidad de Castilla-La Mancha). 2013. Peculiaridades de la interpretación simultánea árabe-español y su incidencia en la práctica profesional. Estudio piloto. In García Becerra et al (eds). Vol. 1. 337-365.

** Questionnaire-based, with responses from students (20 respondents), trainers (7 respondents) and professional interpreters (12 respondents). All said that in their particular language combinations, (not all had Arabic in their combination) there were idiosyncrasies. Students and professionals mentioned in particular syntactic and sociocultural factors. All respondents, including professionals, reported having difficulties due to these features. With respect to Arabic, the existence of dialects was mentioned as potentially problematic, and respondents said that a vast Arabic culture encompassing its varieties was required. Professionals also mentioned that it was important to be able to simplify Arabic speeches when interpreting them without losing their meaning because of the many rhetorical devices added in official Arabic speeches. Also of interest: a comment by a professional respondent who said that theories during training had been useful, as they explained why errors were made.*

Mlačak, Romana. 2013. Tolmačenje v institucionalnem okolju. In Gorjanc (ed). 96-116.

* *A corpus of randomly selected speeches in English and their Slovenian interpretation from a European Parliament plenary session were analyzed, with the focus on « strategic omissions ».*

Motta, M. 2011. Facilitating the novice to expert transition in interpreter training: a ‘Deliberate Practice’ framework proposal. *Studia UBB Philologia* 56 :1. 27-42.

Pajek, Matevž. 2013. Škarje in platno – kako ukrojiti študijski program konferenčnega tolmačenja. In Gorjanc (ed). 36-49.

* *On the features required from an effective interpreter training programme.*

Pöchhacker, Franz. 2013. Researching quality: A two-pronged approach. In García Becerra et al (eds). Vol. 1. 33-55.

* *Explanations about the approach taken in a series of studies on quality done in Vienna by the author and some of his students in view of methodological hurdles.*

Reithofer, Karin (Vienna University, Austria). 2013. Qualität als Wirkungsäquivalenz: Simultandolmetschen vs. Englisch als Lingua Franca. In García Becerra et al (eds). Vol. 1. 101-128.

* *A summary of the author’s 2011 doctoral dissertation (see Bulletin n°46)*

Rodríguez Melchor, María Dolores & Susan Jeffry (Universidad Pontificia Comillas). 2013. Las etapas del desarrollo de las competencias interpretativas y de síntesis de los estudiantes de interpretación: un estudio comparativo. In Barranco-Droege et al. 175-200.

* *A study done within the research group “Estudios de discursos y textos para la interpretación y traducción” (INTRA) at the authors’ university. In consecutive interpreting classes, students of the “experimental group” received indications about the theme of the speech to be interpreted and shared knowledge acquired during preparation in class for ten minutes prior to the consecutive, then listened to the 4-minute speech, then had to present a 90 second synopsis of its content. Students in the control group had no such preparation or synopsis exercise. Various statistical analyses were conducted on several dependent variables. To this reviewer, the design of the (pilot) study and statistics are not quite clear and whatever differences were found seem small.*

Seeber, Kilian (University of Geneva). 2013. Cognitive load in simultaneous interpreting. Measures and methods. *Target* 25:1. 18-32.

* *An interesting and informative paper on an important topic. Of particular interest is the part devoted to pupillometry and its potential.*

Tolosa Igualada, Miguel (Universidad de Alicante). 2013. Del “síndrome de Mafalda” a la metacognición. La autoevaluación de la calidad de los intérpretes en formación a través de una nueva plataforma multimedia. In García Becerra et al (eds). Vol. 1. 315-335.

* *Groups of interpreting students from 1st, 3rd and 4th year were monitored with respect to quality and what interpreting is all about through questionnaires (1st year students), questionnaires plus a critical assessment of an actual interpretation (3rd year students), more tasks, including self-assessment of an interpreting assignment (4th students) using a specially designed multimedia platform. An interesting qualitative analysis.*

Tryuk, Malgorzata (Warsaw University). 2011. The role of theory of interpreting and the training of conference interpreters. *Studia Universitatis Babeş-Bolyai. Philologia* 56:1. 105-119.

Tryuk, Malgorzata (Warsaw University). 2013. Le rôle de la théorie de l’interprétation dans la formation des interprètes de conférence. In Barranco-Droege et al. 133-155.

* *Over several years, from 2006 to 2009, the author conducted surveys among students who attended an interpreting theory seminar at Warsaw University. Responses are presented and discussed. They*

suggest inter alia that students are aware of some added value of the seminar, but that they value practical skills acquisition more than theory.

Tryuk, Malgorzata (Warsaw University) & **J. Ruszel**. 2009. L'évaluation en cours de formation des interprètes de conférence. *RIELMA* 2. 177-193.

Vidmar, Lara. 2013. Status konferenčnega tolmača v Sloveniji. In Gorjanc (ed). 80-94.

* *An analysis of the interpreting population and status in Slovenia, with some facts.*

ZHANG, Wei (Beijing Language and Culture University). 2011. Fifty Years in Interpreting Studies: Reviews and Prospects (in Chinese). *Journal of Translation Studies* (The Department of Translation of the Chinese University of Hong Kong) 14:1-2. 54-76.

* *According to the English abstract, a review, and ideas "for the healthy growth of interpreting research in China". A translation of the paper into English would be most welcome.*

Zidar Forte, Jana. 2013. Spremljanje napredka študentov pri simultanem tolmačenju. In Gorjanc (ed). 60-76.

* *On the use of tactics by simultaneous interpreters in training*

M.A. AND GRADUATION THESES

Chevalier, Lucille (ESIT, Université Paris 3 Sorbonne Nouvelle). 2013. *La perception de la qualité par les utilisateurs de l'interprétation télévisée : une étude de cas*. Mémoire de Master 2. ESIT, Université Paris 3 Sorbonne Nouvelle.

* *An original design: 22 native French speakers were requested to listen to extracts of recordings of authentic live TV interpretations of President Obama's inaugural speech by 5 professional interpreters and to react. Findings are interesting and sometimes unexpected. A paper summarizing the study, co-authored by Chevalier and her supervisor, is under preparation.*

KOUSALOVÁ, Karolína. 2013. *Franz Pöchhacker –Přední rakouský translatolog (teoretická studie)*. *A Leading Austrian Translation Studies Scholar (theoretical study)*, M.A.thesis, Charles University in Prague, Institute of Translation Studies, September 2013, Dir. prof. Ivana Čeňková

Abstract

This theoretical thesis focuses on the works of interpreting theorist Franz Pöchhacker. It examines the theoretical underpinnings of his work and analyses both his theoretical work and empirical research in his main fields of interest. Following a chronological order, the thesis covers Pöchhacker's work in the field of conference simultaneous interpreting, which he perceives as a complex action, the development of his interest in quality assessment in interpreting and community interpreting, as well as Pöchhacker's view of Interpreting Studies and its classification according to various parameters.

The thesis also provides an overview of the most significant critical reactions to Pöchhacker's work.

Key words: *Franz Pöchhacker, interdisciplinary approach, integrating approach, hypertext, quality in interpreting, community interpreting, interpreting memes, 2½D interpreting model (IC)*

Madrid López, R. 2011. *Evaluación de la fidelidad en interpretación: réplica de un experimento de Daniel Gile en la clase de interpretación consecutiva*. Undergraduate thesis, Universidad de Salamanca.

Sierawska, A. 2009. *Factors shaping student motivation during university training courses for conference interpreters*. MA thesis, Warsaw University.

Szafran, K. 2009. *Conference simultaneous interpreting norms in the European context*. MA thesis, Warsaw University.

DOCTORAL DISSERTATIONS

ISHIZUKA, Hiroyuki. 2013. *Conceptual Processing in English-Japanese Simultaneous Interpreting.* (in Japanese). Doctoral dissertation, Kobeshigaikokugodaigaku.

* *A conceptual study of interpreting cognition based on Funayama's CC model, with two case studies. An extended abstract in English can be found in Interpreting and Translation Studies 13: 165-169.*

Tiseliu, Elisabet (University of Bergen, Norway). 2013. *Experience and Expertise in Conference Interpreting. An investigation of Swedish conference interpreters.* Doctoral dissertation, University of Bergen.

* *This dissertation investigates the process and product of Swedish interpreters with different levels of experience and explores the expertise approach. The expertise approach claims that highly skilled performers, regardless of their chosen field, use the same type of strategies in order to reach the top levels of their profession. An important feature of the expertise approach is deliberate practice, a specific type of practice that highly skilled performers engage in so as to improve their performance. The dissertation is based on four different studies featuring two different sets of participants. Two data sets – a cross-sectional material with nine participants on three different levels of interpreting experience (none, short and long), and a long-term material with three interpreters recorded at two different points in time – were analyzed. The interpreting process was studied by retrospectively analyzing and categorizing processing problems, monitoring and strategies, while the interpreting product was analyzed by using holistic rating scales for intelligibility and level of information transfer of the interpreting product. In-depth interviews were also conducted with the long-term participants in order to investigate their perception of deliberate practice and their own view of their skill development. An important and integral part of the dissertation, apart from the results, was the development of the holistic rating scales (adapted from Carroll 1966), and the development of an in-depth interview study. The conclusions of the dissertation are that there are measurable differences of interpreting skill between performers with little or no interpreting experience and performers with long interpreting experience, but this finding could not be supported by the long-term (intra-individual) study. Differences between the groups in the cross-sectional material could also be observed from the process data. Experienced interpreters encountered fewer processing problems than less experienced interpreters and had more strategies at hand to solve problems. There were also clear differences in terms of instances of monitoring (i.e. controlling the interpreting process and output) between experienced interpreters and other subjects. Monitoring seemed to be a dividing line between experienced and inexperienced interpreters, and experienced interpreters had more processing capacity available to monitor themselves. This was also to a certain extent supported in the in-depth interviews, where participants reported how they constantly evaluate themselves. A key assumption established in the beginning of the project – that experienced interpreters would claim, in the in-depth interviews, that they practice a great deal – was not supported. The interpreters recounted many practice-like activities but stated that they did not actually practice. The dissertation concludes by calling for more studies on deliberate practice in interpreting, suggesting that the term “interpreter expert” should only be used with caution.*

BOOKS

Barranco-Droege, Rafael, Olalla García Becerra & E. Macarena Pradas Macías (eds). 2013. *Quality in interpreting: widening the scope.* Granada: Editorial Comares. Volume 2. Volume 1 under the same title has the same editorial team in a different order (see **García Becerra et al.** below)

* *Volume 1 contains 16 double-blind refereed papers written by participants at the Second International Conference on Interpreting Quality which took place in Almuñecar, Spain, in 2011. Volume 2 contains*

15 more papers. A considerable amount of work by the editors, which results in a very interesting set of two volumes on quality on interpreting. See micro-comments and reviews on individual papers.

Behr, Martina. 2013. *Evaluation und Stimmung. Ein neuer Blick auf Qualität im (Simultan-) Dolmetschen.* [Evaluation and Feelings. A new Perspective on Quality in (Simultaneous) Interpreting.], Berlin: Frank & Timme. (Published version of PhD dissertation).

* *Quality in interpreting and the evaluation of an interpreter's performance always depends on a large variety of factors. This work deals with the special role of the listener in the process of monolingual communication and interpreter-mediated interactive settings – highlighting the fact, that it is the listener who “creates” the meaning of an utterance.*

On the basis of findings in communication theory and social psychology, the author analyses the listener's role in the communication process and the impact of the listener's, i.e. the evaluator's, positive or negative feelings on the evaluation of interpreters' performances. (DA)

D'Amelio, Nadia (dir). 2013. *La recherche en interprétation : fondements scientifiques et illustrations méthodologiques.* Mons : CIPA.

* *A small collective volume based on a one-day symposium organized at the University of Mons on October 26, 2012.*

García Becerra, Olalla, E. Macarena Pradas Macías & Rafael Barranco-Droege (eds). 2013.

Quality in interpreting: widening the scope. Granada: Editorial Comares. Volume 1. Volume 2 under the same title has the same editorial team in a different order (see **Barranco-Droege et al.** above)

* *Volume 1 contains 16 double-blind refereed papers written by participants at the Second International Conference on Interpreting Quality which took place in Almuñecar, Spain, in 2011. Volume 2 contains 15 more papers. A considerable amount of work by the editors, which results in an interesting set of two volumes on quality on interpreting. See micro-comments and reviews on individual papers.*

García Izquierdo, I, Monzó Nebot, E. (eds). *Iberian studies on translation and interpreting. New trends in Translation Studies* Vol.11. Bern/Berlin : Peter Lang.

Gorjanc, Vojko (ed). 2013. *Slovensko Tolmačeslovje.* Ljubljana: Znanstvena založba Filozofske fakultete.

* *A collection of Slovenian texts on various types of interpreting in Slovenian, with English abstracts. The texts on conference interpreting (about half of the texts in the book) are listed in the Articles section, with micro-descriptions based on the English abstracts.*

Russo, Mariachiara. 2012. (Univ. di Bologna, Forlì) *Interpretare lo spagnolo. L'effetto delle dissimmetrie morfosintattiche nella simultanea.* Bologna: CLUEB Cooperativa Libreria Universitaria Editrice Bologna.

* *An original book in the present interpreting research landscape: it looks at specific language-pair specific difficulties in interpreting from Spanish into Italian, at pitfalls resulting from the similarities between the two languages which often lead to clumsy interference-ridden reformulation, and proposes solution. The material is taken from authentic recording of interpretations by six professional interpreters of sentences taken from official transcripts of speeches made at the European Parliament, at the Spanish Parliament and at a meeting on the integration of Spain into the European Community (in 1979).*

Stupnikova, Tatjana. 2014. *Die Wahrheit, die reine Wahrheit und nichts als die Wahrheit [The truth, only the truth and nothing but the truth].* Edited by D. Andres & M. Behr (2014), Berlin: Frank & Timme.

* *This volume contains the German translation of the memoirs of Soviet interpreter Tatjana Stupnikova,*

who worked at the Trial of the Major War Criminals before the International Military Tribunal (IMT) in Nuremberg from 1945 to 1946. It is the first monographic work that deals with the interpreting at Nuremberg from the Soviet perspective and therefore complements the memoirs of Western interpreters who wrote about their experiences at the Nuremberg trial. In a very personal way Stupnikova shares her memories and fears of that time as she found out about the atrocities committed by her own country, the Soviet Union. Her description of the analogies between the National Socialism of the Third Reich and the dictatorship of Stalin are both interesting and frightening. They offer a new approach when dealing with German and Soviet History. (DA)

Tryuk, Małgorzata (ed) (Warsaw University). 2006. *Teoria i dydaktyka przekładu konferencyjnego*. Warszawa: Takt.

Tryuk, Małgorzata (Warsaw University). 2007. *Przekład ustny konferencyjny*. Warszawa: PWN.

ONLINE PUBLICATION

González Núñez, Gabriel, Khaled, Yasmine and Voinova, Tanya (eds). 2013. Emerging Research in Translation Studies: Selected Papers of the CETRA Research Summer School 2012. At <http://www.arts.kuleuven.be/cetra/papers>

This new edition of the papers presented at the CETRA Research Summer School includes two papers on conference interpreting:

Cardoen, Hanne. (University of Mons, Belgium) 2013. *The Effect of Note-taking on Target-text Fluency*. González Núñez, Gabriel, Khaled, Yasmine and Voinova, Tanya (eds). 2013. *Emerging Research in Translation Studies: Selected Papers of the CETRA Research Summer School 2012*.

**A pilot study on the effect of interpreters' notes on fluency during consecutive interpreting from Spanish into Dutch and an attempt to develop an appropriate methodology. Note sets were broken down into chunks and each chunk was analysed in terms of note quantity and the percentage of full words, symbols and abbreviations. The composition of notes in fluent and disfluent chunks was then examined and the chunks were compared. Fluent chunks were found to contain fewer notes, more full words and fewer abbreviations than disfluent chunks. These results are interesting, as they are different from Dam's (2007) findings regarding the composition of notes in her study on note-taking and accuracy.*

Lenglet, Cédric. (University of Mons, Belgium) 2013. The Impact of Simultaneous Interpreting Prosody on Speech Perception: Proposal for an Experiment. In González Núñez, Gabriel, Khaled, Yasmine and Voinova, Tanya (eds). 2013. *Emerging Research in Translation Studies: Selected Papers of the CETRA Research Summer School 2012*.

** As the title says, this is a proposal, not yet the report of a completed project.*

... AND BEYOND CONFERENCE INTERPRETING

Bao Fente, María C. & Rayco H. González Montesino. 2013. Aproximación a los parámetros de calidad en la interpretación de la lengua de signos española. In Barranco-Droege et al. 293-314.

** An interesting paper by two members of GRILES, a research group on Spanish signed language of the University of Vigo. It starts with a general description of the signed language interpreting scene in Spain before it moves on to a discussion of quality standards in signed language interpreting. They quote Solow (1981) and Taylor (1993) – unfortunately, the full references are not provided in the list of references at the end of the paper – who stress, besides language or text-oriented quality components, behavioral quality components. One further noteworthy point is that like other Spanish authors they*

quote, the authors of this paper consider signed language interpreting an activity which goes beyond interpreting and also involves sociolinguistic standardization, literacy education, teaching, giving dignity to language communities and to individuals. Food for thought.

Barbosa Junior, Joel (Faculdades integradas Rio Branco – Fundação de Rotarianos de São Paulo. Federação Nacional de Educação e Integração de Surdos – Regional de São Paulo, Brasil). 2013. La formación del traductor e intérprete de lengua de signos brasileña y lengua portuguesa. Ámbitos de actuación y áreas de especialización: la necesidad de un servicio de calidad. In Barranco-Droege et al. 315-339.

** An overview of the history of the Deaf and of the situation of signed language interpreting in Brazil.*

Gile, Daniel. 2013. ¿Qué pueden esperar los traductores e intérpretes de la investigación en su ámbito? In Arenas, Luisa Teresa, Yajaira Arcas & Edgardo Malaver (compiladores). *Ser Ucevista. Eventos IX*, Caracas: Universidad Central de Venezuela. 121-136. Translated from English by Rafael Barranco-Droege.

** What can practitioners of translation and interpreting expect from research? The English version of the paper is available on request.*

Gile, Daniel. 2013. La qualité de la recherche en traductologie : aller de l'avant. In D'Amelio (ed). 19-36.

** Ideas on how to improve the quality of research in Interpreting Studies in particular, and in Translation Studies in general, with concrete proposals.*

Ibrahim-González, Noraini (Universiti Sains Malaysia, Penang). 2013. Learner autonomy via self-assessment in consecutive interpreting for novice learners in a non-interpreting environment. In Barranco-Droege et al. 223-238.

Novotná, Eva. 2013. Uplatnění absolventů oboru překladatelství a tlumočnictví v praxi (Graduates of the Institute of Translation Studies and their Opportunities on the Labour Market), M.A. thesis, Charles University in Prague, Institute of Translation Studies, Prague, September 2013-2014, Dir: Prof. Ivana Čeňková.

Abstract

The thesis focuses on the position of graduates of the master's programme in translation and interpreting at the Institute of Translation Studies at the Faculty of Arts of Charles University in Prague (formerly Department of Translation and Interpreting at the Faculty of Arts of Charles University; University of 17 November) on the labour market. It follows up on the survey of employment possibilities of graduates of these institutions which was carried out in 1997 (Čeňková). The theoretical part of the thesis addresses graduate placement from the viewpoint of education policy and of translation studies. This part also provides a description of language industry trends and problems of the translation and interpreting market, with particular emphasis on the Czech environment. The empirical part presents the results of a questionnaire survey among graduates in the field of translation and interpreting from 1967 to 2010. The survey focuses on the current position of the graduates on the labour market, on the development of their professional careers, on the transition of graduates to the labour market after completing their studies, on some aspects of the work of freelance translators and interpreters, on an assessment of the study programme and on the perception of the translating and interpreting profession among graduates. (IC)

Tsuruma, Hikumi and Akira Yokkaichi. 2013. A survey on the current situation of training for signed language interpreters in Japan. (in Japanese) *Interpreting and Translation Studies* 13. 97-114.

* A questionnaire sent to 49 signed language interpreter training institutions elicited 27 responses. The general situation seems to be characterized by a very small (and very insufficient) budget, by very poor sign language skills by trainees, and by a shortage of trainers.

Wadensjö, Cecilia (ed). 2013. *Training the Trainers: Nordic Seminar on Interpreter Education. Utbildningen av utbildare: Nordiskt möte om tolkutbildning*. Stockholm University.

*A small collective volume (less than 100 pages) based on a Nordic seminar devoted essentially to the issue of training public service interpreting held in Oslo in 2011. All 6 contributions but one, from different Nordic countries, are in English.

- Skaaden, Hanne. No Set Answers? Facilitating Interpreter Students' Learning in an Experiential Approach. 12-26.
- Nilsen, Anne Birgitta. Tolkeveiledernes kompetanse. 28-35.
- Jacobsen, Bente. Training the Trainers: Dealing with Interpreting Ethics. 38-47.
- Hildén, Tuija, Soile Mäkiranta & Ekaterina Tsavro. The Experience of Digital Learning Solutions in the Training of Public Service Interpreters in Finland. 50-53.
- Radanović Felberg, Tatjana. Training Course Facilitators for an Introductory Course in Communication via Interpreters for Public Service Employees. 56-66.
- Englund Dimitrova, Birgitta & Cecilia Wadensjö. On Common Ground? The Swedish Experience with University Education of Interpreter Teachers. 68-83.

This reviewer's admittedly subjective and personal reaction to this volume is very positive. Most of the texts seem to reflect a genuine wish to engage in dialogue and find out what is done best in a spirit of cooperation without the extra burden of academic formalities in the form of ritual rhetoric, and both the ideas and the data, in particular focus groups data, are encouraging and useful. I wonder whether such an atmosphere is attributable to the personalities of the people involved or whether there is something in Nordic culture which fosters such positive cooperation.

Wang, Jihong. (Macquarie University). 2013. Bilingual working memory capacity of professional Auslan/English interpreters. *Interpreting* 15:2. 139-167.

Abstract: This study investigated bilingual working memory capacity (WMC) of 31 professional Auslan (Australian Sign Language)/English interpreters: 14 native signers and 17 non-native signers. Participants completed an English listening span task and then an Auslan working memory (WM) span task, each task followed by a brief interview. The native signers were similar to the non-native signers not only in English WMC, but also in Auslan WMC. There was no significant difference between WMC in English and Auslan when native and non-native signers were assessed as a single group. The study also found a moderate to strong, positive correlation between the interpreters' English WMC and Auslan WMC, suggesting that both WM span tasks tapped into similar cognitive resources. In the interviews, interpreters said that they used multiple strategies to retain the to-be-remembered words/signs. The qualitative data also indicate that WM span tasks like these involve online retention of unrelated words/signs, whereas simultaneous interpreting requires temporary storage of meaningful and coherent concepts.

Wang, Jihong & Jemina Napier. (Macquarie University). 2013. Signed language working memory capacity of signed language interpreters and deaf signers. *Journal of Deaf Studies and Deaf Education* 18:2. 271-286.

Abstract: This study investigated the effects of hearing status and age of signed language acquisition on signed language working memory capacity. Professional Auslan (Australian sign language)/English interpreters (hearing native signers and hearing nonnative signers) and deaf Auslan signers (deaf native signers and deaf nonnative signers) completed an Auslan working memory (WM) span task. The results revealed that the hearing signers (i.e., the professional interpreters) significantly outperformed the deaf signers on the Auslan WM span task. However, the results showed no significant differences between the

native signers and the nonnative signers in their Auslan working memory capacity. Furthermore, there was no significant interaction between hearing status and age of signed language acquisition. Additionally, the study found no significant differences between the deaf native signers (adults) and the deaf nonnative signers (adults) in their Auslan working memory capacity. The findings are discussed in relation to the participants' memory strategies and their early language experience. The findings present challenges for WM theories.

Wang, Jihong. (2013). *Working memory and signed language interpreting.* (Unpublished doctoral dissertation), Macquarie University, Sydney, Australia.

Abstract: Working memory is an interesting research topic in cognitive psychology, cognitive science, cognitive neuroscience, and spoken language interpreting studies. Numerous studies in cognitive psychology have found that people's working memory capacity correlates significantly with their higher-order cognitive abilities. However, very few studies have linked working memory to signed language interpreting, which is a highly complex cognitive activity. The primary goal of this research was to investigate the relationship between professional signed language interpreters' working memory capacity and their simultaneous interpreting performance. This research replicates, and improves upon the methodology of, studies of spoken language interpreters' working memory capacity as applied to signed language interpreting. Thus in order to replicate studies of spoken language interpreting, this research was designed to test the conference level, simultaneous interpreting skills of professional Auslan (Australian Sign Language)/English interpreters.

This mixed methods research study addresses the following key research question: (1) Does professional Auslan/English interpreters' working memory capacity correlate significantly with their simultaneous interpreting performance? These professional interpreters consist of native signers and non-native signers. This research study also addresses the following related questions. (2) How can professional interpreters' bilingual working memory capacity be measured and scored? (3) Do native signers differ significantly from non-native signers in terms of their bilingual working memory capacity? (4) Does professional interpreters' English working memory capacity differ significantly from their Auslan working memory capacity? (5) Do professional interpreters differ significantly from deaf Auslan signers in their Auslan working memory capacity? (6) Do deaf native signers differ significantly from deaf non-native signers in their Auslan working memory capacity? (7) How can professional interpreters' simultaneous interpreting performance be assessed? (8) Do native signers differ significantly from non-native signers in regard to their simultaneous interpreting performance? (9) Does professional interpreters' English-to-Auslan simultaneous interpreting performance differ significantly from their Auslan-to-English simultaneous interpreting performance? This thesis is comprised of six self-contained journal articles, which explicate different components of the overall research study.

A total of 31 professional Auslan/English interpreters participated in this research, including 14 native signers and 17 non-native signers. Each participant completed an English-to-Auslan simultaneous interpreting task, an Auslan-to-English simultaneous interpreting task, an English listening span task (a measure of English working memory capacity), and an Auslan working memory span task, with each task followed by a brief semi-structured interview. Additionally, 26 deaf Auslan signers completed the Auslan working memory span task and then filled in a post-task questionnaire. The deaf signers comprised 6 deaf native signers and 20 deaf non-native signers.

The results reveal no significant correlations between the professional interpreters' bilingual working memory capacity and their simultaneous interpreting performance in each language direction. These findings applied to both the native signers and the non-native signers. These findings suggest that the professional interpreters' working memory capacity is not closely associated with their simultaneous interpreting performance. These findings also indicate that the professional interpreters' working memory capacity is not highly predictive of their simultaneous interpreting performance. It is

likely that domain-specific knowledge (e.g., linguistic knowledge, extralinguistic knowledge, knowledge about subject matter, knowledge about hearing and Deaf cultures), interpreting skills, interpreter education, and interpreting experience are more important than a large working memory capacity for the quality of simultaneous interpreting performance. This research study has implications for working memory research, spoken and signed language interpreter education, and spoken and signed language interpreting research and practice.

Research issues: deverbalization in Interpretive Theory

By Daniel Gile, ESIT

1. Introduction

In the history of conference interpreting theory, one much-debated key concept has been ‘deverbalization’, considered by many the linchpin of Danica Seleskovitch’s Interpretive Theory. Actually, what the concept means is far from clear and its history tends to be forgotten, which leads to regular misunderstandings, hence the potential usefulness of a reminder and some clarification. As an ESIT student in the 1970s, as a researcher and as an ESIT professor decades later, I was attracted by the concept and intrigued by uncertainties around it. Over the past decade or so, I tried to gain more insight in what it really meant to various people, inter alia by discussing it with Marianne Lederer, co-founder of Interpretive Theory, with whom I organized a workshop devoted to the concept at ESIT in 2010. I am grateful to her for the exchanges and for her explanations.

2. Fading of memory for language form in psychology

The idea that as soon as a verbal statement is understood, memory of the exact words and sentence structure fades in the reader’s/listener’s memory is old in the history of psychology (Binet & Henri, 1894; Bartlett, 1932; Sachs, 1967). According to Marianne Lederer (personal communication), it is precisely this idea that was the basis of what came to be known as ‘deverbalization’.

It is not clear whether Seleskovitch’s idea of ‘deverbalization’ came from ‘personal theorizing’, i.e. personal observation, introspection and reflection without engagement with published theories and findings by psychologists – Seleskovitch did not quote existing relevant literature in this respect – or whether she read the relevant texts and liked and adopted the concept (see Ladmiral, 2006, p. 2006). In her classical 1967 experiment, Sachs drew the conclusion that “the meaning of the sentence is derived from the original string of words by an active, interpretive process. The original sentence which is perceived is rapidly forgotten, and the memory then is for the information contained in the sentence” (Sachs 1967, p. 442). Note the use of “interpretive” in this conclusion, a word which came to be central to the “Theory of Sense”, later renamed “Interpretive Theory”. Various aspects of the phenomenon have been and are being explored by psychologists.

3. Uncertainties around the ‘deverbalization’ concept

3.1 A strong claim, or a soft claim?

The principle of partial forgetting of the original language structure when comprehension occurred during interpreting was never challenged by interpreters. What prompted doubts was the idea that at some point, memory of the original language structure disappeared *completely* from the interpreter’s mind (Seleskovitch allowed for some *exceptions* – see Seleskovitch, 2002, p.365), and that this occurred *prior to* reformulation in the target language. Since both of these claims were far from trivial, what the research community would normally require from its authors is solid empirical data to back

them and/or convincing theory in line with current research on cognitive language processing – but neither was offered. Interestingly, several decades later, after much criticism and many controversial discussions, colleagues and students of Seleskovitch from within ESIT, including Marianne Lederer, opted for a ‘softer’ version of the ‘deverbalization’ concept, with *partial* forgetting of the source text statement (see for example Déjean Le Féal, 2002, p. 161; Laplace, 2002, p. 197; Ito-Bergerot, 2006, p. 126-127; Lederer 2010), which occurs *during* the comprehension process (perhaps to free working memory for further linguistic information to process). Lederer (2010) actually says that Interpretive Theory could well have used the term ‘conceptualization’ instead of deverbalization, and that the phenomenon is the same as what happens in everyday conversation. This should have brought an end to controversies about this theoretical aspect of deverbalization, which turns out to be:

1. A *new name* for a phenomenon first described and investigated by psychologists,
2. The *claim* that this phenomenon also applies to interpreting, as opposed to the idea that interpreters (and translators) translate word-for-word without conceptualizing the meaning of the word strings they are translating.

I believe interpreters readily accept the rather soft claim that the phenomenon applies *on the whole* to interpreting (though many believe there is much transcoding with only superficial conceptualization as well – see for instance Alonso Bacigalupe, 2013), and evidence offered by Seleskovitch, i.e. many examples in extracts from interpretations showing that interpreters reformulated ideas in words that looked at what they referred to from angles different from the words in original speeches, is probably good enough... for the soft version of the concept. Could there have been a misunderstanding about the claim due to insufficiently careful formulation around the concept of ‘deverbalization’ which made it look more ‘absolute’ than it was meant to be?

3.2 A spontaneous cognitive phenomenon, or a ‘strategy’?

The deverbalization concept rapidly became popular, and with good reason: it provided a basis for intelligent translation and interpreting strategies – and reflected an image of the translator and interpreter as *thinking* information processors and providers, as opposed to ‘just’ language operators. But the term ‘deverbalization’ also began to be used, both within ESIT and outside it, to denote a *strategic* approach which consisted in deliberately taking a distance from the linguistic form of source texts when reformulating target texts. The principle per se is attractive and is widely seen among professional translators and interpreters as a major contributor to translation and interpreting quality, but this meaning of the term is fundamentally different from its initial meaning, which referred to a spontaneous cognitive phenomenon (Marianne Lederer, personal communication). Again, the confusion may have been due to less than careful wording by the authors of Interpretive Theory, who did not keep the two meanings apart: Seleskovitch (1968: 35) refers to *deliberate* forgetting of the *signifiant*, and Seleskovitch & Lederer (1989: 42) refer to deverbalization as an anti-(language) interference strategy, involving full dissociation between languages (« *On ne combat les interférences qu’en exigeant une dissociation complète, si futile que l’effort puisse parfois paraître* ») . Over the years, ESIT authors and others referred to evidence of such dissociation between the linguistic form of the source text and the linguistic form of the target text as “evidence of deverbalization”, without indicating whether they meant the strategy – fair enough – or the cognitive process, for which the evidence would have been very insufficient.

4. Support for Seleskovitch’s ideas?

In the literature, there are still many references to criticism of the concept of deverbalization formulated over the years, and there are still studies which attempt to test it. But it is not always made clear that

most of the criticism (including Gile's) was leveled at the 'absolute' version of the deverbalization concept – which has been abandoned since by ESIT researchers – not at the softer version. And when authors find evidence which “supports deverbalization”, it is not made clear that the evidence supports the (uncontroversial) soft version of the claim, with conceptualization before reformulation, not the version which postulates total disappearance of the memory of the linguistic form of the source text before reformulation. Or is there such evidence?

As to the deverbalization concept as a fundamental *strategy* for translation and for interpreting, I believe it has much value as a didactic tool and I have always supported it (see for example Gile, 2003) in spite of my reservations, expressed early on, about the theoretical concept *in its 'absolute' version/interpretation*. In that respect, I believe Seleskovitch's ideas have had a strong, positive impact.

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