

# **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 on CIR worldwide. It is published twice a year, in January and July. For further information and electronic copies of early issues no longer posted on the [CIRIN site](http://www.cirinandgile.com), please contact [D. Gile](mailto:daniel.gile@yahoo.com).

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**

### **Twenty-five years of existence**

This 50<sup>th</sup> issue of the *Bulletin* marks twenty-five years of CIRIN activity. I am grateful for the support the concept and the Network itself have had from so many colleagues, starting with regular contributors and with the Nodes. As readers familiar with the literature and the IS landscape will know, many of them are central IS personalities in their country and beyond and are very busy, which makes their support and the time they take to contribute/disseminate CIR information particularly precious.

Welcome to the two new Nodes for Australia, Jim Hlavac and Marc Orlando from Monash University in Melbourne, and to Akira MIZUNO, president of JAITS, the Japan Association for Interpreting and Translation Studies. A. Mizuno has been playing a pivotal role in the development of the association practically from its very first years of existence and in its extension from interpreting only to interpreting and translation, and is replacing as a Node for Japan interpreting pioneer and the founding father of said Association Masaomi KONDO.

### **Interpreting categories and implications for the *Bulletin***

One development in Translation Studies in general and in Interpreting Studies in particular over the past two decades is the increasing volume of contacts and interactions across disciplinary and sub-disciplinary boundaries. Written translation scholars and IS interact, and various branches of IS interact with each other as well. I am not sure to what extent all the transboundary contacts qualify as

interdisciplinary or transdisciplinary work, but at least, there are interfaces. One direct implication is that sometimes, it is difficult to classify a bibliographical entry under conference interpreting – or another type of interpreting. In this *Bulletin*, for instance, Kent's doctoral dissertation used the European Parliament's interpreting services, which could be considered a typical conference interpreting environment, to study issues which arose primarily in the context of public service interpreting and more specifically of interpreting for the Deaf. Orlando's dissertation explicitly refers to various types of translation and interpreting. Other papers, on the acquisition of interpreting skills, especially in consecutive, especially in China, are clearly on interpreter training, but what kind of interpreter are we talking about? Conference interpreters, public service interpreters, business interpreters? Kalina's paper on ethics explicitly discusses different interpreting settings, and the list could go on.

For the *Bulletin*, with its fundamental focus on conference interpreting, this raises the question of where to draw the line between the material that should be included and the material that should not. Limiting coverage to conference interpreting in the strict sense no longer seems reasonable, if only because there is enough interesting and relevant research and publication activity in its immediate periphery (e.g. broadcast interpreting). Giving up the focus on conference interpreting would be pointless, because the material which could be included in a wider inclusion angle would be a drop in the ocean of publications, whereas as regards conference interpreting, it is probably reasonable to claim that the *Bulletin* covers a substantial proportion of the literature.

A compromise solution was adopted 3 years ago, starting with the July 2012 *Bulletin* n°44: the main part of the *Bulletin* was opened up somewhat to publications perhaps not quite within the traditional definitions of conference interpreting and conference interpreter training when they seemed very relevant to conference interpreting (see in this issue entries on the training of undergraduate students and language enhancement and entries from *Monti* special issue n°2 where interpreting is addressed as a whole but some sections in several papers deal specifically with conference interpreting), and a AND BEYOND CONFERENCE INTERPRETING was added. This section is much more open, with selective sampling based on requests from colleagues and on the editor's preferences (as opposed to the main part, where all information found or contributed by colleagues is presented), but does not seek maximum coverage as the rest of the *Bulletin* does with respect to conference interpreting. Content in this part of the *Bulletin* is often of much interest to conference interpreters as well.

### **More about the content and editorial philosophy of the Bulletin**

Initially, in the early 1990s, when the CIR microcosm was fragmented and Internet was not widely available, the *Bulletin*, which was intended to raise the awareness of colleagues to the existence of recent publications and research activities outside the one dominant school of thought in the 'West', offered references of publications and some information on ongoing research and research-related activities. The situation has obviously changed radically. No longer is there any single dominant school of thought, but research on conference interpreting is done regularly in dozens of centers worldwide and numerous journals and the Web make much relevant information available to virtually all. The *Bulletin* has therefore refocused its efforts on publications and unpublished theses and dissertations, but with attempts to offer some information (abstracts, or micro-abstracts) and sometimes comments on each item.

The editorial is a more subjective set of comments on each issue, on the network and on recent developments and other CIR topics. In some issues, at the end of the *Bulletin*, readers will also find one or several short pieces on 'research issues'. These are more didactic. They are based on exchanges I have with doctoral students and in particular on doubts and questions they often express. They are intended to help by offering a personal view.

### ***Bulletin n°50 statistics***

In the conference interpreting part of this *Bulletin*, there are 64 entries, including 7 doctoral dissertations, 6 of which (86%) are empirical, 5 master's theses, all of which are empirical, 51 articles, 37 of which (75%) are empirical. For the whole 2010 to 2014 period, the proportion of empirical works is 88% for doctoral dissertations, 65% for master's theses, 80% for articles. For the 2000 to 2009 period, the proportions are the following: 57% for doctoral dissertations, 33% for papers. The data I have on a relatively large proportion of master's theses from the 1980s do not allow me to determine with enough reliability which are empirical and which are not. But the numbers show a consistent trend, already noted in this *Bulletin* and in past publications, towards evidence-oriented research (some of which may be predominantly qualitative or quantitative with simple descriptive statistics, but is still included in my definition of 'empirical'). This contrasts sharply with the mainly prescriptive or theoretical orientation of much of the research done in the first two or three decades of conference interpreting. These numbers also show again how important master's theses and doctoral dissertations are as sources of data for reconsideration of ideas and for further reflection and empirical exploration. As to the topics addressed in the entries in this issue of the *Bulletin*, the largest share goes to training (19 items) and to cognitive topics (11 items). Technology is also increasingly present (7 items), especially in the context of training.

### ***Bulletin n°50 highlights***

Numbers are interesting, but they do not say it all. Here are a few noteworthy features of the content disseminated through this *Bulletin n°50*:

As an observer of (and participant in) the development of Translation Studies (TS) in general, and Interpreting Studies (IS) in particular, I have always been a keen supporter of the use of bibliometric data in empirical research on the discipline and its branches. A few authors, in particular Naja Grbić and Sonja Pöllabauer from Graz as well as a few Chinese colleagues, chose to follow this direction as well. A special issue of *Perspectives: Studies in Translatology* (23:2; 2015), guest-edited by Sara Rovira Esteva, Pilar Orero and Javier Franco-Aixelá, was devoted to this very topic. This is a welcome development, and perhaps a milestone. Note that Franco-Aixelá is the 'father' and very active and committed driver of BITRA, a remarkable free access online TS database which includes citation mining for a substantial part of its entries. Papers from this special issue which address conference interpreting are listed in the Articles section. Also note several scientometric papers on Chinese IS by Chinese authors.

In recent years, social/ethnographic work has also been developing in IS. Interestingly enough, in this *Bulletin*, two doctoral dissertations, one MA thesis and two papers look at the European Parliament under a sociological lens. I will refrain from using the buzzword (social) "turn", which misleadingly seems to suggest that a discipline as a whole or a large majority of its 'constituency' shifts from one direction to another, but it does look like sociological issues are attracting an increasing number of researchers from conference interpreting. Perhaps this is linked to more contacts between conference interpreting and other types of interpreting where social issues have always been salient.

Anne Martin's overview of the recent history of interpreter training in Spain is of particular interest because it may provide some keys to the dynamic research activity of Spanish colleagues as well. A similar paper for China would be welcome for similar reasons.

An original topic is that studied by Magdalena Olivera Tovar-Espada in her doctoral dissertation on Musical Performance and simultaneous *interpretation*.

Fred WU's doctoral dissertation on the assessment of students' interpreting performance during exams is also particularly interesting, especially his qualitative analysis of comments by a large number of assessors with a grounded theory coding procedure. Grounded theory (which defines categories on the basis of data instead of classifying data in pre-determined categories) is also used by Chevalier & Gile in Chevalier's study on spontaneous assessment of interpretations and seems to be gaining

influence in interpreting research, together with mixed methods.

In the 'And beyond conference interpreting' part, note some interesting papers on signed language interpreting in Romania and in China, including, for the latter, an assessment of actual information reception rate of material in sign language. And, of course, some Turkish papers on interpreting in emergency situations, a topic which deserves further attention and will probably develop further in the coming years. Aymil Doğan, the author/co-author of the papers and book from Turkey, is a pioneer and central IS personality in Turkey.

Daniel Gile

## RECENT PUBLICATIONS

### ARTICLES

**Bale, Richard.** (University of Surrey). 2013. Undergraduate Consecutive Interpreting and Lexical Knowledge. The Role of Spoken Corpora. *The Interpreter and Translator Trainer* 7 :1. 27-50.

*\* A case study, exploring how spoken multimedia corpora, in this case the BACKBONE corpus, can be used to enhance the lexicon of interpreting students whose mastery of their working languages is insufficient.*

**Beaton-Thome, Morven.** 2010. Negotiating Identities in the European Parliament. The Role of Simultaneous Interpreting. In: Baker, Mona, Maeve Olohan and María Calzada Pérez (eds) 2010. *Text and Context. Essays on Translation and Interpreting in Honour of Ian Mason*. Manchester: St. Jerome Publishing, pp. 117–138.

**Blasco Mayor, María Jesús.** 2015. L2 proficiency as predictor of aptitude for interpreting. An empirical study. *Translation and Interpreting Studies* 10:1. 108-132.

*\* On the contribution of listening skills enhancement in acquired languages to interpreting performance in undergraduate students.*

**CAI, Rendong, Yanping DONG, Nan ZHAO & Jiexuan LIN.** (Guangdong University). 2015. Factors contributing to individual differences in the development of consecutive interpreting competence for beginner student interpreters. *The Interpreter and Translator Trainer* 9:1. 104-120.

*\* 61 undergraduate English majors who had chosen to specialize in translation and interpreting were tested for short term memory (digit span, listening (in English and Chinese) and speaking span (in English)), lexical retrieval (speed and accuracy) and consecutive interpreting once at the beginning of the academic year and once at the end of the academic year. The speech to be interpreted in consecutive was 8 minutes long and was delivered at a mean pace of 143 wpm segment after segment, each segment consisting of two or three sentences.*

*The authors found that English proficiency correlated significantly with CI performance both at the beginning and the end of the academic year, that lexical retrieval performance correlated poorly with CI performance. The links between short-term memory and CI performance were more complex.*

**CHANG, Cha-Chien & Michelle Min-chia WU.** (National Taiwan University) 2014. Non-native English at international conferences. Perspectives from Chinese-English conference interpreters in Taiwan. *Interpreting* 16:2. 169-190.

*\* An in-depth semi-structured interviews-based study, with 10 professional conference interpreters with Chinese A and English NB in Taiwan. Accents were perceived as the greatest challenge, but many respondents felt that one rapidly got used to them.*

**CHEUNG, Andrew K.F.** (Hong Kong Polytechnic University). 2014. Anglicized numerical denominations as a coping tactic for simultaneous interpreting from English into Mandarin Chinese : An experimental study. *Forum* 12:1. 1-22.

*\* Cheung takes up the well-known issue of online interpretation of numbers, and in particular large numbers, from Chinese into English, which is particularly difficult because the units in the two languages differ (for instance, in Chinese there are hundreds and thousands, but also 'ten thousands', but not 'millions') and require some calculations for conversion. Working in the framework of the Effort Model for simultaneous interpreting, he postulated that some 'foreignization' in the translation of numbers from English into Chinese, i.e. a simplified, not quite idiomatic translation, would lower attentional requirement and produce better results in information transfer and in fluency than translating the numbers into idiomatic Chinese. Twenty two MA students enrolled in an interpreting class were asked to interpret an English speech which contained numbers. The students were divided into an experimental group, whose members were allowed to translate numbers in an 'anglicized' way, and a control group which was told to translate them into idiomatic Chinese. The students' performance was scored for fluency and for accuracy, and in both quality components, the experimental group did better than the control group.*

**CHEUNG, Andrew K.F.** (Hong Kong Polytechnic University). 2015. Scapegoating the interpreter for listeners' dissatisfaction with their level of understanding : An experimental study. *Interpreting* 17:1. 46-63.

*\* 173 undergraduate students viewed a video presentation in Russian on Russian economic interests in East Asia and listened to its simultaneous interpretation into Cantonese. Twenty comprehension questions were then asked. Scores (presumably from 0 to 20, depending on the number of questions answered correctly) were then shown on screen alongside their names. In a third of the cases, determined by random selection, the actual scores obtained were shown. In another third of the cases, they were raised by 2 points, and in the third third of the cases, they were lowered by 2 points. Participants were then asked to assess the quality of the interpretation they heard. It turned out that the assessment by those students whose scores had been lowered was slightly but significantly lower than assessment by those whose scores shown on screen were the actual scores obtained or raised scores.*

*The topic is original and the findings are interesting, but in this reviewer's opinion, 'scapegoating' is too strong for what has been found, especially in view of some features of the design besides the limitations mentioned by the author himself: for instance, there was no 'control variable' such as the participants' state of fatigue or the physical comfort of the surroundings ; secondly, presumably, within each group, everyone could see everyone else's scores on screen, with a potential face loss that might have prompted stronger defense reactions than under usual circumstances. This reviewer also wonders why the three-group were necessary. Couldn't the analysis have been done comparing those who had low scores versus those who had medium or high scores without any manipulation? (DG)*

**Chevalier, Lucille & Daniel Gile.** 2015. Interpreting quality: a case study of spontaneous reactions. *Forum* 13:1. 1-26.

*\* A paper based on Chevalier's 2013 MA thesis, and an exploratory step in Chevalier's doctoral work (in preparation). Spontaneous reactions of 22 informants who were asked to listen to various extracts of live simultaneous interpreting into French of President Obama's January 2009 inaugural address, to make comments if any, and to rate the interpretation. High interindividual variability was observed. There were more comments on form rather than comments on substance. It also turned out that for many*

informants, interpreters, far from being 'transparent', are visible participants who sometimes steal the show from the speaker. Intonation was also mentioned. Voice matching turned out to have limited importance.

**Defrancq, Bart.** (Ghent University). 2015. Corpus-based research into the presumed effects of short EVS. *Interpreting* 7:1. 26-45.

\* *A naturalistic study on a corpus of 32 French speeches interpreted into Dutch at the European Parliament by 14 interpreters. EVS for equivalent lexical units in the source speeches and corresponding target speeches was measured. The mean EVS was 2.68 seconds. Interestingly, voiced anticipations account for 1.5% of the data. The author investigated possible correlation between short EVS and what he called 'transcodage', namely translation following the syntax of the source language, self-repair and the use of cognates. Such a correlation was found only in the use of cognates.*

**Díaz-Galaz, Stephanie, Presentación Padilla & María Teresa Bajo.** (Pontificia Universidad Católica de Valparaíso, University of Granada) 2015. The role of advance preparation in simultaneous interpreting. *Interpreting* 7:1. 1-25.

\* *Seven professional interpreters and sixteen interpreting students interpreted two scientific speeches, one with preparation material provided half an hour before interpreting, and one without it. Each speech contained 'neutral' segments and 'difficult segments' in terms of terminology, syntactic complexity and lack of redundancy. In both groups, preparation increased accuracy and kept EVS shorter. A well-designed study, the fruit of collaboration between interpreters and psychologists.*

**Doğan, Aymil.** 2011. Learning Approaches and Study Habits of Conference Interpreting Students. *Eurasian Journal of Educational Research* 42.

<http://www.ejer.com.tr/0DOWNLOAD/pdf/eng/1757290241.pdf>

\* *Problem Statement: There is a correlation between the final grades of conference-interpreting students and their study habits and learning approaches, namely surface, deep and strategic approaches. Purpose of the Study: The purpose of this study is to evaluate the responses of the conference interpreting students given to the Learning Approaches and Study Habits Inventory, ASSIST, in accordance with their final grades in the conference-interpreting course. Of the three approaches, "surface approach" refers to rote learning, "deep approach" means learning by developing an understanding of the subject matter, and "strategic approach" is a combination of the first two. Method: A descriptive method is used, where the data is collected by a self-report inventory. Findings and Results: There is a significant correlation between the final grades of the students and the deep-learning approach. The students who attained high scores through the deep approach have high final grades in interpreting. No significant correlation was found between the strategic approach and the final grades. Most of the students preferred the strategic approach, and a bit fewer of them preferred the deep approach, while the fewest of them chose the surface approach. Conclusions and Recommendations: Conference-interpreting students mostly prefer the strategic learning approach, followed by the deep approach, with little difference in the grade results. The surface approach, on the other hand, is not preferred by most students. However, in the strategic approach, they can use both surface and deep approaches according to the situation, which means they are flexible enough to switch from one to another. The students receiving high grades from their exams also rate higher in their deep approach preference. It is recommended that the abovementioned inventory be administered to both professionals and students to see the difference between them. Furthermore, other profession-based inventories should be developed to be administered along with ASSIST. Conference-interpreting students are different from other students in processing information; this quality should be considered while developing such instruments. (HE)*

**Doğan, Aymil.** 2012. Andaş Çeviriye Anokhin'in İşlevsel Sistem Kuramı ve Chernov'un Etkinlik Kuramı Kapsamında Yaklaşım. (Simultaneous Interpreting Within The Frame of Anokhin's Theory of Functional System and Chernov's Activity Theory). *Ankara University Journal of Languages and History-Geography* 52:1. 111-130.

<http://dergiler.ankara.edu.tr/dergiler/26/1668/8.pdf>

\* *In this study, Anokhin's Theory of Functional System and Chernov's Activity Theory, derived from the same will be elucidated in line with the experiential and scientific studies coupled with the literature of interpreting studies of the author of this article. Anokhin's functional system is developed as a system with non-linear elements functioning simultaneously and having self-monitoring characteristic as opposed to the linear system of conditioned reflexes of Pavlov. In the system the afferent signals from the previous action result are synthesized to establish a neural network template, which refers to the anticipated result of the processing. The fact that the system is a non-linear one with afferentation and anticipation functions, the central part of which is always in interaction with the peripheral systems makes it an inventory one. Chernov, on the other hand, adapted the phases of simultaneous interpretation, which he professionally knows very well to the Functional System and developed Anokhin's concepts by elaborating on probability anticipation, self-monitoring and self-correction in simultaneous interpretation. (HE)*

**Duman, Duygu.** 2014. Training in Note Taking for Consecutive Interpreting: A Qualitative Analysis. *Proceedings of the XIIIth International Language, Literature and Stylistics Symposium, 18-20 October 2012*. Tekirdağ: Trakya Üniversitesi Yayınları. 441-444.

\* *In this study, the effectiveness of note-taking courses in the performance of a student-interpreter is investigated. To this end, the notes taken by two different groups of students attending the same note-taking course with an identical syllabus are examined in a descriptive manner to see if the suggested exercises yield the desired results. At the end of the study, it was observed that both student groups prefer to take verbal notes rather than iconic notes in the form of symbols. The result is interpreted as a manifestation of brain lateralization for verbal items and visual items. (HE)*

**Ersöz-Demirdağ, Hande.** 2013. Ardıl Çeviri Öğrenimi Aşamasında Dilsel Hatalar: Birkaç İpucu. (Linguistic Errors in the Learning Process of Consecutive Interpreting: A Few Pathways). *Turkish Studies International Periodical for the Languages, Literature and History of Turkish or Turkic* 8:10. 273-279.

<http://www.turkishstudies.net/DergiTamDetay.aspx?ID=5252>

\* *This study aims to analyze and understand the problems that third-year students enrolled in the Department of Translation and Interpreting at Yıldız Technical University encounter while learning consecutive interpreting, and also seeks to trace back the origins of the students' observed weaknesses employing a process-oriented approach within the conceptual framework of Gile's Effort Models. The study finally suggests a few potential pathways within a pedagogic context. (HE)*

**Ferreira, Aline, John W. Schwieter and Daniel Gile.** 2015. The position of psycholinguistic and cognitive science in translation and interpreting : An introduction. In Ferreira & Schwieter (eds). 3-15.

\* *A general introduction to the book.*

**García, Adolfo M.** 2014. The interpreter advantage hypothesis. Preliminary data patterns and empirically motivated questions. *Translation and Interpreting Studies* 9:2. 219-238.

\* *The author, a neurolinguist from Argentina, posits that task-specific cognitive skills developed by interpreters give them an edge over non-interpreters with respect to linguistic and executive abilities in non-interpreting tasks. The paper reviews relevant studies in order to identify preliminary data patterns and outline new research questions.*



**Gile, Daniel.** 2015. The contributions of cognitive psychology and cognitive linguistics to conference interpreting : a critical analysis. In Ferreira & Schwieter (eds). 41-64.

\* *A review and discussion.*

**Hild, Adelina.** (University of Leicester) 2015. Discourse comprehension in simultaneous interpreting : The role of expertise and information redundancy. In Ferreira & Schwieter (eds). 67-100.

\* *Interpreting students and experienced professional interpreters interpreted two similar texts which differed in their degree of information redundancy. They were also asked to retrospect on their interpretation on the basis of a transcript of the source speech after the interpreting task. Finally, they were interviewed with open-ended questions eliciting their assessment of their own interpreting performance and their impressions on the ecological validity of the experiment. A highly technical paper.*

**Hild, Adelina.** 2014. The role of self-regulatory processes in the development of interpreting expertise. *Translation and Interpreting Studies* 9:1. 128-149.

\* *A paper about self-regulatory processes in interpreting expertise with data from retrospective studies, interviews, and performance analysis.*

**Ildikó, Horváth** (Eötvös Loránd University, Hungary). 2014. Machine Interpretation. REVUE INTERNATIONALE D'ÉTUDES EN LANGUES MODERNES APPLIQUÉES INTERNATIONAL REVIEW OF STUDIES IN APPLIED MODERN LANGUAGES, Supplément au numéro 7. 19-26.

<http://lett.ubbcluj.ro/rielma/RIELMAno72014Supplement.pdf>

\* *An overview of the status and potential of machine interpretation in view of latest technological developments.*

**Ilescu Gheorghiu, Catalina & Juan Miguel Ortega Herráez.** (University of Alicante). 2015. The interpreter hears voices... Academic and Professional Perspectives X-rayed and interpreted. *Monti Special Issue 2 (Insight in interpreting. Status and developments. Reflexiones sobre la interpretación. Presente y futuro)*. 9-62.

\* *An overview of developments in what has come to be known as Interpreting Studies, in both Spanish and English (the English version, pp. 37-62, being a translation of the Spanish paper 'El intérprete oye voces...perspectivas académicas y profesionales radiografiadas y anotadas', pp. 9-36), by the two guest editors of this special issue of Monti.*

**Jiménez Ivars, Amparo & María Jesús Blasco Mayor.** (Universitat Jaume I). 2014. Diseño y elaboración de materiales didácticos audiovisuales en el marco del *Speech Repository* de la Dirección General de Interpretación de la Comisión Europea (Designing Audiovisual Materials for the Speech Repository of the Directorate General for Interpretation at The European Commission). *Sendeban* n°25. 269-286.

\* *The authors report on an educational innovation project2 involving the creation of video clips for the speech repository of the Directorate General for Interpretation and Conferences of the European Commission to provide universities, interpretation schools and professional interpreters with a collection of video speeches, graded by difficulty.*

**Jiménez Ivars, Amparo, Daniel Pinazo Catalayud & Marta Ruíz i Forés** (Universitat Jaume I). 2014. Self-efficacy and language proficiency in interpreter trainees. *The Interpreter and Translator Trainer* 8:2.167-182.

\* *As explained in the introduction, this paper uses the concepts of self-efficacy, developed by Bandura in*



1986, which refers to people's beliefs about their ability to produce designated levels of performance in what will influence their lives, in other words, beliefs not about their skills, but about what they can achieve with them, and seems strongly correlated with motivation, ambition and resilience (this reviewer's interpretation). Self-efficacy is a learned cognitive belief which can evolve throughout an individual's life (as « specific self-efficacy », it is distinct from « generalized self-efficacy », which more stable and define one's perception of one's fundamental ability to cope in life).

In this study, final exam interpreting students were asked to complete specific self-efficacy questionnaires focusing on interpreting before taking the exams, and their performance in the tests were scrutinized against their self-efficacy scores and their scores in English.

According to the authors, results suggest that performance can mostly be explained by the level of second-language competence and specific self-efficacy makes a significant albeit limited contribution.

Note that the second author is from a psychology department at Jaume I university.

**Jones, Roderick** (SCIC, European Commission). 2014. Interpreting: a Communication Profession in a World of Non-Communication. *REVUE INTERNATIONALE D'ÉTUDES EN LANGUES MODERNES APPLIQUÉES INTERNATIONAL REVIEW OF STUDIES IN APPLIED MODERN LANGUAGES*, Supplément au numéro 7. 9-18. <http://lett.ubbcluj.ro/rielma/RIELMAno72014Supplement.pdf>

\* *The author, who is an experienced European Commission interpreter, reflects upon subtle changes in the interpreters' work environment which he attributes in particular to the intrusion of technology, to pandemic globish and the lack of will to communicate between participants at meetings with interpreting. Whether this feeling is justified or not, or is justified in certain meetings or environments and not in others, is one question to which it may be difficult to find an answer. But what is definitely missing in the paper are explanations as to the directions in which interpreting theories, pedagogy and practice should go in order to address such issues.*

**Kalina, Sylvia**. (Fachhochschule Koeln). 2015. Ethical challenges in different interpreting settings. *Monti special issue n°2 (Insights in interpreting. Status and developments)*. 63-86.

\* *The author argues for situation-specific guidance with respect to ethics during the training of interpreters and for awareness raising in the public at large about the interpreter's role(s).*

*A welcome call to rise above the more traditional one-size-fits-all codes of ethics and professional conduct which, as research has consistently shown, are far from ideal in many situations which deviate from the prototypical international conference.* (DG)

**Kent, Stephanie Jo**. 2010. Novelizing Simultaneous Interpretation. In Junefelt, Karin & Pia Nordin (eds). *Proceedings from the second international interdisciplinary conference on Perspectives and limits of Dialogism in Mikhail Bakhtin* (2009), Stockholm University, Department of Scandinavian Languages. 74-84.

\* *Besides the more intellectual analysis around Bakhtin's ideas, there are comments about the way interpreters are depicted in novels, including two by members of the European Parliament about interpreting and interpreters at the European Parliament.*

**LEE, Sang-Bin**. (HUFS, Seoul). 2014. An Interpreting Self-Efficacy (ISE) scale for undergraduate students majoring in consecutive interpreting: construction and preliminary validation. *The Interpreter and Translator Trainer* 8:2. 183-203.

\* *A methodological contribution : an interpreting specific self-efficacy scale was developed, tested and refined with 413 students from three Seoul universities. A first scale with 63 items was developed on the basis of the literature on self-efficacy and the literature on interpreting competence, and was fine-tuned into a 21 items scale.*

**LEE, Taehyung.** (Hanyang University, Korea). 2014. Using computer-assisted interpreter training methods in Korean undergraduate English classrooms. *The Interpreter and Translator Trainer* 8:1. 102-122.

\* *The author used 23 exercises involving sight translation and consecutive interpreting in EFL classes at his university. Video and sound-editing software as well as voice-synthesis were also used. The range of exercises is marked by creativity : using the students' cell phones to record their output and then listen to it, playing a clip once, asking the students to interpret it, then playing the clip a second time with the subtitles, the use of the SIRI application on cell phones.* (DG)

**Lenglet, Cédric.** (University of Mons). 2015. Norms in face-threatening instances of simultaneous conference interpreting: results from a questionnaire. *Monti Special Issue 2 (Insight in interpreting. Status and developments. Reflexiones sobre la interpretación. Presente y futuro)*. 237-257.

\* *The author asked 22 respondents, including 5 interpreting students, 5 academics outsiders, 7 freelance interpreters and 5 staff interpreters to fill out a questionnaire asking them how they would react in certain situations which he calls « face threatening ». These included excessive speed delivery, monotonous reading of a written speech, the use of a rude term, reference to a word the interpreter did not understand, an error in numbers by the speaker, wrongly accusing the interpreter of making a mistake, making an embarrassing comment without having turned off the microphone, a chairman's calling to order of a speaker who monopolizes the floor, the chair thanking the interpreters at the end of the meeting. The respondents were asked to say how they would react by choosing among a number of alternatives, with possibilities ranging from non-intervention to interventions such as making comments to the delegates, changing the intonation in the target speech, attenuating the rudeness of a word etc. The findings suggest a general trend towards some interventionism in all categories of respondents.*

**LI, Jun** (School of Foreign Languages, Capital Normal University) & **WU, Guohua** (Ordnance Engineering College). 2015. Linear Interpreting in French-Chinese Interpreting (in Chinese). *Chinese Science and Technology Translators Journal*. 1: 21-24.

*Abstract: Linear interpreting is one of the important features in interpretation. To date, researchers have focused on the use of linear interpreting in English-Chinese interpreting. We believe that this strategy can also be used in French-Chinese translation. This article makes a comparative analysis of linear interpreting in the two modes of French-Chinese simultaneous and consecutive interpretation, and meanwhile attempts to summarize the guidelines for using the strategy of linear interpreting in French-Chinese interpretation.*

*Key Words: simultaneous interpretation; consecutive interpretation; linear interpretation*

\* *A general theoretical study.* (YDW)

**LIN, Jiexuan** (Faculty of English Language and Culture, Guangdong University of Foreign Studies), **DONG Yanping** (National Key Research Center for Linguistics and Applied Linguistics, Guangdong University of Foreign Studies) & **CAI Rednong** (School of English and Education, Guangdong University of Foreign Studies). 2015. The hierarchical relation in resource allocation between source language comprehension and language reformulation in interpreting (in Chinese). *Foreign Language Teaching and Research*. 47: 3. 447-455.

*Abstract: The present study investigated how student interpreters allocate their limited working memory resources to two sub-processes of interpreting: source language comprehension and language reformulation. To this end, we compared the reading processes in two tasks, i.e., reading for repetition and reading for interpreting. The results showed that the facilitative effect of Chinese transliterated words, which was the indicator of language reformulation, was present in reading for interpreting only, suggesting the co-occurrence of source language comprehension and language reformulation in interpreting. More importantly, the facilitative effect was more reliable and evident under the low-load*

condition than the high-load condition. These findings corroborate the hypothesis of the hierarchical relation in resource allocation between source language comprehension and language reformulation. That is, language reformulation receives support from working memory resources beyond and above those dedicated to source language comprehension. Implications for theories regarding interpreting and bilingual language processing and for interpreting training were also discussed.

*Key words:* interpreting; bilingual language processing; resource allocation; hierarchical relation

\* Research strategy: (quasi-)experiments. (YDW)

**LIU, Jie.** 2014. Reconsidering Interpreter Training Models in Light of Divergent Contexts. *Forum* 12 :1. 41-77.

\* See the micro-abstract of LIU's doctoral dissertation in the relevant section of this Bulletin.

**LIU, Yuhong** (School of Translation Studies, Xi'an International Studies University). 2015. An investigation into the subject of interpreting quality assessment in view of the duality of interpreting quality assessment (in Chinese). *Journal of Xi'an International Studies University*. 2. 116-120.  
*Abstract:* This paper investigates the subject of interpreting quality assessment in view of the duality of interpreting quality assessment. Starting with some crucial concepts such as the attribute of interpreting, interactants of interpreting services and interpreting quality assessment, the author analyses the competence of all subjects of interpreting quality assessment from three perspectives: motive, attention, and assessment competence. The conclusion is that some subjects of interpreting quality assessment are only capable of assessing some areas of interpreting services and therefore can only provide reliable feedback in those areas. The most reliable assessors are colleagues who have professional expertise.

*Key words:* duality; subjects of interpreting quality assessment; motive; attention; assessment competence

\* A general theoretical study. (YDW)

**Marti Velázquez, Olivier François** (Instituto Superior de Intérpretes y Traductores, México, D.F.). 2013. Una propuesta para la inclusión del parámetro *protocolo de cabina* en la evaluación de la calidad de la interpretación simultánea de conferencia. *Sendebare* 24: 287-318.

\* This author from Mexico draws the readers' attention to booth manners and noise, both technology-dependent and technology-independent and interpreter-dependent and interpreter-independent, and suggests that "protocolo de cabina" (booth protocol), which he refers to as "booth manners" in his English abstract, should be added to the list of quality components. His report also includes a questionnaire and interview-based empirical study and some experimental manipulation of noise from the booth with a large number of 'users' reactions.

**Martin, Anne.** (Universidad de Granada, Spain). 2015. La formación en interpretación en España: pasado y presente. *Monti special issue n°2* (Insights in interpreting. Status and developments). 87-110.

\* An overview of the history of interpreter training in Spain. Interesting information, especially in view of the rapid developments in Spain since the 1990s and the intensive research activity, probably the most intensive activity in Europe. (DG)

**Orlando, Marc.** (Monash University, Melbourne). 2010. Interpreting Eloquence: When Words Matter as much as Ideas. *The AALITRA Review. A Journal of Literary translation*. Vol. 1. 52-60.

\* A very interesting paper in which the author reflects on his particular performance when interpreting consecutively a writer at the 2007 Auckland Writers' Festival. This entailed a particular awareness of the writer's words and artistic performance and perhaps somewhat different behavior on the part of the interpreter. Orlando suggests that such specific environments could make up a distinct genre, that of

*literary interpreting. This paper is also the first in the series of 6 papers presented in his doctoral dissertation (see doctoral dissertations section).*

**PANG, Yan.** (Guangdong University, China). 2014. Processing units in Japanese into Chinese simultaneous interpreting (in Japanese: 日中同時通訳における処理単位について). *Interpreting and Translation Studies* 通訳翻訳研究 14. 171-182.

*\* The author argues that when simultaneously interpreting into Chinese from Japanese, where sentences are long and the most information-carrying parts come rather late in the sentence, it makes sense to cut up the source language into smaller sections and reformulate them one after the other rather than wait until the whole source-speech sentence has been understood. This is Gérard Ilg's well-known saucissonage (slicing up) technique, which was developed and described decades ago.*

**Sandrelli, Annalisa.** (Università degli Studi Internazionali di Roma). 2015. Becoming an interpreter: the role of computer technology. *Monti* special issue n°2 (Insights in interpreting. Status and developments). 111-138.

*\* An overview of developments and trends.*

**Timarová, Šárka, Ivana Čenková, Reine Meylaerts, Erik Hertog, Arnaud Szmalec, Wouter Duyck.** 2014. Simultaneous interpreting and working memory executive control. *Interpreting* 16:2. 139-168.

*\* Basically, the content of Timarová's 2012 doctoral dissertation, reported in Bulletin n°44.*

**Timarová, Šárka, Ivana Čenková, Reine Meylaerts, Erik Hertog, Arnaud Szmalec, Wouter Duyck.** 2015. Simultaneous interpreting and working memory capacity. In Ferreira & Schwieter (eds). 101-126.

*\* See above. Recycling seems to be the name of the game.*

**TORIKAI, Kumiko.** (Rikkyo University, Tokyo). 2010. Conference interpreters and their perception of culture. From the narratives of Japanese pioneers. *Translation and Interpreting Studies* 5:1. 75-93.

**WANG, Binhua.** (Hong Kong Polytechnic University). 2015. Bridging the Gap Between Interpreting Classrooms and Real-World Interpreting. *IJIE International Journal of Interpreter Education* 7 :1. 65-73.

*\* This paper describes how a corpus of Chinese and English source-and-target speeches was developed and integrated into the training of interpreters at the author's university to allow for more out-of-class practice and analysis.*

**WANG, Honglin** (Zhejiang Wanli University). 2015. An Action Research on the Flipped Classroom-based Interpreting Teaching (in Chinese). *Chinese Translators Journal*. 1. 59-62.  
*Abstract: Given the problems plaguing the existing interpreting pedagogy, the author conducted an action research on the flipped classroom-based interpreting teaching via Moodle. The study focuses on three aspects: interpreting skill training model, interpreting learning model and interpreting assessment mechanism. Through classroom observations, questionnaires, learner interviews, learner introspective assessments, it is found that the flipped classroom-based teaching could enhance interpreting training outcome, and Moodle could facilitate the flipped classroom mode of interpreting teaching.*  
*Key words: flipped classroom; interpreting teaching; action research; Moodle (YDW)*

**WANG, Jianhua** (Renmin University of China). 2015. A Study of Context of Rules on Quality of Oral

Interpreting (in Chinese). *Foreign Language Research*. 184: 3. 101-106.

*Abstract: Context has been one of the focuses of studies by language philosophers. This research raises the idea of context of rules (COR) in inter-language exchanges on the basis of traditional context theory, which consists of both explicit and implicit context of rules. Interpreters must follow the context of rules to successfully accomplish the tasks of interpretation. This study conducts an experiment to verify the significant influence on the quality of interpretations by context of rules, which opens a new area of context study and provides a new method for context research.*

*Key words: context; context of rules; interpretation (YDW)*

**WANG, Qian & LIU, Heping** (School of Interpretation and Translation, Beijing Language and Culture University). 2015. New developments in interpreting studies in China (2004-2013) (in Chinese). *Shanghai Journal of Translators*. 1. 77-83.

*Abstract: Based on a bibliometric analysis of 597 articles on interpreting studies from 2004 to 2013, and more specifically, in terms of overall quantity, themes, methodology, authors, journals and citation rates, this paper presents the developments of interpreting studies in China in the last 10 years, and makes some prediction on the future research trend and possibilities.*

*Key words: interpreting studies; bibliometric study; development trend (YDW)*

**WANG, Xiaoji** (Chongqing Technology and Business University). 2015. C-E figure interpreting: strategy of limit number rounding with vague prepositions (in Chinese). *Shanghai Journal of Translators*. 2. 44-47.

*\* A general theoretical study based on exemplification. (YDW)*

**WU, Shao-Chuan (Fred)**. (Newcastle University). 2010. Some reliability issues of simultaneous interpreting assessment within the educational context. In V. Pellatt, K. Griffith & S. WU (eds) *Teaching and Testing Interpreting and Translating*. Bern: Peter Lang. 331-354.

**XU, Ziyun**. 2014. Chinese Interpreting Studies : Genesis of a Discipline. *Forum* 12:2. 159-190.

*\* The title of the paper is misleading. The study is a well documented scientometric study of the literature on interpreting in China rather than an analysis of the beginnings of IS in China. It presents statistics, but virtually no conceptual analysis.*

**XU, Ziyun**. 2015. Doctoral Dissertations in Chinese Interpreting Studies : A Scientometric Survey using Topic Modeling. *Forum* 13:1. 131-165.

*\* The author uses Scientometric methods to identify the dominant theories most present in doctoral research by Chinese authors, which universities have the largest number of doctoral dissertations on interpreting, how productive are they in terms of publications and what are their career paths. Interesting data.*

**XU, Ziyun**. 2015. The past, present and future of Chinese MA theses in Interpreting Studies: a Scientometric survey. *Perspectives: Studies in Translatology* 13:2. 284-304.

*\* The title of the paper is misleading. The study is a well documented scientometric study of the literature on interpreting in China rather than an analysis of the beginnings of IS in China. It presents statistics, but virtually no conceptual analysis.*

**ZHANG, Wei** (School of Foreign Languages, Beijing Language and Culture University). 2014.

Cognitive memory training and interpreting learning efficiency (in Chinese). *Foreign Languages and Their Teaching*. 279: 6. 56-61.

*Abstract: Memory is an essential element affecting the interpreting process and its final quality. By*

*exercising different memory training among Chinese beginning and advanced interpreting learners, the present experimental research comes to the following conclusions: 1) Memory training exerted rather significant favorable effect on the interpreting learners' performance. 2) Memory allocation training played a more important role than memory capacity training in the learners' development. 3) Memory capacity training was more beneficial for the interpreting learners at the beginning phase, while memory allocation training proved to be more helpful as the interpreting learners built up more experience in interpreting learning. So, interpreting teaching should implement an effective coordination of memory capacity and memory allocation training for a better comprehensive impact on interpreting learning.*

*Key Words: memory capacity; memory allocation; interpreting Efficiency*

*\* An empirical study with (quasi-)experiments as its primary research strategy. (YDW)*

**ZUO, Jia.** (College of International Studies, Southwest University, Chongqing). 2014. Image schemata and visualisation in simultaneous interpreting. *The Interpreter and Translator Trainer* 8:2. 204-216.

*\* Schema theory, which developed from Gestalt theory, basically considers that people understand new experience with the help of a stereotypical experience similar to it stored in their long term memory which serves as a backbone to their understanding of the new experience. 40 postgraduate interpreting students were asked to listen to a short presentation about an explosive device used for construction work. They were then shown a chart which showed how it works. Half of them looked at it for a minute before it was taken away, and half of them were only shown the words on the chart. Both groups were then asked to shadow the speech. After completing the task, they were asked to recall what they heard and to describe the structure and operation of the device. Finally, they retrospected about their thinking and difficulties. Those students who saw the chart performed better in both shadowing and recall.*

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

**Kamaeva, Anna.** 2014. *Dolmetschen am Sondergerichtshof für Sierra Leone: Die Rolle des Dolmetschers bei der Behebung der interkulturellen Verständnisschwierigkeiten.* Johannes Gutenberg-Universität Mainz, FTSK Germersheim. Unveröffentlichte MA-Arbeit. (DA)

*\* This MA thesis analyses the performance of a group of interpreters, working at the Special Court for Sierra Leone (2002-2013), at times of cultural misunderstanding in court proceedings. The paper reveals that although interpreters succeed in explaining few simple notions of the local culture, complicated cultural phenomena, for a variety of reasons, remain unknown to them. At the same time members of the court undertake attempts to solve cultural riddles themselves, clearly crossing the boundaries of their competency in court. The paper closes by suggesting a few approaches in attempting to solve intercultural communication problems at international courts.*

**Koturbasz B.** 2012. *Ideology in the European Parliament. We markers in one-minute speeches and their markers in translated and interpreted discourse.* Unpublished MA thesis, University of Gdańsk.

**Pospišilová, Lenka.** 2015. *Rozdíly v hodnocení kvality tlumočení (Differences in the Evaluation of the Quality of Interpretation),* M.A. thesis, Institute of Translation Studies, Charles University in Prague, director: prof. Ivana Čeňková. (IC)

*\* Our theoretical-empirical thesis is dedicated to differences in the evaluation of the quality of interpreting. In the theoretical part of our thesis we describe representative studies in aforementioned field and their conclusions. We use them as a basis for the hypothesis of our own research in which we suppose that the formal aspect of an interpreter's delivery will influence the overall evaluation of the quality of his rendering and will be perceived by the respondents as a more important criterion than the*



*logical cohesion of the speech. In the empirical part of our thesis we describe the design and development of our experiment. In this experiment different groups of respondents evaluated nine videos of an interpreter's rendering conducted under specific parameters defined beforehand. Subsequently we evaluate conclusions of our basic and test research. We conclude our work with a partial confirmation of our initial hypothesis.*

**Key words:** *quality of interpreting, evaluation of quality, listener, target user, questionnaire survey, groups of respondents, logical cohesion, formal aspect of interpreter's delivery.*

**Rietberg, Simon.** 2014. *Dolmetschen im Spannungsgefüge zwischen Neutralität und ethischer Verantwortung.* Johannes Gutenberg-Universität Mainz, FTSK Germersheim. Unveröffentlichte MA-Arbeit. (DA)

*\* The MA thesis "Interpreting in the Tension Field between the Duty of Neutrality and Ethical Responsibility" handles the deontological challenges an interpreter may face in morally difficult situations. After taking a theoretical approach to neutrality and ethical responsibility, a study was done in which six subjects were asked to interpret a highly controversial speech. The aim was to determine whether the subjects would remain neutral or if they would react according to their ethical convictions. In a final outlook, the results are analyzed and possible explanations are pointed out. The thesis concludes with some proposals for further research.*

**Šindelářová, Marie.** 2015. *Oral History of Interpreting in Czechoslovakia before 1989 (Orální historie tlumočení v Československu před rokem 1989),* Unpublished MA thesis, Charles University in Prague, Institute of Translation Studies. Director of the thesis: PhDr. Jaroslav Špírk, PhD.

*\* The objective of the present MA. thesis is to describe the situation in the interpreting industry in Czechoslovakia before the change of regime in 1989. The thesis specifically focuses on self-taught interpreters. The primary objective of the thesis is to collect and present, in a comprehensive way, personal memories of such interpreters. At present such memories are diffuse in texts on various topics or in personal, more or less extensive, memoirs of some of these interpreters. In addition, the thesis aims to present such memories against the background of the general developments in institutional interpreting in Europe and Czechoslovakia during the relevant period. With this thesis being the first domestic study of this kind, the method of oral history has been used and complemented with the analysis of archive materials. The empirical part of the thesis is mainly based on 12 interviews with self-taught interpreters, who were active interpreters in the second half of the twentieth century in our country. Furthermore, it compares and complements this information with written sources from that period (in particular *Ad notam*, the bulletin of the Czech Union of Interpreters and Translators) and outlines the practical and theoretical aspects of the then interpreting activities outside institutional settings with the ideology, a multi-faceted concept, being the unifying perspective. It focuses, among other things, on the situation on the interpreting market in the relevant period, on the main types of interpreting assignments, on the origin, background, limits and opportunities as well as motivation of self-taught interpreters; and, last but not least, on the influence of ideology of the previous regime on the daily life of the self-taught interpreter as a Czechoslovak citizen and as an interpreter under socialism. The thesis also opens up possible directions for further research, which could broaden and deepen selected aspects and introduce them in other contexts, or which could present entirely different aspects, which, however, fall outside the scope of the present thesis. (IC)*

**KEY WORDS** *self-taught interpreter, oral history, archive materials, second half of the twentieth century, ideology, interpreters under socialism*

## DOCTORAL DISSERTATIONS

**Cappelli, Rita** (University of Bologna). 2014. *L'interpretazione simultanea dal polacco all'italiano. Le strategie per affrontare le catene nominali. (Simultaneous interpreting from Polish into Italian. Strategies for noun strings)*. Unpublished doctoral dissertation, Department of Interpreting and Translation, University of Bologna. (MB)

*\* This dissertation represents the first study on simultaneous interpreting from Polish into Italian. This research aims at finding out the strategies adopted by interpreters to overcome the differences between the Polish and the Italian syntax. In order to identify the object of this study, that is to say the strings of nouns, we carried out a survey among the interpreters working from PL into IT for the EU Institutions. The first chapter focuses on the past and present contacts between the two countries and on the contrastive analysis of the two language systems. The second one offers an overview of the studies carried out in the field of interpreting, in particular regarding specific language combinations and the strategies applied by interpreters. The third chapter presents the language regime of the European institutions and their language services. The fourth chapter includes the analysis of the corpus. The corpus is composed of all the speeches held in Polish during the plenary sessions of the European Parliament in the year 2011 and during the first semester of the year 2009 and their respective interpretations into Italian (more than 9 hours for each language were transcribed.) During the analysis we noticed that interpreters usually try to interpret all the elements of the strings. When it is not possible, they tend to reduce the strings of nouns and omit some elements. Anyway, the great majority of omissions present in our corpus do not influence the content of the message, since the omitted parts can be inferred by the context or thanks to the listener's previous knowledge. Therefore, we can conclude that reduction should be considered a resource to apply in a very conscious way in order to overcome the difficulties posed by long strings of nouns (author's summary)*

**Duflou, Veerle**. 2014. *Be(com)ing a conference interpreter. An ethnography of EU interpreters as a professional community*. Unpublished doctoral dissertation. KUL Leuven.

*\* A very detailed account of how conference interpreters are incorporated into the machinery and society of interpreters in European Union institutions, with many extracts of conversations with interpreters. The author focused inter alia on the organization of the interpreting services, on 'beginnerdom', on the acquisition of situated competence, on teamwork including turn management. There is much information, but not much analysis of empirical findings as a particular case of professional society which could be seen in the light of various sociological theories and/or compared with the newcomers' entry into other professional or other social groups. It is therefore somewhat difficult for a practicing conference interpreter, for whom the information is either familiar or similar to available information from other professional conference interpreter settings, to assess the contribution of this dissertation. Outsiders to conference interpreting will probably be in a better position to do so. (DG)*

**KENT, Stephanie Jo**. 2014. *Interpreting*. Unpublished doctoral dissertation. University of Massachusetts Amherst.

*\* An original and somewhat puzzling (to this reviewer) contribution to IS. Kent is an American Sign Language interpreter and chose to conduct ethnographic field work at the European Parliament, in a conference-interpreting spoken language setting. The data she presents are interesting, especially comments by Members of the European Parliament about interpreting at the EP and the use of languages by their fellow MEPs.*

*But this highly ideological dissertation ("intended as a social justice intervention" – p.1) is not really about interpreting at the EP. It is about norms, about the interpreter's role, about domestication and foreignization, about language and identity, about Bakhtin's ideas, about social phenomena*

*associated with verbal exchanges, about language and meaning, about “plurilingualism”, perhaps about the defense of minorities, including not only Deaf people, but also other minorities with distinctive features not related to language.*

*The ideological part relies to a large extent on critical evaluations. Some are unconvincing. For instance, the image of the “prevailing” view of interpreting in IS as based on linguistics is a highly reality-distorting caricature (ever since the early 1970s, it has been a strong message in Seleskovitch and Lederer’s highly influential Interpretive Theory of Translation that meaning is not in words but constructed with the help of words); disregarding the literature – by conference interpreters – on consecutive interpreting and interpreting for the media also makes Kent’s analysis incomplete as regards their awareness of the social dimension of interpreter-mediated exchanges. Also, there is insufficient reflection on the social functions and stakes of various types of communication occurring in conference interpreting, and in particular in EP settings. How exactly do such (international) encounters and associated complaints and challenges relate to the feeling of Deaf people that they are denied full expression of their culture (within the same country as hearing people with whom they have interpreter-mediated encounters)? Do the same foreignization/domestication rules apply for various types of exchanges (for instance clinical psychologists or social workers vs. physicists)? To what extent are the MEPs’ complaints about language and simultaneous interpreting motivated by just language and simultaneous interpreting problems, as opposed to underlying frustration about the relative power and prestige of certain European Parliament countries as opposed to their own? These are just a few of the questions that came to my mind when reading the dissertation.*

*Basically, the issues addressed in this dissertation are important, and this reviewer is sympathetic to the author’s endeavors in favor of social justice, but a more rigorous and nuanced analysis would have served her cause better. (DG)*

**LIU, Jie.** (Utrecht University, the Netherlands). 2015. *Reconsidering Interpreter Training Models in Light of Divergent Contexts: a Euro-Chinese Perspective*. Doctoral dissertation, Institute for Cultural Inquiry (ICON), Faculty of Humanities, Utrecht University.

*\* The author considers that the prevailing interpreter training model is the one developed by ESIT and endorsed by AIIC, that it was developed in a ‘Western’ context and is not ideally suited to other parts of the world where conditions differ. He discusses European models and Chinese models, in particular the XiaDa model (Xiamen University) and the GDUFS model (Guangdong University), and argues for flexibility and adaptation to environmental conditions, including cultural, linguistic and labor-market components.*

**Olivera Tovar-Espada, Magdalena.** 2014. *Musical Performance and simultaneous interpretation: multitasking processes in musical accompaniment and simultaneous interpretation*. Unpublished doctoral dissertation. The University of Geneva.

*\* Abstract: This doctoral thesis presents an analysis of the multitasking processes involved in musical accompaniment and simultaneous interpretation. The analysis incorporates the study of theoretical models and adopts as a framework three comparative scenarios: sight-reading versus sight translation, sight-read musical accompaniment versus simultaneous interpretation with text and improvised musical accompaniment versus simultaneous interpretation without text. In addition, the description of the teaching methods used at four music training institutions provides details of the training regimens that enable students to acquire the required skills of sight-reading, musical accompaniment and improvisation. The empirical part includes a quantitative comparison of the multitasking ability of students who have undergone different types of musical and language training. The results show that students with musical background outperform those without such background on a multitasking test, while students with better knowledge of their first foreign language outperformed those without such knowledge on a simultaneous interpretation test. (ZX)*

**Orlando, Marc.** 2015. *The training of translators and interpreters in the 21-st century. At the crossroad of practice, research and pedagogy.* Unpublished doctoral dissertation, Monash University.  
\* This doctoral dissertation basically aims at promoting cross-fertilization of translation and interpreting practice, training and research. It takes a wide view which covers holistically translation and interpreting, though five of the six articles making up the main part of the dissertation (five were published between 2010 and 2014 and one was accepted for publication at the time the dissertation was submitted to the doctoral committee) are devoted to interpreting. The dissertation starts with a holistic overview of the field and addresses various issues, including technology, training traditions and research as an essay with reflections and positive ideas. The six articles follow. They are:

- *Interpreting eloquence: when words matter as much as ideas* (2010, listed in the Articles section of this Bulletin)

- *Training professional translators in Australia: process-oriented and product-oriented evaluation approaches* (2012, in Hubscher-Davidson, S. & M. Borodo (eds). *Global Trends in Translator and Interpreter Training*, London: Continuum, 197-216)

- *Intake test for a short interpreter training course: design, implementation, feedback* (Hlavac, J., M. Orlando and S. Tobias, 2012, *International Journal of Interpreter Education* 4:1. 21-45)

- *Digital pen technology and consecutive interpreting: another dimension in note-taking training and assessment* (2010, *The Interpreters' Newsletter* 15. 71-86).

- *A study on the amenability of digital pen technology in a hybrid mode of interpreting: consec-simul with notes* (2014, *The International Journal of Translation and Interpreting Research* 6:2. 39-54)

- *Digital pen technology and interpreter training, practice and research: Status and trends* (in press, Ehrlich, S & J. Napier (eds), *Interpreter Education in the Digital Age*, Washington DC: Gallaudet University Press).

Further introspective and retrospective comments follow, including an overview of feedback received from translator and interpreter trainers on the author's publications and information on follow-up in the classroom complete the (rather convincing) case Orlando makes for closer interaction between research, practice and training for both translation and interpreting. (DG)

**WU, Shao-Chuan (Fred).** 2010. *Assessing Simultaneous Interpreting. A Study on Test reliability and Examiners' assessment behavior.* Unpublished doctoral dissertation, School of Modern Languages, Newcastle University.

\* A particularly interesting doctoral dissertation, with much information and much analytical work. Thirty examiners, most of whom were based in Taiwan, some of whom were professional interpreters, some were translators, and some were neither, were asked to rank pair-wise and assess 5 students' examination recordings of a business speech from English to Chinese. They were also asked to make comments on their decisions. They had the possibility of using the script of the original speech when listening to the interpreters.

Various statistical analyses were conducted, mostly focusing on the consistency of judgments, which led to interesting results, inter alia to the finding that there was good consistency of the rankings for the group as a whole, but much inter-individual variability, including opposite assessments of various quality components for the same students.

Another part of the dissertation is the analysis of the assessors' comments using an open Grounded Theory coding methodology. The coding resulted in five conceptual categories: presentation and delivery, fidelity and completeness, audience point of view, interpreting skills and strategies, foundation abilities for interpreting. Examiner behavior (for instance, do examiners use the script when listening to the student) was also examined.

I wonder about the relevance of the consistency of pair-wise rankings in conference interpreting examinations, where the main question is whether the student should pass or fail. In a study of test

*reliability, consistency with respect to the pass threshold would be much more important. Also, in the conceptual coding of comments, some boundaries are not quite clear to me. But in spite of these and a few other minor reservations, I think there is much to be learned from this work, which is definitely worth reading (DG).*

## BOOKS

**Ferreira, Aline & John W. Schwieter** (eds). 2015. *Psycholinguistic and Cognitive Inquiries into Translation and Interpreting*. Amsterdam/Philadelphia: John Benjamins.

*\* An initiative by the two editors from Wilfrid Laurier University in Canada. Eight chapters presenting various facets of the contribution of psychology to research into translation and interpreting.*

## ... AND BEYOND CONFERENCE INTERPRETING

### Signed Language Interpreting

**Damian, Simona** (Babeş-Bolyai University). 2014. Sign Language Interpretation on Television News from Romania. *REVUE INTERNATIONALE D'ÉTUDES EN LANGUES MODERNES APPLIQUÉES INTERNATIONAL REVIEW OF STUDIES IN APPLIED MODERN LANGUAGES*, Supplément au numéro 7. 36-45. <http://lett.ubbcluj.ro/rielma/RIELMAno72014Supplement.pdf>

*\* An analysis of the situation of signed language interpreting in Romania. Interestingly, the author was trained in conference interpreting between spoken languages and uses her knowledge and skills in the analysis of signed language interpreting, which she also practices. Her theoretical framework is the Effort Model for simultaneous interpreting.*

**KENT, Stephanie Jo**. 2014. *Interpreting*. Unpublished doctoral dissertation. University of Massachusetts Amherst.

*\* This dissertation reports on interpreters and interpreting in spoken language at the European Parliament, but basically, it is very much about fundamental issues in signed language interpreting as well, and signed language interpreting is referred to often. See the micro-review in the Doctoral dissertations section.*

**TSURUMA, Ikumi & Akira YOKKAICHI**. (Tsukubadaigaku). 2014. Translation completeness and time lag in simultaneous interpreting from sign language into Japanese – a comparison of signed Japanese vs. Japanese Sign Language. (in Japanese). *Interpreting and Translation Studies* 通訳翻訳研究 14. 37-51.

*\* Five interpreters interpreted 5 minutes of self presentation by two speakers who used either signed Japanese (using the syntactic structure of Japanese plus fingerspelling) or Japanese Sign Language, and both translation completeness and lag were measured in the output. It turned out that in both metrics, results were better when interpreting from signed Japanese. This is intriguing and deserves further investigation (DG).*

**XIAO, Xiaoyan, Xiaoyan CHEN** (Xiamen University) & **Jeffrey Levi Palmer** (Gallaudet). 2015. Chinese Deaf viewers' comprehension of sign language interpreting on television. *Interpreting* 17:1. 91-117.

*\* The empirical part of the paper is about 49 Deaf viewers and 20 hearing Chinese university students who were shown 20 short video clips (mean length: 19 seconds) from TV news and were asked to*

complete twenty comprehension questions. The Deaf students, who, contrary to the hearing students, were shown the clips twice, had considerably lower scores. The paper contains further analyses as well as interesting information about the situation of the Deaf and sign language interpreting in China.

## OTHER

**CIUPE LASZLO, Rebeca-Monica** (Babeş-Bolyai University). 2014. Interpreter in the Playground. Learning to Speak the Language of Children. REVUE INTERNATIONALE D'ÉTUDES EN LANGUES MODERNES APPLIQUÉES INTERNATIONAL REVIEW OF STUDIES IN APPLIED MODERN LANGUAGES, Supplément au numéro 7. 27-35.  
<http://lett.ubbcluj.ro/rielma/RIELMAno72014Supplement.pdf>

\* *Interesting, original topic.*

**Doğan, Aymil**. 2012. A Study on the Volunteers of Emergency and Disaster Interpreting Initiative (ARC) in Turkey. *Hacettepe University Journal of Faculty of Letters* 29:2. 45-58.

<http://www.edebiyatdergisi.hacettepe.edu.tr/index.php/EFD/article/view/3/3>

\* *The earthquakes of 1999 in Marmara region in Turkey led the academicians of translation and interpretation to launch interpreter training programmes in collaboration with Turkish Civil Defence and Turkish Translation Association within the frame of a protocol, which enabled around 300 people to receive the basic training of 100 hours and a hundred more to be merely enrolled due to the time constraint for training. The aim of this study was to present the results of the survey conducted on these ARC members and to evaluate the outcomes of Emergency and Disaster Interpreting Initiative (ARC) after a ten-year endeavour. The method used was a descriptive one and the results were given in frequencies and percentages. Out of the 400 registered members the number of the respondents who were found to be accessible were only 62 in total. The findings demonstrated the following results: 1. The respondents were mostly from Istanbul; Ankara ranked the second and Izmir the third. 2. The number of the respondents to the survey were mostly among the ones who were enrolled to the Initiative between 2000- 2007. 3. The respondents of the survey were mostly between the 26-30 age interval and unmarried. 4. Most of the respondents were either employed or both student and employed 5. University graduates ranked the first in educational status. 6. Most respondents learnt about ARC through their teachers. 7. The respondents were mostly from the group who received a-hundred-hour basic training. 8. The total number of the members who joined the drills was less than the ones who never joined any of the activities. 9. Turkish, English, Russian, Spanish, German, Italian, French were the languages, the members could provide interpreting service in total. 10. The respondents tried to improve their knowledge and skills by joining some other activities after the trainings. 11. The Initiative act as a driving force for the respondents to assume the responsibility to inform their environments about the measures to be taken against disasters and about the activities of ARC. 12. The respondents also made efforts to increase the membership number of ARC. 13. The respondents were not so good at checking the e-mails sent by the tasking unit but they were better at getting into contact through sms or telephonecall chains. At the end of the study the suggestions of both the researcher and the respondents were listed. (HE)*

**Doğan, Aymil & Kahraman, Rana**. 2011. "Emergency and Disaster Interpreting in Turkey: Ten Years of a Unique Endeavour". *Hacettepe University Journal of Faculty of Letters* 28:2. 61-76.

<http://www.edebiyatdergisi.hacettepe.edu.tr/index.php/EFD/article/view/499/359>

\* *Turkey is a country especially prone to earthquakes due to its geophysical position. After the strikes of the 1999 earthquakes, Turkish translation and interpretation departments launched training courses for*



*the interpreters volunteering to provide services to the foreign search and rescue teams. To realize these courses, a non-governmental organization was founded in Turkey, bringing together the academia, government and a non-governmental association as signatories to a protocol among them. Civil Defence Directorate under Interior Ministry constituted the governmental foot of the tripod, the translation and interpretation departments of the universities the academia and Translation Association in Turkey the non-governmental organization. The basic training courses of the programme serving as a background encompass a large range of topics such as geophysical, geochemical, architectural, environmental, managerial, organizational, psychological, sociological aspects of a disaster case, carried out by the seminars given by the invited experts of these fields. In addition, courses provided by the civil defence, first aid, codes of conduct at the disaster site, terminology studies and interpreting activities developed on various scenarios constitute the main training. The abovementioned training is composed of a 100-hour programme, yet this, in time, proved to be hard to realize as volunteers attending these courses had to save time and energy out of their daily business; therefore, a one-day-training was developed targeting to train the volunteers at least at the familiarity level. In addition, there were also people who do not have any chance to attend any of the trainings but still want to appear in the list of volunteers in case of a devastating event; these people are included in the list of volunteers together with their contact information. Thus, the organization was developed into three types of participants, who will be acting in the tasks as appropriate to their training level for the sake of their lives and of the people in contact with them. Furthermore, the members of the organization participate in the drills held by certain search and rescue teams and civil defence organized regionwide in addition to the drills organized within the organization to keep the knowledge and skills lively and updated. This type of interpreting which aims to provide communication aid especially during the search and rescue operations is unique to Turkey. This paper, within the scientific frame of the relevant literature, describes the foundation, organization, training, accomplishments and weaknesses and future actions of this endeavour in its tenth anniversary, with an aim to be an example for the multilingual countries vulnerable to disasters, to inform them that aid will be provided in case they need it and guidance will be given to them if they want to establish such type of interpreting training organization in their own countries. (HE)*

**Doğan, Aymil.** 2014. *Sözlü ve Yazılı Çeviri Odaklı Söylem Çözümlemesi (Interpreting and Translation– Focused Discourse Analysis)*. Ankara: Siyasal Publ. House. (HE)

**Ebbing, Stephanie.** 2014. *Dolmetscher und Dolmetschen in Jugendbüchern – eine Analyse von Herbert Kranz' „Befehl des Radscha“ und Rossana Guarnieris „Allô? ...ici l'interprète!“*. Johannes Gutenberg-Universität Mainz, FTSK Germersheim. Unveröffentlichte MA-Arbeit. (DA)

\* This MA thesis deals with the representation of interpreters in literature for adolescents. The author analyses Herbert Kranz' *Befehl des Radscha* and compares it to Rossana Guarnieris *Allô? ...ici l'interprète!* Special attention is drawn to the differences that exist between the descriptions of interpreters in fiction for adolescents on the one hand and adult literature on the other. Since the analysis shows that both books convey a rather distorted and stereotyped image of the interpreter's profession, about 30 adolescents have been interviewed in order to verify if they share the ideas that can be found in the stories. The results of this survey are presented in the last part of this thesis.

**Gile, Daniel.** 2015. Analyzing Translation studies with scientometric data: from CIRIN to citation analysis. *Perspectives: Studies in Translatology* 23:2. 240-248.

\* *About the beginnings of scientometrics in TS and IS, and about their use for researcher training.*

**Kurultay, Turgay & Bulut, Alev.** 2012. Toplum Çevirmenliğine Yeniden Bakışta Afette Rehber Çevirmenlik (Re-Evaluating Community Interpreting: Emergency & Disaster Interpreting). *Istanbul*

*University Journal of Translation Studies* 3:6. 75-102.

<http://www.journals.istanbul.edu.tr/iuceviri/article/view/5000066463>

*\*This study aims at revisiting the sub-field of interpreting that covers the rendering of social services to those who need them, namely Community Interpreting (CI), under the light of examples set by Emergency and Disaster Interpreting (Afette Rehber Çevirmenlik/ARÇ) as a type emerging from Turkish experience and thus re-evaluating both the concept of CI and the specifying aspects of ARÇ as a sub-field of it. (HE)*

**Nguyen, Van Thi Minh.** (Tokyogaikokugodaigaku) 2014. Information explicitation strategies in Japanese-Vietnamese interpreting. (in Japanese). *Interpretation and Translation Studies* 通訳翻訳研究 14. 15-35.

*\* A simulated meeting between a Japanese and a Vietnamese, with interpreters dialogue-translating their conversation both ways, apparently in short consecutive without notes, the focus being on information explicitation. Types of information explicitation were identified and counted, and their alleged efficiency in the interpretation product was assessed. Interestingly, the overwhelming majority of bibliographical references come from written translation, with only two from interpreting.*

**NIU, Lixia & WANG, Yuehong** (School of Foreign Languages, University of Shanghai for Science and Technology). 2015. The characteristics and strategies of court interpreting in small claims cases (in Chinese). *Chinese Science and Technology Translators Journal*. 2. 19-21.

*Abstract: Taking a small claim case on June 17, 2014 in Provincial Court of British Columbia, Canada as study subject, this article analyzes the characteristics of small claims cases in court interpreting from the aspects of language, professional background knowledge and cross-culture issues, and proposes pertinent strategies.*

*Key Words: court interpreting; small claims; characteristics; strategies*

*\* A general theoretical study. (YDW)*

**Uková, Martina.** 2015. *Role tlumočnicka v zónách konfliktu (The Role of the Interpreter in Conflict Zones)*, M.A. thesis, Institute of Translation Studies, Charles University in Prague. Director: PhDr. Jaroslav Špírk, Ph.D. (IC)

*\* This thesis presents a general overview of some basic characteristics of interpreting in conflict zones. The theoretical part characterizes historical development of interpreting in conflict zones and describes the legal status of interpreters working in such an environment based on the international humanitarian law. The following section describes the use of interpreters in the Czech Army, examines the language training of the Czech soldiers and defines a summary of the past and current missions of the Czech Army. These descriptions serve as a basis for the empirical section of this thesis, which analyzes responses of Czech soldiers represented in a questionnaire survey that aimed to clarify their experiences with interpreting in foreign missions of the Czech Army. The survey shows that the Czech soldiers appreciate the quality of interpreting in foreign missions and prefer to use the local civilian interpreters.*

*Key words: interpreter, conflict zone, civilian, combatant, Czech Army.*

\* \* \*

### Statistics that shimmer but are not necessarily gold

Daniel Gile

Suppose you had recordings and transcripts of all original speeches made at an interpreter-mediated meeting and all interpretations thereof, plus all assessments of the quality of each interpretation, plus demographic data about all interpreters. With statistics, you could do many things. *Inter alia*, you could look at the shape of the distribution of lengths of original speeches and of their target versions, at the shape of the distribution of ages of interpreters (and calculate in what way and by how much they deviate from Gaussian distribution), but also at the shape of the distributions of the word “and” and equivalent conjunctions in various languages and its translation across the source and target speeches, at correlations between the proportion of “and” omitted in target speeches and the age or gender of the interpreters, or between the length of sentences in the target speeches and quality assessment scores, you could test the hypothesis that the distribution of words in the output of female interpreters aged 25 to 34 is different from the distribution of words in the output of male interpreters aged 50 to 59. You could add to the list dozens of calculations, some using very sophisticated techniques, and perhaps impress some readers not familiar with mathematics and statistics.

But in terms of research, what would you gain? Statistical analysis of “noise” from outer space (“cosmic noise”) to detect possible regularities that would indicate the existence of a meaningful phenomenon makes sense, because this is the best way, and sometimes the only way to detect certain phenomena. But in research on translation and interpreting, there are many tangible indicators and sources of information other than statistical regularities to draw on when seeking answers to research questions. And far less signal to analyze. All the statistical investigations listed above share one feature: they seem pointless, wasteful, unlikely to contribute significantly to our knowledge about interpreting – unless they are used against the background of a particular hypothesis or theory.

Some young researchers in IS seem to feel a strong and perhaps excessive attraction to statistics, just like a few years ago, a number of Translation Studies researchers felt a strong attraction to corpora-based techniques for the study of translation (and interpreting): instead of thinking about phenomena they wanted to study, of research questions to which they sought answers, and then considering corpora-based techniques as one potential set of research possibilities, they apparently decided they would use such techniques without first considering the pros and cons. It turned out many completed corpora-based studies were flawed in terms of sampling and indicators, others generated robust quantitative findings which were of little relevance to questions taken up in the TS community, and still others generated interesting findings, but at far too high a cost – similar findings could have been obtained with better targeted analysis of much smaller corpora and with fewer tools.

Statistics offers increasingly powerful tools to describe, to analyze, to detect trends, but their usefulness depends strongly on appropriate use in the right circumstances. What is the point of having a powerful engine in your car if you are going to drive from your home to the next supermarket located less than a kilometer away, at a time when traffic is heavy and you are only going to buy one bottle of water? A bicycle can be a far better option to meet your needs. How powerful is a statistical analysis of a heterogeneous population when you have good reason to believe the distribution of the relevant variable varies greatly from one sub-population to the other (for instance the number of working languages among interpreters in West-European countries as opposed to Far-Eastern countries)? If you are going to measure the mean velocity of an automobile going from point A to point B, how powerful is a statistical analysis of data from highways only, when you know that besides highways, the itinerary

from A to B includes stretches of crowded urban roads and stretches of narrow, winding mountain roads?

Research is not about using the most sophisticated available technique or technology. It is about observing, thinking, asking questions and finding the most suitable tools to seek answers to them. In many cases, simple descriptive statistics are just as powerful as complex statistical models and inferential tools. As can be seen when reviewing manuscripts, theses and dissertations, at this point, in many cases, we learn more about interpreting (and translation) from plain (but careful) observation and from interviews and questionnaires than from sophisticated experimental designs. Eventually, this may change, and sophisticated techniques will be very useful to bring our knowledge further. This is why knowing about them, and perhaps learning how to use them – if proper guidance is available – is useful. But let us make use of the healthy scepticism which is often described as fundamental to scientific research when considering not only beliefs and inferences from data, but also research tools and paradigms. In research as in other walks of life, all that shimmers is not gold.

\* \* \*

## **‘Tactics’ vs. ‘strategies’ in interpreting**

**Daniel Gile**

It may be trivial to recall that names and terms are fundamental tools in verbal communication, but perhaps less trivial to point out that the importance of using one term/name consistently for one particular entity varies greatly, even in academic debates.

In some cases, using words inconsistently creates ambiguity, and in others, it does not. I tend to use ‘Translation Studies’ or ‘TS’, which I do not like, because it has now become standard, but do not view as problematic the alternative use of ‘Translatology’ by some authors. I also use ‘Interpreting Studies’ for the same reason, but though, according to Pöchhacker, I am the person who coined the term ‘Interpretation Studies’ as a disciplinary label for research into interpreting, I am not particularly attached to it.

So why insist on ‘tactics’ when almost everybody else uses ‘strategies’? The question comes up time and again, from students and colleagues alike, with requests for explanations.

Interpreters make choices. Many, typically about preparation for conferences, are made ‘offline’, days, hours or at least minutes before the assignment, with a possibility of taking some time to think of the pros and cons of various options. Interpreters may decide to print out some preparatory documents and bring them to the booth or just keep them as files in their computer, to prepare a specific glossary or not, to look up information on a certain website. Other examples of such offline choices with the same fundamental characteristics are the decision to accept or refuse an interpreting assignment, to hire or recommend a colleague for an assignment, to start working towards the acquisition of a new C language, to take a sabbatical for that purpose, etc.

Others choices typically come in when a problem arises and needs to be solved immediately. For instance, when, in a booth, the interpreter has not understood a word just uttered by a speaker and needs to decide what to do about it on the spot. Replace it with a hypernym, reproduce it in the target language as it is, omit it, ask the boothmate whether s/he has understood it?

The first set of examples are typical of what I call strategies, and the second example illustrates what I call tactics. In military jargon, which was adopted in other fields as well, including management studies, tactics are ‘local’ decisions (in this case, they apply to just the one word that was not understood by the interpreter), with expected immediate and short term effects, and strategies are more general (they affect much more than the one specific term which was missed online) and target

longer-term effects. Note that interpreters may develop certain strategies and then apply them to solve a local problem online as well. For instance, in a particular language combination, say English into French, and in a particular field such as information technology, an interpreter may have developed a general strategy of just repeating English terms when s/he does not know the equivalent French term. In such a case, the online decision to do so for any technical IT term that comes up can be considered the implementation of a strategy, not a tactic. But this does not change the basic distinction between the two.

Psychologists have adopted one of the terms, 'strategies', though not quite with the same meaning as explained above, so why not accept this usage? Is it useful to make a distinction between the two types of decision-based action in IS?

My contention is that it is when looking at interpreting behavior, because the determinants of strategies and tactics are not the same, with implications as regards the study of performance, training, assessment etc. For instance, strategies can generally and mostly be taught as declarative knowledge, are acquired faster than tactics, and depend less on expertise (in the cognitive psychology sense) than tactics, which depend much more on cognitive skills, including language skills, and are implemented under generally much higher cognitive pressure.

It follows inter alia that differences between advanced learners and beginners can be assumed to be larger with respect to tactics than with respect to strategies, and identifying experts is probably easier through scrutiny of their tactics than through the study of their strategies.

If research consists in exploring ever more deeply reality around us, what is better? Merging tactics and strategies into a single category and waiting until exploration sets them apart anyway, or taking advantage of what we already know about them to study them as distinct categories?

Of course, speaking of 'tactics' vs. 'strategies' is not the only option. Other terminological distinctions could be made, for instance 'online strategies' vs. 'offline strategies', 'local strategies' vs. 'regional strategies', etc. My own preference goes to one-word terms which already exist, hence 'tactics' and 'strategies'.

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