

# ***THE CIRIN BULLETIN***

## ***Conference Interpreting Research Information Network***

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

***BULLETIN n°53  
January 2017***

***Editor: Daniel Gile (DG)***

**Contributions were also received from:**

**Dörte Andres (AD), Patrizia Cavallo (PV), Ivana Čeňková (IC), Vinícius Nascimento (VN),  
WANG Binhua (BW), YU Dewei (YDW)**

**Editorial address:**

**D. Gile, 18, rue Alexandre Guilmant, 92190 Meudon, France**

**e-mail: [daniel.gile@yahoo.com](mailto:daniel.gile@yahoo.com)**

**Web site: <http://www.cirinandgile.com>**

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.

\* \* \*

### ***EDITORIAL***

#### ***TIS***

For a number of years, the acronym TIS – for Translation and Interpreting Studies – has been used by some authors, especially in China, instead of the more canonical ‘TS’ in publications on interpreting. TS may have been meant by James Holmes to be the generic term, encompassing both translation and interpreting, but it does seem that in the mind of most people, it evokes mainly written translation. In view of the spectacular growth of IS over the past one to two decades, especially thanks to the development of research into community interpreting and the inclusion of signed language interpreting, the term TIS, which suggests a federation-type structure of the field, is becoming more attractive to this analyst. TS would no longer be the umbrella term, but the written translation part of TIS, and IS its spoken and signed counterpart. It should not be too difficult for scholars to start using ‘TIS’. The meaning of ‘TS’ would become ambiguous for a while, but the change may well be worthwhile for the purpose of awareness raising to the importance of research into interpreting.

#### ***Invited speakership***

Some of us are lucky to be invited more or less regularly to TIS conferences as plenary speakers. This is a good opportunity to meet with other colleagues and get acquainted with new work. Most of the time, invited speakers also benefit from friendly, sometimes warm and generous hospitality. And yet, at

times doubts arise as to their actual function or role. Are they expected to provide deep/fresh/inspiring input on a particular theme or topic? This is the most challenging and perhaps the most satisfying case, what I consider the default value. When I receive an invitation to speak, I either decline because I do not feel competent enough to contribute a presentation worthy of the time it will take, or accept and do my best to compose and present a relevant talk with at least some innovation, some potential usefulness to the target audience. Whether I succeed in that endeavor or not is a different issue, but I do my best. At times I find myself among plenary speakers, both local and international, who do not speak to the theme at all, with no real research-related substance that I can detect, and seem to have a different agenda. That personal and institutional aspirations and action sometimes take precedence over research per se is a fact of life. That invited speakers occasionally accept invitations to indulge in ‘academic tourism’ is another. But it would be a mistake to overlook the desire of many to be useful, especially when they travel from afar and when they squeeze in a visit and plenary presentation into a heavy schedule. Or their frustration when they feel they have only been invited to attract participants or somehow raise the prestige of the inviting institution. Or when they find out that most of the (interesting) parallel sessions are in a language they do not understand and they are not given the opportunity to attend with whispered interpreting for their benefit, at least for some. Or their satisfaction when they are asked to contribute one more lecture, a seminar, some time for consultations with graduate students and young researchers, and can then fly back home with the feeling they have learned something and perhaps been of some personal use (as opposed to institutional use) to at least a couple of colleagues.

There is much material in this issue of the *Bulletin*, and there is more which I have not had time to include and which will have to wait until the next issue, in July. There is also an increasing proportion of material beyond conference interpreting, material which was either sent to me for posting (as is the case for some theses from Charles University, Prague), or which I have chosen to list because I find it worthy of particular interest.

### ***Bulletin n°53 statistics***

There are 88 conference-interpreting related bibliographic items in this issue, at least 35 of which are empirical research reports (this information is not available for 13 items). The proportion of empirical texts is a bit lower than in previous issues, which is associated with a large number of didactic texts which are more prescriptive in nature. Indeed there are 32 training-related texts, including empirical reports, accounting for 36% of the items in this issue, including 19 chapters in a Polish collective volume. Interpreter training seems to be as popular a topic as ever. Cognitive issues, including research on the interpreters’ working memory, are the focus of 12 out of the 88 items, and consecutive, which is still very topical in CIR publications, often in the context of training, but also in a professional context, is addressed in 11 items.

Sixty three out of the 88 items are articles (as opposed to monographs, collective volumes, theses and dissertations, 32 are from journals and 31 from collective volumes, though the distinction gets blurred when special issues of journals are considered collective volumes, as is the case of special issues of *Monti*.

The largest number of items in the conference interpreting part of this issue (21 of them) come from Poland, with a collective volume on interpreter training and with research on interpreting cognition investigations by Chmiel. China ranks second with 12 items (thanks to YU Dewei’s contribution), along with Brazil (thanks to information sent in by Patrizia Carvalho).

### **Noteworthy in *Bulletin n°53***

There are many individual and collective publications which deserve attention, but I should like to highlight a few which are not necessarily from within conference interpreting:

TIS is lively in Brazil, though most of us fail to realize this because we are only aware of material published in English, and much is published in Portuguese. Nogueira's 2016 MA thesis is an interesting example where conference interpreting research and signed language interpreting research meet, and in Nascimento's 2016 doctoral dissertation on signed language interpreter training, ergology meets interpreting studies.

TIS is also lively in Japan and offers much interesting material in Japanese. With respect to publications in English, in Matsushita's 2015 doctoral dissertation, journalism meets translation studies, and in Tamura Ito's 2016 MA thesis, legal studies and forensic linguistics meet court interpreting.

Finally, historical investigation is gaining ground – and volume – in interpreting studies. Takeda, who, while teaching at MIIS in Monterey, completed a doctoral dissertation on the history of interpreting at Universitat Rovira I Virgili in Tarragona, Spain (see *Bulletin* n°36), moved back to Japan and is now at Rikkyo University in Tokoy. Her common initiative with Jesús Baigorri Jalón from Salamanca, Spain, which resulted in a collective volume, is another positive development in international historical research into interpreting, with more reflection on methodology.

Daniel Gile

## RECENT CIR PUBLICATIONS

### ARTICLES

#### FROM BRAZIL

**Azenha, João J.** 2013. A competência cultural e competência linguística na formação de tradutores e intérpretes: dois conceitos distintos? *Tradução em revista*, Rio de Janeiro, 14:1.121-136, (Cultural competence and linguistic competence in translator and interpreter training):

<http://www.maxwell.vrac.puc-rio.br/22042/22042.PDFXXvmi=46xN7xGd4I3mr49c7sMc5fPmNDNlz hPEEnsul9JpRMNkQWxZqkbwA2TnFI7f0xUomnUJxE9qqxMhVkgmFsTfvOEbwMrwKnV7MRQkv1LWZxfUTwiz0cPv1tLxgb62z29IU1Hq2to23FxWcgvdtkuQs47FaafdjC8kkAnOZpREoOQFk49HOFxiJGZUQf9bRhwdRV2RITvLIInq4sBMigLC13CWUR66KnExgA08WUFIE4aJxLvQ3Rs5V52Qx8xIwCGN>

**Camargo, Patrícia G.** 2014. Competência em interpretação - um breve estudo da interpretação em língua B. *TradTerm*, São Paulo, v. 23, 13-33. (interpreting competence, on interpreting into one's B language) <<http://www.revistas.usp.br/tradterm/article/view/85506/88295>>.

**Cavallo, Patrizia & Reuillard, Patrícia C. R.** 2016. Estudos da Interpretação: Tendências Atuais da Pesquisa Brasileira. *Letras & Letras*, Uberlândia 32:1. 353-368. <<http://www.seer.ufu.br/index.php/letraseletras/article/view/33199/18704>>.

\* *Overview on interpreting studies in Brazil.*

**Freire, Evandro L.** 2008. Teoria Interpretativa da Tradução e Teoria dos Modelos dos Esforços na Interpretação: proposições fundamentais e inter-relações. *Cadernos de Tradução*, Florianópolis 2: 22. 151-174. <https://periodicos.ufsc.br/index.php/traducao/article/view/2175-7968.2008v2n22p151/9413>.

\* *Somewhat old. Interpretive Theory and the Effort Models face to face.*

**Ginezi, Luciana L.** 2014. Desafios para a construção de um corpus de aprendizes de Interpretação Simultânea. *TradTerm*, São Paulo, v. 23. 165-191.

<<http://www.revistas.usp.br/tradterm/article/view/85576/88364>>.

\* *This paper presents methodological issues in constructing a CAIS - Corpus de Aprendizes de Interpretação Simultânea (Simultaneous Interpreting Learners Corpus)*

**Pagura, Reynaldo J.** 2012. A Teoria Interpretativa da Tradução (*Théorie du Sens*) revisitada: um novo olhar sobre a desverbalização. *TradTerm*, São Paulo, v. 19. 92-108.  
<<http://www.revistas.usp.br/tradterm/article/view/47347/51084>>.

\* *The author reviews criticism and arguments in favor of the use of the deverbalization concept in interpreting studies.*

**Pagura, Reynaldo J.** 2014. Formação de intérpretes: a consecutiva como base da simultânea. *TradTerm*, São Paulo. 23. 109-120. <<http://www.revistas.usp.br/tradterm/article/view/85569/88358>>.

**Romão, Tito L. C.** 2014. A tomada de notas em interpretação consecutiva: algumas considerações históricas. *TradTerm*, São Paulo 24. 281-300.  
<<http://www.revistas.usp.br/tradterm/article/view/96572/95784>>.

**Sampaio, Glória R. L.** 2014. Undergraduate research on sight translation: implications on interpreter training. *TradTerm*, São Paulo v. 23. 121-139.  
<<http://www.revistas.usp.br/tradterm/article/view/85572/88360>>.

\* *The paper reports on a combination of 4 undergraduate studies on sight translation and simultaneous interpreting with text (which the authors seems to consider a sub-category of sight translation). Observation of students doing sight translation, questions and interviews were used to collect data on students', trainers' and professionals' perception of sight translation, its difficulties, its relevance in professional life.*

#### **FROM CHINA** (most of the entries were sent in by YU Dewei)

**CHA, Jianshe** (Yunnan University of Finance and Economics/The Hong Kong Polytechnic University). 2016. The past, present and future of aptitude tests for interpreting (in Chinese). *Chinese Translators Journal* 4. 54-60.

\* *This study is primarily a review of research on aptitude for interpreting and its test. On that basis, the author puts forward some suggestions on how to conduct follow-up research on aptitude for interpreting and aptitude tests. (YDW)*

**CHENG, Xin** (Dalian Maritime University). 2016. Tactics for sight translating formulas of mathematics, chemistry and physics (in Chinese). *Chinese Science & Technology Translators Journal*. 29:3. 12-15.

\**Abstract: This article analyzes the difficulties in sight-translating formulas in mathematics, physics and chemistry, using the theories of Cognitive Academic Language Proficiency (CALP) and Common Underlying Proficiency (CUP). The forms, structures, logical sequences and semantic meanings are studied in different elements of the formulas. Proposed are three strategies, which include the so-called "linear translation" of mathematical formulas, "linear reading" and "terminology reading" of chemical formulas, and "linear reading+explanation" of physics formulas. (YDW)*

*Key words: sight translation; formulas of mathematics; chemistry and physics; tactics cognition*

\* *A general theoretical study.*

**GAO Bin & CHAI Mingjiong.** 2014. A Citation Analysis of Simultaneous Interpreting Studies in China. (English translation of the same paper published in Chinese in the *Chinese Translators Journal*, 2010 (4): 15-20 (see *Bulletin* n°41, December 2010)). *East Journal of Translation*, 2014 Special Issue. 16-23.

**GAO, Bin** (University of International Business and Economics) & **Chai, Mingjiong** (Shanghai

International Studies University). 2016. Researching simultaneous interpreters' cognitive processing competence: Methodological issues and pedagogical implications (in Chinese). *Chinese Translators Journal* 6. 43-47.

*\*Abstract: Simultaneous interpreters' cognitive processing competence is one of the core research areas in interpreting studies. In view of the complexity of simultaneous interpreting process as a whole and the difficulties confronting its exploration, scholars in this field have chosen to conduct a number of controlled experiments on its self-contained sub-processes. However, such studies have so far yielded only conflicting findings on interpreters' competence in language comprehension or in phonological and semantic retention in working memory. This paper is an attempt to account for and to deal with the contradictory findings by examining the methodological issues involved and discussing their pedagogical implications as well.*

*Key words: interpreting; simultaneous interpreting; cognitive processing competence; working memory*

*\* This study examines the methodological issues of previous research on simultaneous interpreters' cognitive processing competence and discusses the pedagogical implications of the relevant research findings. (YDW)*

**KANG, Zhifeng** (Fudan University). 2016. The negative effect and synergism of meta-emotion on college students' interpreting (in Chinese). *Chinese Science & Technology Translators Journal*. 29:3. 16-20.

*\*Abstract: This study reports on a psychological test on 151 undergraduates and 20 MTI postgraduates at Fudan University (TMMS and EPQ) (YDW).*

**KANG, Zhifeng** (Fudan University). 2016. Synergism of STM and effectiveness of simultaneous interpreting (in Chinese). *Foreign Language Education*. 37:4. 100-14.

*\*This study, through live simultaneous interpreting (SI) experiments and observations of MTI students that the researcher has taught at the SI classroom in the College of Foreign Languages and Literatures at Fudan University, analyzes their STM abilities. (YDW)*

**LIU, Jianjun**. 2010. "英语专业本科学士汉英交传笔记特征一项基于学生交传笔记的实证研究 'Note-taking characteristics of English majored undergraduates in Chinese-English consecutive interpreting: an empirical study based on students' consecutive interpreting notes.'" *外语界 [Foreign Language World]*.

*\* Reference found in CHEN, Sijia, 2016. No further details are available.*

**LU, Xinchao** (Beijing Foreign Studies University). 2016. Interpreter Training 4. 0 in China: Practeasearcher Model (in Chinese). *Journal of Foreign Languages* 39:3. 63-73.

*\*Abstract: China's interpreter training has been gaining momentum, teaching facilities have been greatly improved but the teachers' quality, teaching processes and methods as well as teaching materials remain largely unchanged. Based upon Anderson's Adaptive Control of Thought Theory and mainstream interpreting teaching practices both at home and abroad, the paper proposes the Practeasearcher (Practitioner + Teacher + Researcher) Model in which interpreting is taught by seasoned interpreting professionals with rich interpreter training and research experience and the teaching processes, methods and materials fully reflect market needs.*

*Key words: interpreting teaching model; Adaptive Control of Thought Theory; practeasearcher; teaching processes; teaching methods*

*\* A general theoretical study drawing on Anderson's Adaptive Control of Thought Theory and mainstream interpreting teaching principles to put forward a teaching model for interpreting. (YDW)*

**SONG, Jing** (Guangxi University). 2016. The ameliorating effect of prefabricated chunks on consecutive interpreting performance: An empirical study (in Chinese). *Chinese Translators Journal* 4. 61-64.

\* Using 26 senior students majoring in English, this experimental study examines the role prefabricated chunks play in the enhancement of consecutive interpreting quality. (YDW)

**WANG, Jianhua** (Renmin University of China). 2016. Effects of chunk cognition training on fluency of simultaneous interpreting: An empirical study (in Chinese). *Foreign Language Teaching and Research*. 48:5. 765-775.

\*Abstract: Fluency is considered to be a key factor in evaluating simul-interpreting performance. This study, based on features of conference interpreting, designed a chunk cognition pedagogy (CCP) and tested its usefulness. The test consists of two rounds of cognitive experiments. The experimental and control groups have 15 subjects in each experiment, 30 in total. Each round lasted 16 weeks. The t-test shows significant difference between the two groups in pauses, unfilled spaces, hesitations and repairs as 4 indices for Chinese-English (C-E) simultaneous interpreting. While in English-Chinese (E-C) interpreting, t-test results show significant difference only for pauses, hesitations and repairs. No significant difference is found in the index of repetition either in C-E or E-C simul-interpreting. It is also found that repetition is often used for keeping fluency in simultaneous interpreting and also unfilled space as an ellipsis strategy in E-C interpreting. CCP can significantly promote simultaneous interpreting learners' fluency.

Key words: chunk cognition pedagogy; conference interpreting; fluency (YDW)

**YU, Jing** (Hangzhou Dianzi University/The Hong Kong Polytechnic University) & **WANG, Binhua** (Center for Translations Studies, University of Leeds). 2016. Exploring interdisciplinary approaches in interpreting studies as seen from the multiple perspectives of translation studies (in Chinese). *Journal of Foreign Languages*. 39:4. 84-93.

\*Abstract: Despite the boom of publications in Interpreting Studies (IS) in China in the past decade, a lack of interdisciplinary perspectives has become a bottleneck in its development. This article explores several inter-disciplinary approaches to IS by borrowing from multiple theoretical perspectives and inter-disciplinary approaches from translation studies. Based on an analysis of recent publications in the West in the past decade, this article delineates four major promising inter-disciplinary approaches, (linguistic, cultural, sociological and historical) in order to expand IS in China with substantial suggestions on research topics and approaches.

Key words: Interpreting Studies; inter-disciplinary approaches; translation studies; multiple perspectives (YDW)

**ZHONG, Weihe & ZHAN, Cheng** (Guangdong University of Foreign Studies). 2016. On the establishment of a teaching system for interpreting majors: A case report of theory and practice of the teaching system at Guangdong University of Foreign Studies (Case report 1) (in Chinese). *Chinese Translators Journal* 6. 39-42.

\*This is the first of a series of papers that report on the teaching system of Guangdong University of Foreign Studies, one of the first few universities that initiated translation programs in China. (YDW)

## ARTICLES – GENERAL

**Babcock, Laura & Vallesi, Antonino**. 2015. Are simultaneous interpreters expert bilinguals, unique bilinguals, or both? *Bilingualism: Language and Cognition*, 1–15. doi:10.1017/S1366728915000735

\*The performance of professional interpreters (N = 23) and matched multilinguals (N = 21) was compared on memory tests, the color-word Stroop task, the Attention Network Test, and a non-linguistic task-switching paradigm. Interpreters did not show advantages in conflict resolution or switching cost where bilingual benefits have been noted. However, an interpretation-specific advantage emerged on the mixing cost in the task-switching paradigm. Additionally, the interpreters had larger verbal and

*spatial memory spans (adapted from the online abstract).*

**Baigorri-Jalón, Jesús.** 2016. The use of photographs as historical sources, a case study. Early simultaneous interpreting at the United Nations. In **Takeda & Baigorri-Jalón** (eds). 167-191.

**Bendazzoli, Claudio.** 2012. From international conferences to machine-readable corpora and back : An ethnographic approach to simultaneous interpreter-mediated communicative events. In

**Straniero-Sergio, F. & Falbo, C.** (eds). *Breaking ground in Corpus-based Interpreting Studies*. Bern: Peter Lang. 91-117.

**CHEN, Sijia.** (Macquarie University, Sydney, Australia). 2016. Note-taking in consecutive interpreting: A review with special focus on Chinese and English literature. *Jostrans* 26. 151-171.

\* *A review of the literature on consecutive.*

**Chernov, Sergei.** 2016. At the dawn of simultaneous interpreting in the USSR. Filling some gaps in history. In **Takeda & Baigorri-Jalón** (eds). 135-165.

**Chmiel, Agnieszka** (Adam Mickiewicz University in Poznań, Poland). 2012. Pamięć operacyjna tłumaczy konferencyjnych mierzona metodą RSPAN. (Working memory of conference interpreters measured with RSPAN). In **M. Piotrowska** (Ed.), *Kompetencje Tłumacza* (pp. 137–154). Krak.w: Tertium.

\* *A comparison of scores on the Automated Reading Span Task in English between 14 professional interpreters working in the Polish booth in Brussels (both for the European Commission and the European Parliament) and 24 non-interpreting bilingual controls. No difference was found, contrary to expectations.*

**Chmiel, Agnieszka** (Adam Mickiewicz University in Poznań, Poland). 2016. In search of the working memory advantage in conference interpreting – Training, experience and task effects. *International Journal of Bilingualism* 12. 1–14. DOI: 10.1177/1367006916681082

\* *The study consisted of two experiments and looked at the effects of simultaneous interpreting experience and training (through comparison of professional interpreters, interpreter trainees and bilingual controls) on working memory, at the effect of language, modality and recall on working memory scores, and at the association of memory scores in trainees with interpreting quality. Working memory scores were compared in the L2 reading span task (performed by professional conference interpreters, bilingual controls and interpreter trainees tested before and after training) and in the L1 reading span task and L1 listening span task (performed by interpreters and controls).*

*Professional interpreters consistently outperformed controls on all working memory tasks. They performed better in L1 than L2, and their scores were not affected due to modality (visual vs. auditory presentation) and recall mode (serial vs. free). Interpreter training improved working memory scores. Trainees' higher scores predicted better interpreting performance.*

*The findings suggest that interpreter training (but not experience) improves working memory capacity and predicts interpreting performance.*

**Chmiel, Agnieszka** (Adam Mickiewicz University in Poznań, Poland). 2016. Directionality and context effects in word translation tasks performed by conference interpreters. *Poznań Studies in Contemporary Linguistics*, 52(2), 269–295.

**Christodoulides, George.** 2013. Prosodic features of simultaneous interpreting. In *Proceedings of the Prosody-Discourse Interface Conference 2013 (IDP-2013)*, Leuven, 11-13 September 2013, 33-37.

**De Gregoris, Gregorio** (University of Trieste). 2014. The limits of expectations vs. assessment questionnaire-based surveys on simultaneous interpreting quality: the need for a holistic model of perception. *RITT (Rivista Internazionale di tecnica della traduzione)* 16: 57-87.

**Falbo, Caterina.** 2012. CorIT (Italian Television Interpreting Corpus): Classification Criteria. In F. Straniero-Sergio & C. Falbo (eds). *Breaking ground in Corpus-based Interpreting Studies*. Bern: Peter Lang. 155-185.

**Ferrari, Michele.** 2011. Practical Application of the SmartPen in the Working Life of an Interpreter. [http://ec.europa.eu/dgs/scic/cooperation-with-universities/universities-conferences/15th\\_dg\\_interpretationuniversiti/es\\_conference/docs/2011\\_ferrari-notes.pdf](http://ec.europa.eu/dgs/scic/cooperation-with-universities/universities-conferences/15th_dg_interpretationuniversiti/es_conference/docs/2011_ferrari-notes.pdf)

**Gentile, Adolfo** (Australia). 2016. Training, certification and qualification of translators and interpreters: Reflections on the present and the future (in English). *Chinese Translators Journal* 6. 48-52.

*\*Following a brief review of main elements in translator and interpreter training, such as teaching content, the students, teaching methods and the teachers themselves, this study examines the relationship between qualifications and certification. (YDW)*

**Hervais-Adelman, A., Moser-Mercer, B., & Golestani, N.** 2015. Brain functional plasticity associated with the emergence of expertise in extreme language control. *Neuroimage*, 114, 264–274.

**Hiltunen, S., Päakkönen, R., Vik, G. V., & Krause, C. M.** 2014. On interpreters' working memory and executive control. *International Journal of Bilingualism*, 20, 297–314.

**Injoque-Ricle, I., Barreyro, J. P., Formoso, J., & Jaichenco, V. I.** 2015. Expertise, working memory and articulatory suppression effect: Their relation with simultaneous interpreting performance. *Advances in Cognitive Psychology*, 11(2), 56–63.

**Macnamara, B. N. & Conway, A. R. A.** 2015. Working memory capacity as a predictor of simultaneous language interpreting performance. *Journal of Applied Research in Memory and Cognition*, 1–9. Advance online publication. doi:10.1016/j.jarmac.2015.12.001

**Morales, J., Padilla, F., Gomez-Ariza, C. J., & Bajo, M. T.** 2015. Simultaneous interpretation selectively influences working memory and attentional networks. *Acta Psychologica*, 155, 82–91.

**Paskal, I., Chmiel, A., & Janiak, A.** 2006. Acquisition of the simultaneous interpreting skill and its effect on the working memory processing of linguistic material. In **Dziubalska-Kolaczyk, K.** (ed.), *IFAtuation: A Life in IFA. A Festschrift for Professor Jacek Fisiak on the Occasion of His 70th Birthday* (pp. 519–537). Poznań: Wydawnictwo Naukowe UAM.

**Rosado, Tony.** 2013. Note-taking with iPad: Making our Life Easier. <https://rpstranslations.wordpress.com/?s=Note+Taking+with+iPad%3A+Making+our+Life+Easier>.  
*\*From a blog*

**Russo, Mariachiara; Bendazzoli, Claudio; Sandrelli, Annalisa & Spinolo, Nicoletta.** 2012. The European Parliament Interpreting Corpus (EPIC): Implementation and developments. In F. Straniero-Sergio & C. Falbo (eds). *Breaking ground in Corpus-based Interpreting Studies*. Bern: Peter Lang. 53-90.

**Salaets, Heidi & Theys, Laura** (KUL Leuven, Belgium). 2016. Link Words in Note-taking and Student Interpreter Performances: An Empirical Study. *IJIE* 8:2. 20-33.

*\* Thirteen 1st year MA interpreting students interpreted a French speech into Dutch consecutively in class, and the non/mis-/rendition of conceptual links in the speech was compared with the presence or absence of link words in their note in abbreviated form and in the margin of the pages on which notes were taken. No overall assessment of the quality of their consecutive rendition of the speech was attempted. The rationale underlying the authors' conclusions is puzzling to this reviewer (DG)*

**Stavrakaki, S., Megari, K., Kosmidis, M. H., Apostolidou, M., & Takou, E.** 2012. Working



memory and verbal fluency in simultaneous interpreters. *Journal of Clinical and Experimental Neuropsychology*, 34, 624–633. doi:10.1080/13803395.2012.667068

**Togato, G., Paredes, N., Macizo, P., & Bajo, T.** 2015. Syntactic processing in professional interpreters: Understanding ambiguous sentences in reading and translation. *Applied Linguistics*, 1–19. doi:10.1093/applin/amv054

## COLLECTIVE VOLUMES/SPECIAL ISSUES WITH CONTENT

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

In **Calvo Rigual, Cesáreo & Spinolo, Nicoletta** (eds) (Universitat de Valencia & Università di Bologna (Forli) respectively). 2012. *Translating orality La traducción de la oralidad. Monti 2016*, special issue 3.

*A special issue devoted to orality in various settings of translation and interpreting. Those which refer directly to conference interpreting in a wide sense are listed here, but there are other interesting papers in this special issue, which can also be read online at <https://dialnet.unirioja.es/ejemplar/444386>*

**Bani, Sara** (Universidad de Catania). 2016. La deixis personal en la interpretación simultánea del español al italiano. In Calvo Rigual & Spinolo (eds). *Monti 2016 Special Issue 3*. 323-338.

*\* An investigation of the rendition of first person singular and plural in Spanish speeches simultaneously interpreted into Italian during a journalism festival.*

**Bertozi, Michela** (Università di Bologna Forli). 2016. Distinctive features of orality in a microlanguage: the Italian language in the plenary sessions of the European Parliament. Some preliminary observations. In Calvo Rigual & Spinolo (eds). *Monti 2016 Special Issue 3*. 339-366.

*\* 39 Italian speeches from the European Parliament which were interpreted into Spanish collected from the European Parliament Television Platform were analyzed in terms of type of delivery, speech length, topic, filled pauses, silent pauses, vowel lengthening, false starts and self-corrections, speed, opening formulas, closing formulas, unmodified English loanwords, proper names and acronyms. The most interpreting- and training-relevant features were a high number of written-to-be-read texts, the prevalence of short speeches with a very specific topic, the strong incidence of pauses, false starts and self-corrections, the presence of English loanwords and the tendency to use specific opening and closing formulas.*

**Collados Aís, Ángela.** 2016. Evaluación de la calidad y entonación del intérprete de simultánea: pautas evaluadoras. In Calvo Rigual & Spinolo (eds). *Monti 2016 Special Issue 3*. 213-238.

*\* On simultaneous interpreting quality assessment, with a focus on intonation. Groups of assessors with different degrees of familiarity with interpreting were asked to assess interpretations, some of which were manipulated with respect to intonation monotony. The author looks at links between familiarity and assessment patterns. Little information is presented in the paper on the speeches, on the interpreters and on the specific conditions under which the experiment was conducted.*

**De Gregoris, Gregorio** (Università di Trieste). 2016. A proposal for an assessment of voice quality in TV broadcast simultaneous interpreting through a gestaltic approach: theoretical paradigm for a new questionnaire. In Calvo Rigual & Spinolo (eds). *Monti 2016 Special Issue 3*. 273-306.

*\* A methodological proposal and overview of items in a questionnaire developed by the author.*

**Iglesias Fernández, Emilia.** 2016. Interacción entre velocidad de elocución, grado de oralidad e implicación emocional del *input* y percepción de dificultad: un estudio preliminar. In Calvo Rigual & Spinolo (eds). *Monti* 2016 Special Issue 3. 239-272.

*\* A set of recordings of short statements by native British and Irish members of the European Parliament, 3 of them fast and 3 relatively slow were assessed for interpreting difficulty by 6 teachers and 5 experienced practitioners of interpreting. Other observations were made regarding the mode of presentation (read, spontaneous etc.), prosodic expressivity, orality and emotionality. Inter alia, the author found no clear link between delivery speed and subjective feeling of difficulty. Note that the assessors only listened to the speeches – they did not interpret them.*

**Russo, Mariachiara** (University of Bologna at Forli). 2016. Orality and gender: a corpus-based study on lexical patterns in simultaneous interpreting. In Calvo Rigual & Spinolo (eds). *Monti* 2016 Special Issue 3. 307-322.

*\* A study of lexical variety and lexical density in source and target speeches in EPIC, the European Parliament Interpreting Corpus which aimed at detecting gender-related differences in both variables. Some preliminary trends are presented.*

In **Chmiel, Agnieszka & Janikowski, Przemyslaw** (Eds). 2015. *Dydaktyka tłumaczenia ustnego (Interpreter training)*. Katowice : Stowarzyszenie Inicjatyw Wydawniczych.

[https://www.researchgate.net/publication/292318807\\_Dydaktyka\\_tlumaczenia\\_ustnego](https://www.researchgate.net/publication/292318807_Dydaktyka_tlumaczenia_ustnego)

*\* A collective volume, entirely in Polish but with an abstract in English at the end of each chapter, devoted to interpreter training. The titles and the abstracts of the individual chapters (see Articles section) give the impression of a particularly comprehensive collection, with both theoretical and practical suggestions. A full review of the book in English might give readers and interpreter trainers a better idea, and perhaps lead to a suggestion to translate it into English for the benefit of more readers, since most of the chapters are of general relevance even if some of them refer specifically to issues that arise when interpreting into Polish.*

*The abstracts below are essentially adapted extracts of the online abstracts.*

**Bartłomiejczyk, Magdalena.** 2015. Wprowadzenie Tłumaczenia symultanicznego (Introducing simultaneous interpreting). In Chmiel and Janikowski (eds). 207-226.

*\* Preparatory exercises which are aimed to help acquire the ability to listen and speak at the same time and to managing one's ear-voice span are offered. Following a short discussion on the usefulness of introducing a theoretical component to the training programme, the chapter outlines a number of pre-interpreting exercises which include shadowing, shadowing with gap filling, paraphrasing and a range of dual tasks. Exercises employing other interpreting modes (i.e. consecutive interpreting and sight translation) may also serve to introduce simultaneous interpreting. Last but not least, the question of selecting and adjusting source texts for beginners is discussed.*

**Chmiel, Agnieszka.** 2015. Pamięć w tłumaczeniu Konsekwentnym (Memory in consecutive interpreting). In Chmiel and Janikowski (eds). 125-140.

*\* A theoretical introduction to various types of memory, and the presentation of exercises for long term memory in the specific context of interpreting.*

**Chmiel, Agnieszka.** 2015. Przetwarzanie w tłumaczeniu symultanicznym (Reformulation in simultaneous interpreting). In Chmiel and Janikowski (eds). 227-247.

*\* This chapter focuses on processing in simultaneous interpreting, understood as a set of operations performed on the source text and tapping into interpreting techniques in order to streamline the production of the target text. First, arguments are presented to support the author's approach to training, i.e. developing isolated sub-skills of simultaneous interpreting in order to achieve higher*

*quality. By focusing on selected challenges at various stages of training, even at the expense of authenticity of interpreted texts and ecological validity, students develop coping mechanisms that they can later apply when coming across the same challenge in a more probable interpreting context. Also, the importance of discussing various solutions with students is highlighted as leading to greater awareness of techniques available to interpreters when coping with processing-related problems.*

**Gasek, Bogumił.** 2015. Przygotowanie — wiedza (Background knowledge preparation). In Chmiel and Janikoswki (eds). 60-80.

*\* Advice on transferring and acquiring particular knowledge in particular fields, using proper sources and tools (press, Internet sites, spoken corpora, course books, general and specialized bilingual dictionaries, monolingual dictionaries, professional discussion forums for translators, TV programs, recordings of interpretation at international conferences, parallel texts, guidebooks). A set of practical exercises is provided as assistance in the work of the teacher or for individual practice.*

**Gorszczyńska, Paula.** 2015. Produkcja w tłumaczeniu symultanicznym (Production in simultaneous interpreting). In Chmiel and Janikoswki (eds). 248-269.

*\* Adopting a theory-based approach to teaching simultaneous interpreting, the author recalls Hatim and Mason's textual domains theory (1977) and Gile's effort model (1995; 2009) and makes an attempt to analyze a few authentic examples of interpreting output and indicate certain mechanisms that distort the target text production. She then shares a handful of didactic methods, including exercise ideas, based on her daily experience as interpreting teacher working with Polish and English at the University of Gdansk, Poland.*

**Janikowski, Przemysław.** 2015. Rekrutacja. (Admission testing). In Chmiel and Janikoswki (eds). 21-39.

*\* Proposals for an individualised approach to formulation and verification of aptitude tests.*

**Janikowski, Przemysław.** 2015. Notowanie (Note-taking). In Chmiel and Janikoswki (eds). 141-166.

*\* The chapter sketches the development of a course in note-taking for consecutive interpreting, with a theoretical component and practical exercises. The author stresses the need to empirically verify many of the claims of translation studies regarding the note-taking process, especially in the light of availability of technical means to do so.*

**Jellec, Anna.** 2015. Przetwarzanie w tłumaczeniu konsekutywnym (Reformulation in consecutive interpreting). In Chmiel and Janikowski (eds). 167-184.

*\* Systematic practice is a must, not only when it comes to language competence, but also the cognitive apparatus required for interpreting. It is possible to fine-tune certain interpreting skills through individual practice. The chapter offers a range of exercises focusing on developing the trainees' analytical skills, reformulation and paraphrasing, as well as text condensation and verbal fluency.*

**Kajzer-Wietrzny, Marta.** 2015. Źródła internetowe pomocne w dydaktyce (Internet resources for interpreter trainees). In Chmiel and Janikoswki (eds). 395-408.

*\* An overview of online resources for students of interpreting: websites devoted to conference interpreting, speech repositories, software for interpreting practice, interpreters' blogs, internet forums, other websites containing recordings suitable for interpreting practice.*

**Korpala Paweł.** 2015. Produkcja w tłumaczeniu Konsekutywnym (Production in consecutive interpreting). In Chmiel and Janikoswki (eds). 185-203.

*\* Text condensation, coherence and cohesion, linguistic register, improvisation skills, public*

*speaking and stress are addressed, and didactic suggestions and examples of exercises that should lead to enhanced quality of interpretation are offered.*

**Kościałkowska-Okońska, Ewa.** 2015. Ocenianie (Evaluation). In Chmiel and Janikoswki (eds). 289-310.

*\* The chapter discusses quality assessment criteria applied so far in empirical research and the relation between the teacher (trainer) and the student (trainee). Then the focus shifts to assessment methods and an analytical review of assessment scales (by Schjoldager, Riccardi, Tiselius and Lee) is presented. The chapter closes with a test model that can be used for constructing individualised models designed for assessing students' interpreting performance.*

**Ligaj, Piotr.** 2015. Polszczyzna tłumaczy Pracujących w instytucjach UE (Linguistic correctness in EU institutions and the polish language summary). In Chmiel and Janikoswki (eds). 337-364.

*\* The author tries to draw a line between the types of existing norms that make sense and those that do not. The goal is to notice the forest behind the trees and the key is to reject "common sense" opinions and to take each argument to its logical conclusion. The author focuses on the role of the interpreter in maintaining a good quality of Polish and then analyses specific examples to make his point. The examples include borrowings, calques, tautologies and pleonasm, geographical names and many more. Certain examples focus on undesired hypercorrectness, problems with inflection and pronunciation. The chapter ends with useful tips for trainees on how to take care of their native tongue.*

**Machniewski, Maciej.** 2015. Praca w instytucjach Unii Europejskiej (Work in EU Institutions). In Chmiel and Janikoswki (eds). 385-394.

*\* A presentation of the work of interpreters at European Union institutions. It describes the types of employment (staff and freelance interpreters) and potential language profiles of EU interpreters. An interpretation test is described in detail and sources are identified to help find more information and sample texts used to test candidates' interpreting skills. Finally, some recommendations are offered to trainers in order to better prepare their trainees for EU accreditation tests.*

**Materniak-Behrens, Mieczysława.** 2015. Przygotowanie — język (linguistic preparation). In Chmiel and Janikoswki (eds). 40-59.

*\* The author focuses on the language production process and suggests procedures that can support students' development, in particular using the C-Test.*

**Nadstoga, Zbigniew.** 2015. Tłumacz na rynku pracy (The interpreter on the market). In Chmiel and Janikoswki (eds). 365-384.

*\* A chapter on professional etiquette, customary behavior and ethics: what happens when a client calls a conference interpreter? Is it an enquiry, an option or a firm offer? What questions should the interpreter ask to find out more about the assignment? How should availability conflicts be resolved? Who can hire conference interpreters? Is it necessary to sign a written contract? How should an interpreter prepare for the conference? What happens at the conference? How important is quality in conference interpreting and what can/should be done to deliver it? What is relay (retour) interpreting? How is interpreting for the media different from any other interpreting? What should be done to make consecutive interpreting a success? How should interpreters manage crisis situations?*

**Nowicka-Struska, Anna.** 2015. Higiena i emisja głosu (Voice training). In Chmiel and Janikoswki (eds). 81-103.

*\* A theoretical introduction to voice training for interpreting and an overview of basic procedures and exercises leading to effective voice use. Topics include: breathing, phonation, resonance, diction and articulation.*

**Spychała, Joanna Maria.** 2015. Stylistyka i kultura języka (Style and register). In Chmiel and Janikoswki (eds). 311-336.

\* *Incorrect use of Polish is a common problem of Polish A interpreting students in Poland. The author argues that language enhancement in one's Polish A should be part of the curriculum. Although the focus is on teaching Polish to interpreting trainees with Polish A, the exercises and advice can also be used in other situations (Polish as a B language, other B languages, other A languages).*

**Tymczyńska, Maria.** 2015. Aktywne słuchanie (Active listening). In Chmiel and Janikowski (eds). 104-122.

\* *Theoretical and practical. Throughout the chapter, Gile's Effort Model and Baddeley's Working Memory Model are used to analyse active listening from a cognitive perspective.*

**Woroch, Justyna.** 2015. Autopoprawki (Self-corrections). In Chmiel and Janikoswki (eds). 270-286.

\* *The chapter presents and analyzes professional and trainee interpreters' self-corrections, gathered during their work. The self-corrections are divided into corrections of translation errors and of language errors.*

## M.A. AND GRADUATION THESES

**Cavalheiro, Luciana S.** 2015. *Tomada de notas na tradução consecutiva. Referenciais e análise de métodos.* Dissertação (Mestrado em Lexicografia, Terminologia e Tradução: Relações Textuais) – Instituto de Letras, UFRGS, Porto Alegre, RS., 115 pages (PC)

\* *On note taking in consecutive interpreting.*

**Chvojková, Kristýna.** 2016. *Výslovnost vlastních jmen v tlumočnickém procesu (Pronunciation of Proper Names in Interpreting)*, in Czech, MA thesis, September 2016, Charles University, Institute of Translation Studies, director Doc. Tomáš Duběda, PhD.

\* *This thesis addresses the pronunciation of proper names in simultaneous interpreting from French into Czech. It consists of 2 parts: the 1<sup>st</sup>, theoretical part discusses the definitions, categorization and functions of proper names as described in the relevant literature. The work then focuses on adoption of loanwords in Czech and on the specific situation of proper names in simultaneous interpreting.*

*The empirical part analyses 600 personal names from speeches interpreted at plenary sessions of the European Parliament. The aim of the research is to describe the adaptation principles in pronunciation of proper names interpreted into Czech; the intelligibility of the used equivalents; and the frequency of use of female forms of surnames in the European Parliament.*

*The results show that the prevailing adaptation principle is phonological approximation, which corresponds to the rules set by the codified pronunciation standard. Other common principles are retention of the original pronunciation and spelling pronunciation. Original pronunciation is more frequent in names of French origin, whereas spelling pronunciation is found mostly in English and German names. Most of the used translation equivalents are comprehensible: the number of incomprehensible equivalents amounts to 7-11%. Surprisingly, most of the distorted renditions are found in the corpora of names from major European languages (French, German, and English) than among the names of other origin. As for the female forms of surnames, there is a strong tendency not to add the female suffix and to pronounce the surname in its basic form. (IC)*

**Drašnarová, Kateřina.** 2016. *Čínská teorie tlumočení (Chinese Interpreting Theory)*, in Czech, MA

thesis, September 2016, Charles University, Institute of Translation Studies, director Prof. Ivana Čeňková.

*\*This thesis is an introduction to Chinese interpreting theory with regard to its historical and cultural background, including a description of the Chinese interpreting scene and education of interpreters. Chinese translation theory is also explained briefly in order to serve as a reference to Chinese considerations on interpreting. The thesis introduces the most influential Chinese researchers in this area and strives to provide a general overview as well as show concrete examples and extracts from Chinese theoretical publications with special attention paid to specific features of Chinese interpreting theory. (IC)*

**Frantová, Tereza.** 2016. *Ángela Collados Aís a její přínos k rozvoji translatologie (Ángela Collados Aís and Her Contribution to the Development of Translation Studies)* in Czech, MA thesis, September 2016, Charles University, Institute of Translation Studies, director Prof. Jana Králová.

*\*This Master's thesis provides an overview of the work of the contemporary Spanish interpreter, teacher and researcher **Ángela Collados Aís**. It consists of the author's short biography, the analysis of her research in the evaluation of interpreting quality including an introduction into the issue, and an overview of her published works on interpreter training. Selected chapters include a brief subjective reflection on the text in question. The main motivation for this work was to acquaint the Czech academic community with this figure of Spanish translation studies. (IC)*

**Hamanovich, Maryna.** 2016. R. K. Min'jar-Beloručev: jeho systém tlumočnické notace v kontextu soudobých tlumočnických teorií zaměřených na konsektivní tlumočení (R. K. Minyar-Beloručev: His Note-taking System for Consecutive Interpreting in the Context of Contemporary Theories Focused on Consecutive Interpreting), in Czech, MA thesis, September 2016, Charles University, Institute of Translation Studies, director Prof. Ivana Čeňková.

*\* The thesis is a descriptive theoretical study, which aims at mapping Min'jar-Beloručev's work in the context of contemporary and modern theories and presenting a comprehensive view of his note-taking system for consecutive interpreting. The analysis of the system forms the crux of this thesis, which focuses on sources that represent the basis of the system, individual features of the system as well as factors that influenced his decisions while working on the system. Other parts of the thesis focus on a consecutive interpreting training system that was developed by him, and to some extent deal with his views on translatology as a science and the interpreting process itself. (IC)*

**Merode, Paola Davi Nolasco R.** 2012. *Bilinguismo e interpretação simultânea: uma análise cognitiva do processamento da memória de trabalho e da fluência verbal*. Dissertação (Mestrado em Letras) - Pontifícia Universidade Católica do Rio Grande do Sul, PUCRS, Porto Alegre, RS, 94 pages (PC)

*\* On bilingualism and simultaneous interpreting, a cognitive analysis of working memory and verbal fluency.*

**Nejm, Carla Cynira Lima.** 2011. *Interpretação simultânea: a linguística de Corpus na preparação do intérprete*. Dissertação (Mestrado em Estudos Linguísticos e Literários em Inglês) - Departamento de Letras Modernas, USP, São Paulo, SP, 205 pages. (PC)

*\* Corpus linguistics in preparation (presumably conference preparation) by interpreters.*

**Nogueira, Tiago Coimbra.** 2016. *Intérpretes de libras-potuguês no contexto de conferência: uma descrição do trabalho em equipe e as formas de apoio na cabine (Brazilian Sign Language into Portuguese interpreting in a conference setting: a description of teamwork and of support forms in the booth)*. Unpublished MA thesis, Universidade Federal de Santa Catarina (PGET/UFSC), Brazil.

*\* One rare example of a study of signed language interpreting (into a spoken language) in a conference interpreting environment. This is a naturalistic study of intra-team support based on observation, the analysis of video-recordings (with a GoPro camera, and using the ELAN software) and retrospective*

interviews. Two teams of three interpreters found themselves (very untypically) in a simultaneous interpreting booth during a conference on research into signed language translation and interpreting, interpreting signing speakers as seen on a monitor screen in the booth, into Portuguese. A total of 17 videos were produced, and in 13 of them, there were signs of intra-team support. Actually, the study managed to also capture the pre-conference preparation phase, as the investigator was also the coordinator of the interpreter teams. On p.116, the author comments about pre-interpretation meetings between SL interpreters who, *inter alia*, decide what signs will be used for certain concepts in a certain setting and how their teamwork will be organized. While similar preparation strategies are not unheard of in the world of conference interpreters working with spoken language, they are probably far less critical, because working patterns in the booth are more or less standard and spoken languages offer a much lower proportion of concepts with no standard lexicon. On the basis of his analysis, the author identified seven 'types' of support (feedback with head movements, confirmation, specific clarification, contextual clarification, interpreting suggestion, correction and provision of complementary input) and measured the relative frequency of their occurrence. The input was given by the 'support interpreter' to the active interpreter by whispering (39%), sign (42%), signed spelling and head movement. It is interesting to note that high frequency of whispering, which is generally avoided in the booth by spoken language conference interpreters because it can be picked up by the interpreter's microphone, and of signing, which was unexpected because it competed with the attention required for the speaker's signing. The author also comments on psychological aspects of interpreting from the booth as opposed to being directly visible to the users on the basis of retrospective interviews.

This is not the first study of within-the-interpreting-team support, but the case study is interesting, and so is the methodology.

(I am indebted to Vinicus Nascimento who drew my attention to this thesis – DG)

**Radochová, Martina.** 2016. *Analysis of cognitive elements of interpreting.* Diploma thesis, Palacký University Olomouc, Faculty of Arts, Department of English and American Studies.

\* A dual task experiment, with 6 advanced interpreting students and 3 experienced interpreters having to shadow a speech in English (the main task) and translate in writing English expressions appearing in a powerpoint presentation. The idea was to determine when saturation would occur in the form of symptoms in the shadowing performance.

## DOCTORAL DISSERTATIONS

**Ginezi, Luciana Latarini.** 2015. *Ensino de interpretação simultânea na graduação: uma análise de corpora de aprendizes.* Tese (Doutorado em Estudos Linguísticos e Literários em Inglês) – Departamento de Letras Modernas, USP, São Paulo, SP, 174 pages. (PC)

## BOOKS

**Calvo Rigual, Cesáreo** (Universitat de València) & **Nicoletta Spinolo** (Universidad de Bolonia, Forlì) (eds). 2016. *Translating orality. La traducción de la oralidad.* Special Issue nº3. *Monti.*

\* A special issue focusing on orality (including actual physical orality of discourse and the presence of markers of orality in written discourse, including emulated orality) in both translation (as regard discourse markers, interjections, onomatopoeia)s and interpreting. See papers on interpreting in the Articles section. In *English and Spanish.* Also see Calvo Rigual and Spinolo's introductory paper "Traducir e interpretar la oralidad" (Translation and interpreting orality), pages 9-54, which explains in both Spanish and English what they mean by 'orality' in the context of this special issue of *Monti.*

**Chmiel, Agnieszka & Janikowski, Przemysław** (Eds). 2015. *Dydaktyka tłumaczenia ustnego (Interpreter training).* Katowice: Stowarzyszenie Inicjatyw Wydawniczych.

[https://www.researchgate.net/publication/292318807\\_Dydaktyka\\_tlumaczenia\\_ustnego](https://www.researchgate.net/publication/292318807_Dydaktyka_tlumaczenia_ustnego) (last consulted

on December 12, 2016)

**Duflou, Veerle.** (University of Ghent). 2016. *Be(com)ing an Interpreter. An ethnography of EU interpreters as a professional community*. Amsterdam/Philadelphia: John Benjamins.

\* *The published version of the author's 2014 Phd (see Bulletin n°50, 2015)*

**Obst, Harry.** 2010. *White House Interpreter. The Art of Interpretation*. Bloomington, Indiana: AuthorHouse.

\* *An autobiography*

**Orlando, Marc.** 2016. *Training 21st century translators and interpreters: At the crossroads of practice, research and pedagogy*. Berlin: Frank & Timme.

## ... AND BEYOND CONFERENCE INTERPRETING

## SIGNED LANGUAGE INTERPRETING

National Interpreter Education Center NIEC *NIEC Journal of Undergraduate Interpreting Studies JUIS* 2016 Issue. **Gipson and Kramer.** 2016. <http://www.northeastern.edu/juis/journal/2016issue/>

### MA and graduation theses

**Nogueira, Tiago Coimbra.** 2016. *Intérpretes de libras-potuguês no contexto de conferência: uma descrição do trabalho em quipe e as formas de apoio na cabine*. Unpublished MA thesis, Universidade Federal de Santa Catarina (PGET/UFSC), Brazil.

\* *See the micro-review in the Conference Interpreting Theses section.*

**Petrdlíková, Jana.** 2016. *Vzdělávání tlumočnicků mluvených a znakových jazyků v ČR a v Rakousku (Spoken and Sign Language Interpreter Training in the Czech Republic and Austria)* in Czech, MA thesis, September 2016, Charles University, Institute of Translation Studies, director Prof. Ivana Čeňková.

\**The thesis focuses on possibilities for spoken and sign language interpreters' training in the Czech Republic and Austria. The theoretical part describes the situation of the deaf in the Czech Republic and in Austria and explains the terms connected with communication of the deaf. Furthermore, it contains a brief overview of the history of spoken and sign language interpreter training and a description of the conditions for interpreters in both countries respectively. The most detailed chapters of the theoretical part deal with training institutions for spoken and sign language interpreters. The main focus is on the Institute of Translation studies at the Faculty of Arts of Charles University in Prague and the Department of Translation Studies at the Faculty of Arts and Humanities of University of Graz. The empirical part presents the results of a questionnaire survey conducted among Master students of the two institutes who evaluated how well the university prepares them for their future career.*

### Doctoral dissertations

**Nascimento, Marcus Vinícius Batista.** 2016. *Formação de intérpretes de libras e língua portuguesa : encontro de sujeitos, discursos et saberes (Libras (Brazilian Sign Language)- Portuguese Interpreter Training: Encounters between Subjects, Discourses and Knowledges)*. Unpublished doctoral dissertation, Pontificia Universidade Católica de São Paulo, Brazil.

\* *A discussion of the "unpredictability, immediateness, discursivity and norms of interlanguage interpretation" in the context of professional interpreter training. The theoretical framework uses Bakhtinian studies, ergology and interpreting studies. The author used the 'self-confrontation' methodology, originally developed by French linguist Daniel Faïta in the Activity Clinic context, in the training of a group*



*of interpreters in a pós-graduação lato sensu [graduate continuing education program] in Brazilian Sign Language and Portuguese Translation and Interpretation offered by a private university in Sao Paulo. Students were divided into three pairs. In each pair one student alternatively played the role of the Main (active) Interpreter and the other the role of the Supporting Interpreter. They interpreted a Valedictorian speech, a militant political discourse and a prosaic opinionative discourse at two moments: during the first class and during the last class. In the last part of the course, the pairs watched the two video recordings and commented on the interpretations based on simple self-confrontation (when they talked about what they had done) and crossed self-confrontation (when the other peers talked about what they had done). The data show that the main interpreters, when placed before their own interpretation performance during self-confrontation, were able to learn about their performance from the exercise. They recognized that in their first video, their knowledge was a result of prior experience, and in the second they discursively re-elaborated this knowledge on the basis of their professional training. They also realized that the mobilized genres summoned specific knowledge: in the second video recording they used strategies they had learned during the professional training program, which were not used in the first one.*

*A rather intellectual and abstract text, except for the historical account of signed language interpreting in Brazil (DG)*

## **OTHER INTERPRETING RELATED PUBLICATIONS**

### **Unprofessionaltranslation.blogspot**

Brian Harris is perhaps best known in Canada as a conference interpreter trainer, and in the IS community at large for his ideas about and research into ‘natural’ translation. His blog on “natural translation, native translation and language brokering” offers many interesting texts on various aspects of translation and interpreting, including historical texts.

<http://unprofessionaltranslation.blogspot.fr/>

### **Linguistica Antverpiensia. New Series – Themes in Translation Studies**

Issue n°15 (2016) Interpreting in conflict situations and in conflict zones throughout history

<https://lans-tts.uantwerpen.be/index.php/LANS-TTS/issue/view/17>

*\* A very interesting special issue, edited by Lucía Ruiz Rosendo and Clementina Persaud, with historical accounts from various parts of the world.*

### **Koudelková, Zuzana. 2016. Soudní tlumočení v trestním řízení pro nerodilé mluvčí (ČR)**

*Court Interpreting in Criminal Proceedings for Non-Native Speakers (Czech Republic), in Czech, MA thesis, September 2016, Charles University, Institute of Translation Studies, director Prof. Ivana Čeňková.*

*\* The aim of this theoretical-empirical thesis is to present the topic of court interpreting for non-native speakers, focusing on criminal proceedings in the Czech Republic. First, the study looks into the context of Czech court interpreting, taking into account interpreters’ tasks in individual stages of criminal proceedings and concentrating on communication situations in which non-native speakers take part. The topic of the second chapter is interpreting for non-native speakers in general. This chapter consists of findings and conclusions of studies published by Michaela Albl-Mikasa as well as other authors who address the topic of conference interpreting through lingua franca. The third chapter looks into interpreting for non-native speakers in the area of court interpreting. It is based on an analysis of findings obtained by lingua franca research in the field of conference interpreting against the background of general court interpreting theories. The empirical part provides a description of research based on hypotheses of a survey carried out by Michaela Albl-Mikasa transferred into the context of Czech court interpreting in criminal proceedings. The aim is to find whether interpreters, judges, state prosecutors, police officers and lawyers use different strategies when communicating with non-native speakers in criminal proceedings as compared to communicating with native speakers.*

*Questionnaires and interviews were used to collect the data. Results are analysed in a broader context and data representing individual respondents as well as individual professional categories are compared to each other. (IC)*

**Matsushita, Kayo.** 2015. *Risk management in the decision-making process of English-Japanese news translation*. PhD dissertation, Rikkyo University.

*\* A very interesting, interdisciplinary case study by a conference interpreter who is also an international journalist and knows the world of journalism as an insider. Matsushita first studied 150 direct quotes and their translation into Japanese by journalists in 45 newspaper articles from six major Japanese newspapers containing quotes from President Obama's victory and inauguration speeches in the 2012 US presidential election, and then checked whether her findings for that case study were confirmed in a wider set of news translation cases. She found omissions of factual data and specific details in 53% of the Japanese translations of the quotes, which were presented as direct quotes. This goes against a normative rule of faithfulness in direct quotations in journalism. Interestingly, this norm was complied with in Japanese quotations of Prime Minister Abe even when the quotes were long and complex. Interviews with journalists from the six papers from which the articles with quotes from President Obama were taken revealed that journalist-translators were aware of the risk of misunderstandings possibly arising if the quotes were translated 'faithfully' (without any omissions). On the other hand, they considered low the risk of someone checking their translation and taking issue with them for shifts. In this particular case, the idea of explaining translation strategies and tactics through risk analysis (see Gile's analysis on the chapter on translation in 'Basic Concepts and Models', but especially Pym's ideas on risk analysis as a determinant of translation behavior in various texts), seems more powerful than skopos theory. This study also highlights the value of triangulating Source Text-Target Text comparisons with qualitative studies in the form of interviews or focus groups. ST-TT comparisons may yield 'objective' findings, but their interpretation is greatly helped by the admittedly more subjective input of such qualitative investigations, especially if this input can again be 'objectively' checked in other texts, as Matsushita does by looking at direct quotes of the Japanese Prime Minister, for which the risk of the journalists being attacked for misquoting is much higher. (DG)*

**Nenutil, Libor.** 2016. *Komunitní tlumočení na úřadech práce – případová studie (Community Interpreting at Labour Offices - case study)*, in Czech, MA thesis, June 2016, Charles University, Institute of Translation Studies, director Prof. Ivana Čeňková.

*\* This thesis focuses on the use of community interpreting in public services, with particular focus on Labour Offices. It builds upon the project Development of Labour Office counselling for foreigners carried out by the Fund of Further Education between November 2013 and November 2015. Pilot testing of community interpreting at selected branch offices of the Labour Office of the Czech Republic took place in the framework of the project. The theoretical part presents a brief overview of community interpreting and the specifics of its use in communication with public authorities. Then follows a panorama of the situation of community interpreting in selected countries of the European Union. The aim of this panorama is to describe how Labour Offices in these states work with people with limited knowledge of the country's official language. The empirical part analyses outcomes of in-depth interviews with Labour Office employees carried out for the purpose of a project evaluation study. Apart from that, we analyse outcomes of a survey conducted among interpreters who took part in the project. The results of both analyses helped create a comprehensive overview of the project. Finally, based on our findings, we suggested a set of good practice recommendations that could improve efficiency of communication between Labour Office employees and clients with limited Czech language skills. (IC)*

**Pontrandolfo, Gianluca** (Universidad de Trieste). 2016. La traducción a la vista en el ámbito médico-sanitario: un caso didáctico. In Calvo Rigual & Spinolo (eds). *Monti 2016 Special Issue 3*. 367-398.

\* *Sight translation in medical settings: a didactic case study.*

**Rucký, Jaroslav.** 2016. *Překladatelské a tlumočnické služby pro soudní praxi v Rusku (Translating and interpreting services for judiciary practice in Russia /compared to services provided in the Czech Republic)*, in Czech, MA thesis, September 2016, Charles University, Institute of Translation Studies, director Prof. Ivana Čeňková.

\* *The aim of this thesis is to describe the interpretation and translation services for judicial purposes in Russia and systematise the way in which they are used in judicial practice. The investigated topic is handled functionally and descriptively according to the following criteria: (1) development/historic – a description of the development of translation and interpretation services in the USSR and in modern Russia; (2) legislative – the status of the interpreter and the translator in the judicial process, their rights and responsibilities, formulation of ethical principles of their activities; (3) an objective evaluation – an assessment of the conditions for the exercise of a court interpreter and translator, qualifications and growth, the criteria for the selection of a professional translator/interpreter from agencies, the role of notaries in the translation process and its role in checking translations. Linking these aspects will enable not only a comprehensive view of the situation, but also to compare them with the services offered in the country. (IC)*

**Takeda, Kayoko & Jesús Baigorri-Jalón** (eds). (Rikkyo University, Tokyo and University of Salamanca) 2016. *New Insights in the History of Interpreting*. Amsterdam/Philadelphia: John Benjamins.

\* *A particularly interesting book for at least three reasons. One is the cooperation between the two editors, one from the 'West' and one from East Asia (though Takeda has spent many years in the USA), a combination which holds some promise for more cooperation between academic communities which have not cooperated too effectively in the past, perhaps because Japanese, Chinese and Korean scholars had their own academic 'market' in which they could develop professionally without having to publish internationally, and Western scholars could not read Japanese and Korean. Things may be changing to a significant extent. Another is the methodological focus, which features prominently in the writings of Baigorri-Jalón, one of the few IS scholars who were trained in history (see the editors' introduction). Many of his papers include such methodological reflection which this reviewer (DG) believes has much value for IS scholars who have an interest in history but were never trained as historians. Note his original chapter on the use of photographs as historical sources (p.7). Some of the topics covered in the book will probably also be new to most readers and provide food for thought, in particular the U.S. Department of State's Corps of Student interpreters (Ch. 5 by David Sawyer), the "crime" of interpreting – Taiwanese interpreters who served in the Japanese army tried after WWII as war criminals (Ch.8 by Shi-chi Mike Lan), the socio-psychological analysis of Japanese interpreters in the post-WWII period (Ch. 9 by Kayoko Takeda). Both these chapters on history in East Asia provide input to reflection on contemporary issues arising around the fate of interpreters from inter alia Afghanistan and Iraq who worked for/with Western armies in recent years. Anthony Pym's considerations of risk-analysis as a heuristic tool in the historiography of interpreters and sociological considerations on professional status issues are also interesting. It is a pity that some approximations, short-cuts and (mis-)representations damage his credibility, because his ideas can be powerful. The chapters most closely associated with conference interpreting in the volume are listed in the Conference Interpreting Articles section in the first part of this issue of the Bulletin.*

**Tamura Ito, Tomoko.** 2016. *Who Is the Declarant of the English Translation of the Defendant's Out-of-Court Foreign Language Statement? An "Authenticated Conduit" Theory*. MA thesis, Harvard University.

\* *From an interpreter-centric viewpoint, fidelity has to do essentially with information accuracy, language appropriateness and communication efficiency. For judges and lawyers, a very different*

question also arises, that of the legal status of the interpreted version of a witness or suspect. In police interrogations, should the interpreter be considered an ‘agent’ of the witness or suspect, in which case, legally speaking, the witness or suspect is responsible for the words as spoken by the interpreter, or is what the interpreter saying ‘hearsay’ and is therefore not admissible as evidence? This question is at the core of the more complex legal issue that is analyzed by Tamura Ito in this Harvard thesis. There are two distinct parts to this thesis. In the first, based on an analysis of relevant case law (existing relevant court decisions) and logic, she argues that the “theory” of dual agency (according to which the interpreter is an “agent” of both the interrogating police officer and the witness or suspect) and conduit which prevails in the US, is flawed. She pleads for mandatory digital recording of police interviews and authentication of the interpreter’s translation by a certified court interpreter who can also act as an expert witness. In the second part, using traditional comparison methods between source and target text content, but also conversation analysis and forensic linguistics tools, she analyzes a publicly available recording of a Dari-speaking murder suspect’s interpreted interview by Toronto police. In so doing, she not only checks for errors and omissions, but also uses quantitative methods as indicators of quality and impartiality, including comparisons of the number of speaker turns vs interpreter turns, lengths of pauses, delays between the end of a speaker’s statement and the start of the interpreter’s rendering etc. Readers not familiar with the language of the courts and case-law may find it difficult to follow the first part in spite of the fact that the author endeavors to use everyday-life comparisons to explain her logic, but there is no such difficulty with the second part, which is well worth reading because it introduces methods not very familiar to most TS and IS researchers – and which need to be discussed as regards their validity and sensitivity. (DG)

**Van den Broek, Raymond.** 2015. Envoi. Sundry remarks about a discipline in the making by an eye-witness. In **Van Doorslaer, Luc; Flynn, Peter; Leerssen, Joep** (eds). *Interconnecting Translation Studies and Imagology*. Amsterdam/Philadelphia: John Benjamins. 317-323.

\* *A singular short piece at the end of an original collective volume (which cannot be reviewed here). Van den Broek was one of the early actors of the birth of Translation Studies, in the early 1970s, and recalls this period by way of a mainly anecdotal account. Information, and an idea of personalities and amusing personal interactions. Recommended reading.* (DG)

**Van Doorslaer, Luc.** 2016. The value of metadata for Translation Studies. In *Naukowi Sapysky (Scientific Translation)*, Ministry of Science and Education of Ukraine, Kirovohrad Volodymyr Vynnychenko State Pedagogical University. Kirovohrad: V.F. Lysenko. Volume 144. 40-43.

\* *(This 540 pages volume contains articles on various translation-related topics, mostly in Ukrainian [http://www.kspu.kr.ua/images/download-files/inmov/naukovi-zapiski/V\\_144\\_2\\_1.pdf](http://www.kspu.kr.ua/images/download-files/inmov/naukovi-zapiski/V_144_2_1.pdf)).* *Over the last decades academic publishing in translation studies has grown steadily. As a result the discipline nowadays offers several tools showing its institutionalization. One of these tools, the online Translation Studies Bibliography (Gambier & van Doorslaer 2015) is used in this contribution to show what metadata can tell about the discipline. The databases of the bibliography contain useful information about the development of translation studies over the past two decades. Some data are presented about the geographical spread of translation (including interpreting) research based on the academic affiliations that are available in the databases. Furthermore, the author indicates how correlations between the categories such as the languages of publication or the keyword frequency can be presented. He also shows that such a bibliometrically based approach can add value not only to research and knowledge of the discipline, but also to academic teaching in university curricula.*

\* \* \*

## Research issues

## Putting critical reading to good use: peer reviewing

Daniel Gile

Critical reading is good for one's health as a researcher. The careful reading component of critical reading is a good opportunity to learn about theories or learn how to see them in a somewhat different light from the one the critical reader is used to, to learn about findings and methodological approaches, to find inspiration in the thoughts and work of fellow researchers. The evaluative component of critical reading is a good opportunity to pay attention to merits and weaknesses in other people's texts and thus raise one's awareness of weaknesses and potential ways to improve one's own scholarship. These benefits are enhanced in *peer reviewing* by the responsibility peer reviewers take on towards editors and towards the authors being reviewed. Peer reviewers are supposed to help editors take editorial decisions, but ethically speaking, they are also (implicitly) required to be fair to authors and avoid unjustified or excessive criticism. This calls for extra attention and careful formulation of comments.

Actually, one big benefit of peer reviewing, not to be underestimated, lies in the very fact that such work can be useful to authors if it is well done. Arguably, in TIS, where so many researchers have not had the benefit of solid training in research methods, peer reviewing is one of the most useful things members of the community can do for others, by extending whatever support the reviewed authors have had from their supervisors – if any – into hands-on, practical awareness-raising and remedial suggestions. But in order for the effect to be optimized, the reviewers' comments need to be supportive, with clear and explicit explanations about what they do not like or disagree with in the reviewed text and why, and if possible with specific suggestions for remedial action. It is also important to realize that reviewers' views are not always better than the reviewed authors', and that misunderstandings of reviewed texts also occur. Authors should therefore be given the opportunity to defend their texts before editors take their final decision.

### **Further reading suggestions**

Dam, Helle V. 2005. Editing TS journals.

[http://www.est-translationstudies.org/resources/research\\_issues/Ghent%20Helle.htm](http://www.est-translationstudies.org/resources/research_issues/Ghent%20Helle.htm)

Gile, Daniel. 1995. La lecture critique en traductologie. *Meta* 40:1.5-14.

<https://www.erudit.org/revue/meta/1995/v40/n1/002894ar.pdf>

Gile, Daniel. 1999. *Use and misuse of the literature in interpreting research*. *The Interpreter's Newsletter* 9. 29-43.

[https://www.researchgate.net/profile/Daniel\\_Gile/publication/304492623\\_Use\\_and\\_Misuse\\_of\\_the\\_Literature\\_in\\_Interpreting\\_Research/links/5771254c08ae10de639dc6ab.pdf](https://www.researchgate.net/profile/Daniel_Gile/publication/304492623_Use_and_Misuse_of_the_Literature_in_Interpreting_Research/links/5771254c08ae10de639dc6ab.pdf)

Gile, Daniel. 2001. Critical reading in (interpretation) research. In Gile, Daniel; Dam, Helle V.; Dubsclaff, Friedel; Martinsen, Bodil & Scholdager, Anne (eds), *Getting Started in Interpreting Research*. Amsterdam/Philadelphia: John Benjamins. 23-38.

Gile, Daniel. 2005. Publishing in TS: the authors' and referees' viewpoint

[http://www.est-translationstudies.org/resources/research\\_issues/Ghent%20survey.htm](http://www.est-translationstudies.org/resources/research_issues/Ghent%20survey.htm)

Remael, Aline. 2005. Peer reviewing.

[http://www.est-translationstudies.org/resources/research\\_issues/Ghent%20Remael.htm](http://www.est-translationstudies.org/resources/research_issues/Ghent%20Remael.htm)

## Present Nodes

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

For **Australia**: Marc Orlando - ([marc.orlando@monash.edu](mailto:marc.orlando@monash.edu)) & Jim Hlavac - ([Jim.Hlavac@monash.edu](mailto:Jim.Hlavac@monash.edu)) Translation and Interpreting Studies, School of LLCL, Monash University, Clayton 3800 VIC, Australia  
For **Austria**: Franz Pöchhacker - Center for Translation Studies, University of Vienna, Gymnasiumstr. 50, A-1190 Wien, Austria [Franz.Poechhacker@univie.ac.at](mailto:Franz.Poechhacker@univie.ac.at)  
For **Chile**: Gertrudis Payàs - Escuela de Lenguas y Traducción, Facultad de Artes y Humanidades, Universidad Católica de Temuco, Avda. Alemania 0422, Temuco, C.P. 4810296, CHILE [payas@lagerta.com](mailto:payas@lagerta.com)  
For **China (Hong Kong)**: Andrew Cheung - Department of Chinese and Bilingual Studies, Hong Kong Polytechnic University, Kowloon, Hong Kong [profakc@gmail.com](mailto:profakc@gmail.com)  
For **China (Shanghai)**: Ailing (Irene) Zhang - Graduate School of Interpretation and Translation, Shanghai International Studies University, 550 Dalian Road (W), Shanghai 200083, P.R.China [azhang@shisu.edu.cn](mailto:azhang@shisu.edu.cn)  
For the **Czech Republic**: Ivana Cenkova - Charles University, Institute of Translation Studies, UTRL FF UK, Hybernska 3, 110 00 Praha 1 Czech Republic tel 42 02 216 195 13 fax 42 02 216 195 28 [IVANA.CENKOVA@ff.cuni.cz](mailto:IVANA.CENKOVA@ff.cuni.cz)  
For **Denmark**: Helle Dam - Department of Business Communication, School of Business and Social Sciences, Aarhus University, Jens Chr. Skous Vej 4, DK-8000 Aarhus Denmark [HD@asb.dk](mailto:HD@asb.dk)  
For **Egypt**: Sania Sharawi-Lanfranchi - 4, El-Saleh Ayoub, Zamalek 11 2 11, Cairo Egypt [shara11@hotmail.com](mailto:shara11@hotmail.com)  
For **Estonia**: Margus Puusepp - Vallikraavi12-15, 51003 Tartu, Estonia. [mpuusepp@hotmail.ee](mailto:mpuusepp@hotmail.ee)  
For **Finland**: Yves Gambier - University of Turku - Centre for Translation and Interpreting, Koskenniemenkatu 4 - 20500 Turku, Finland - [yves.gambier@utu.fi](mailto:yves.gambier@utu.fi)  
For **France**: Daniel Gile - 18, rue Alexandre Guilmant, 92190 Meudon, France [daniel.gile@yahoo.com](mailto:daniel.gile@yahoo.com)  
For **Greece**: Anastasia Parianou - Ionian University, Megaro Kapodistria, 49100 Corfu, Greece [parianou@ionio.gr](mailto:parianou@ionio.gr)  
For **Ireland**: Michael Cronin - School of Applied Languages, Dublin, City University, Dublin 9, Ireland - [croninm@dcu.ie](mailto:croninm@dcu.ie)  
For **Japan**: Akira MIZUNO - [a-mizuno@fa2.so-net.ne.jp](mailto:a-mizuno@fa2.so-net.ne.jp)  
For **Mexico**: CESLAA (Dra Georganne Weller), Tlaxcala 78-501, Col. Roma Sur, México, D.F. 06760 Mexico [gemavaniki@yahoo.com](mailto:gemavaniki@yahoo.com)  
For **Poland**: Bartłomiejczyk, Magdalena - Univ of Silesia, Institute of English, ul. Zytia 10, 41-205 Sosnowiec, Poland: [magdalenabartlomiejczyk@hotmail.com](mailto:magdalenabartlomiejczyk@hotmail.com)  
For **Portugal**: Manuel Santiago Ribeiro - Rua Correia Teles, 32-2º PT - 1350-100 Lisboa Portugal, tel/fax: + 351.21.386.9429 [msr@aiic.net](mailto:msr@aiic.net)  
For **Romania**: Daniel Dejica - Department of Communication and Foreign Languages, Politehnica University of Timisoara, Str. Petre Ramneantu nr. 2, ASPC, A2014, Timisoara, Romania, [daniel.dejica@upt.ro](mailto:daniel.dejica@upt.ro)  
For **Switzerland**: Michaela Albl-Mikasa - ZHAW Zurich University of Applied Sciences, School of Applied Linguistics, Theaterstr. 15c, P.O. Box 8401 Winterthur Switzerland [michaela.albl-mikasa@zhaw.ch](mailto:michaela.albl-mikasa@zhaw.ch)  
For **Turkey**: Hande Ersöz-Demirdağ - Yıldız Teknik Üniversitesi Fen- Edebiyat Fakültesi Bati Dilleri Ofis: B1018, Davutpasa Cad no: 127, 34210 Esenler/Ýstanbul Turkey, tel: +90 212 449 15 58 [handeersoz@hotmail.com](mailto:handeersoz@hotmail.com)  
For the **UK**: Jemina Napier - Heriot-Watt University, Edinburgh, Scotland, [j.napier@hw.ac.uk](mailto:j.napier@hw.ac.uk)  
For **Uruguay**: Maria Julia Sainz - Facultad de Derecho/Traductorado, Universidad de la Republica, Bvar. Artigas 210 11.300 Montevideo, Uruguay tel/fax (598 2) 711 54 56 - e-mail: [mjsainz@adinet.com.uy](mailto:mjsainz@adinet.com.uy)

To become a CIRIN Member, please write to D.Gile and ask for your name or the name of your organization to be added to the list. Membership entails no financial or administrative commitments, but indicates willingness to share CIR information, in particular through the *Bulletin*. Please report any relevant CIR information (bibliographical items, research activities, etc.) to your Regional Node or directly to Paris. The *Bulletin* is a speedy and flexible information vehicle, but

ITS VALUE DEPENDS ON MEMBERS' CONTRIBUTIONS.