

# ***THE CIRIN BULLETIN***

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

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

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

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

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### ***EDITORIAL***

#### **Changing times and implications on CIRIN editorial philosophy**

Welcome to Deborah Giustini, the new Node for Italy. It is always gratifying to see new volunteers for the role of Nodes, especially when this is associated with a will to contribute actively by sending in information about recent publications, theses and dissertations to which the Editor does not have direct access. Of course, many valuable contributions also come from colleagues who are not nodes. Special thanks are due to YU Dewei, who not only sends in material about recent Chinese publications written in Chinese, but also prepares abstracts which can give readers of the Bulletin an idea of what is going on in China.

It has become very clear over the past years that CIRIN, basically a zero-budget one-man initiative as regards most of the data collection and formatting, cannot claim to offer full coverage, or even representative coverage, of research publications into conference interpreting. Relevant publications are now far too spread out over journals from various disciplines, in different countries and in different languages, and this applies to master's theses and doctoral dissertations as well. Neither does the World

need CIRIN for CIR information exchanges to occur. Translation journals, online resources and international TIS meetings take care of that in a far more substantial way. CIRIN may have made a difference in the 1990s and perhaps a bit later in some countries, but should perhaps be seen now mainly as an awareness-raiser, for the benefit of colleagues who may not find easy access to some of the information through other means.

Its editorial philosophy has thus shifted from intensive (and vain) efforts to offer comprehensive coverage, which involved inter alia dozens of hours of scanning reference lists in publications to find those that had not been listed in the *Bulletin* yet, to providing more commentary material and drawing attention to what the editor and contributors consider noteworthy texts, methods, ideas and publications.

This is not a shift from information provision to blog-writing. The *Bulletin* will continue to offer information, first and foremost, and contributions are as welcome as ever, especially those from interpreting research environments which are difficult to access for linguistic and other reasons to most of us. But editorials, personal analyses and short texts for beginning researchers will be offered, with a view to maximize their usefulness and taking advantage of the freedom this independent platform offers to dispense with some cumbersome academic writing conventions which would need to be complied with in an official academic journal.

### **Socially situated research foci as a TIS federator?**

Despite claims to the contrary, save perhaps for a very few exceptions, social considerations have always been either implicitly or explicitly part of conceptual frameworks underlying interpreting theories. Even when researchers from within TIS have focused on cognition or on linguistic issues in their texts and studies, they were aware that translation/interpreting are acts of communication which occur in social contexts which determine to a large extent translation/interpreting behavior. Failure to go into detailed analyses should not be taken as indicative of a view that the social situatedness of T&I has ever been considered irrelevant by practisearchers.

The shift that seems to have emerged recently is that more explicit attention is given to social situatedness aspects – perhaps under the influence of growing interest in community interpreting and other types of non-conference interpreting, plus a facilitating factor: the ability to conduct relevant ethnographic research without going into extensive training in the use of experimental methods and complex technological equipment. This makes it possible to construct many more bridges than in the past between conference interpreting research, community interpreting research and signed language interpreting research, with similar methods and similar references, including the central concept of norms which has been central in much (written) Translation Studies literature for quite some time.

To this analyst, this is a welcome development, not only as a federator of TIS research branches, but also as a research quality enhancer, inasmuch as it seems to foster more reflection about data collection and data processing methodologies, in particular with multi-methods triangulation, as opposed to ‘pure’ technical analyses or hastily (un-)prepared questionnaires. Salient examples in this issue of the *Bulletin* include Stone’s doctoral dissertation on a Deaf translation norm and Bartłomiejczyk’s book on face threat in interpreting at the European Parliament. Similar systematic reflection is found in Zagar’s doctoral dissertation – which, incidentally does not address explicitly a social focus.

It is through such critical reflection on research questions, on advantages and limitations of certain methodologies and on our own limitations as researchers that we are probably witnessing a significant improvement of interpreting research scholarship.

### **Some highlights in this issue of the *Bulletin***

- A special issue of the Brazilian *Tradução em Revista*, n°23, guest-edited by Raffaella de Filippis Quental, Cristiano Sanches do Valle Silva and Denise de Vasconcellos Araujo of the Pontificia

Universidade Catolica do Rio de Janeiro on interpreter training. Available online at [https://www.maxwell.vrac.puc-rio.br/rev\\_trad.php?strSecao=fasciculo&fas=32480&numfas=23](https://www.maxwell.vrac.puc-rio.br/rev_trad.php?strSecao=fasciculo&fas=32480&numfas=23)

In this issue, written in Brazilian Portuguese (but English abstracts are available online), several Brazilian authors talk about interpreter training related issues.

- The continuing effort to take up the important topic of the use of English as a Foreign Language and its impact on interpreting and on interpreter training, with Michaela Albl-Mikasa spearheading the movement.
- More historical publications from various parts of the world.
- More bibliometric studies on research on various themes.

### **Some statistics about this issue (limited to CIR)**

Note: These issue-specific statistics are offered not as reflecting actual trends in CIR, but rather as an awareness-raiser of possible biases associated with the nature of the sources which were available for the relevant issue of the *Bulletin*. A few tentative conclusions are offered nevertheless at the end of this section.

There is a total of 77 CIR-related items in this issue, including 43 journal articles (56% of the total) and 19 articles from collective volumes (25% of the total). Since out of the 32 contributions from China, 30 are journal articles, the weight of articles from collective volumes (acv) from the rest of the world is particularly large in this issue, Behr & Seubert's *Festschrift* honoring Dörte Andres being a major source of such acv. The same collective volume accounts for the relatively large number of items written in German (14 here), while papers written in Chinese take first rank (28 items) and papers written in English take second rank (18). Also noteworthy are 8 items written in Portuguese, mostly from Brazil. Only 4 masters' theses and 5 doctoral dissertations are listed in this *Bulletin*, all of them reporting empirical research. The most popular topic is training (32 items), which seems to follow a well-established tradition in Chinese translation journals, but may well reflect, as regards Western publications, a bias induced by the general training/education related theme of Behr & Seubert's *Festschrift*, which provided such a large number of items in this issue. Besides the 32 entries from China, there are 9 from Germany, 7 from Brazil, and 6 from Poland.

The predominance of English in Western publications seems corroborated once again, as is the existence of a large number of Chinese publications in Chinese which are not available to Western readers. Not only are they not translated in English, but their abstracts are sometimes not very informative or clear (in spite of YU Dewei's best efforts to make them as clear as possible). Also, once again, MA theses and especially doctoral dissertations are mostly empirical, which enhances their potential value as scientific resources.

Daniel Gile

## **RECENT CIR PUBLICATIONS**

### **ARTICLES**

**Albl-Mikasa, Michaela.** 2017. ELF and Translation/Interpreting. In Jennifer Jenkins, Will Baker & Martin Dewey (eds.) *The Routledge Handbook of English as a Lingua Franca*. Routledge. 369-383.

\* *A rather comprehensive review of the topic, including some bibliometric data on publications on ELF and translation and ELF on interpreting.*

**Abi-Mikasa, Michaela; Bartels, Livia; Mohler, Lorenz; Wick, Bernd.** 2017. World Englishes and English as a lingua franca in interpreter training. In: Hagemann S.; Kempa T.; Neu J.; and Walter S.; (eds) *Translationslehre und Bologna-Prozess: Unterwegs zwischen Einheit und Vielfalt*. Berlin: Frank und Timme. 217-240.

\* *A paper describing one of the first specific training modules for interpreting ELF speakers at ZHAW, Zurich. It offers an analysis of the interpreting performance of 12 students interpreting speakers expressing themselves in ELF and data from post-interpreting interviews. Accent turned out to be a major difficulty, and proper names and unusual expressions/concepts as well. There is not much new information in the paper, but it does have the merit of advocating specific training modules, and perhaps the setting up of ELF corpora typical of various ELF styles found in various parts of the world to facilitate the preparation of students to real-world conference interpreting tasks.*

**Abi-Mikasa, Michaela; Guggisberg, Sandra & Talirz, Fenja.** 2017. (Source) Texting ELF. Native and Non-Native English Speaker Discourse and Conference Interpreters' Preference for the Native Speaker. In Zybatow, Lew N.; Stauer, Andy & Ustaszewski, Michael (eds). *Translation Studies and Translation Practice: Proceedings of the 2<sup>nd</sup> International Translata Conference, 2014*. Frankfurt am Main: Peter Lang. Part 1. 276-275.

\* *A paper apparently based on Guggisberg and Talirz's 2014 MA thesis – see the Master's theses section.*

**Bartłomiejczyk, Magdalena.** (University of Silesia) 2017. The interpreter's visibility in the European Parliament. *Interpreting* 19:2. 159-185.

\* *A corpus-based study on the perception of interpreters by delegates in plenary European Parliament debates. The specific research questions were: 1. How often are interpreters overtly mentioned in plenary discourse? 2. In what circumstances, and are they typically criticized or acknowledged as contributors? Verbatim reports of plenary European Parliament debates spanning January 2005 to December 2012 were scanned for references to EP interpreters and relevant extracts were analyzed for recurring themes, six of which were identified: Reminder (e.g. to adjust the output of speeches to interpreting), Criticism (e.g. mistranslation by interpreters, Appreciation, Difficulty (e.g. speakers saying that what they will say will be difficult to interpret), Apologies (e.g. for havins spoken too fast), Doubts (about possible inaccurate interpretations). Over the 483 working days covered, interpreters were mentioned 230 times, with the most frequent theme being Appreciation, then Doubts, then Reminders, all above 40 times. Criticism, Difficulty and Apology were mentioned far less frequently, but there is a rather large category, Miscellaneous, of 54 items, 2<sup>nd</sup> after Appreciation (70 items)..*

**Behr, Martina & Willert, Mandy.** 2017. Wenn Didaktik an ihre Grenzen stösst: Feedback im Dolmetschunterricht. In Behr & Seubert (eds). 139-169.

\* *A well-structured conceptual analysis of ideas and findings about feedback in learning, with, as regards interpreter training, an emphasis on the importance of motivation in students, and the presentation of a few guiding principles.*

**Cavallo, Patrizia.** 2017. Dicionários onomasiológicos para intérpretes novatos: o caso do *Longman Language Activator* (Onomasiological dictionaries for novice interpreters: the case of Longman Language Activator). *Tradução em Revista* N. 23.

[https://www.maxwell.vrac.puc-rio.br/rev\\_trad.php?strSecao=fasciculo&fas=32480&numfas=23](https://www.maxwell.vrac.puc-rio.br/rev_trad.php?strSecao=fasciculo&fas=32480&numfas=23)

\* *An analysis of the potential usefulness of onomasiological dictionaries for beginning interpreters, Longman Language Activator taken as a case in point.*

**Čeňková, Ivana.** (Charles University, Prague). 2017. Une expérience professionnelle : la direction de soixante-cinq mémoires de Master. Une occasion pour faire la fête. In Behr & Seubert (eds). 213-230.  
\* *Ivana Čeňková, an experienced and well-known Czech conference interpreter and interpreter trainer (she is now a professor at Charles University, Prague), is very active, committed and unassuming, For several decades now, she has been making major contributions to the interpreting profession(s) in her country and, more indirectly, to research, through her supervisory activities. In this paper, she looks back at the 65 MA theses she has supervised over the past 30 years, briefly explains how she works with students and gives examples of theses she supervised in three categories: Experimental studies, exploratory and observational studies, and conceptual studies (analytical or critical). She explains that the popularity of particular clusters of topics chosen by students reflect developments in the interpreting environment. Reading through the list of examples she gives, one finds many examples that are replications or quasi-replications of existing studies and could provide interesting confirmatory (or non-confirmatory) evidence, provided the methodology is good and the texts are made available in language with a wider accessibility than Czech.*

*Many such theses have been reported in the CIRIN Bulletin and their English abstracts can be read online.*

**Dingfelder Stone, Maren** (FTSK Mainz). 2017. Dimensionen einer Dolmetschausbildung. In Behr & Seubert (eds). 119-137.

\* *Conceptual.*

**Downie, Jonathan** (Heriot Watt University). 2015. What Every Client Wants? (Re)mapping the Trajectory of Client Expectations Research. *Meta* 60:1. 18-35.

\* *A critical review of user expectation research in conference interpreting.*

**Gentile Paola** (KU Leuven) & **Albi-Mikasa, Michaela** (ZHAW Zurich). 2017. 'Everybody Speaks English Nowadays. Conference Interpreters' Perception of the Impact of English as a Lingua Franca on a Changing Profession', *Cultus* 10. 53-66.

\* *This paper takes one part of Gentile's 2016 global survey on the interpreters' self-perception (her PhD defended in Trieste) and focuses on the respondents' spontaneous comments about the spreading use of ELF as a factor which has detrimental effects on market conditions, on the interpreters' status and on communication in international encounters.*

**Gile, Daniel.** 2017. Traditions and innovation in Interpreting Studies: a personal analysis for 2016. *Domínios de Linguagem* 11: 5. 1580-1596.

<http://www.seer.ufu.br/index.php/dominiosdelinguagem/article/view/37197/21480>

\* *A general analytical overview of the evolution of Interpreting Studies over the past decades in a disciplinary sense.*

**Gile, Daniel.** 2017. Apprentissage de la traduction et de l'interprétation : amortir les secousses. In Behr & Seubert (eds). 195-212.

\* *A plea for a teaching style that minimizes unwanted stress and maximizes motivation, with strategic recommendations for translator training and for interpreter training.*

**Gondar, Anelise Freitas Pereira.** 2017. Aprendizagem autônoma na formação de intérprete de conferência: usando a pesquisa-ação para aperfeiçoamento da prática pedagógica (Autonomous learning in conference interpreter training using action research for the improvement of teaching practice). *Tradução em Revista* N. 23

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\* *The author presents an approach based on action-research methodology through a classroom research project to foster critical thinking and autonomous learning.*

**Gumul, Ewa.** (University of Silesia). 2017. Explication and directionality in simultaneous interpreting. *Linguistica Silesiana* 38. 311-329.

\* *36 advanced interpreting students with Polish A and English B who had received training in simultaneously interpreting in both directions interpreted 5 fragments of authentic political speeches. Immediately after interpreting, the students were asked to listen to their outputs and report on whether they felt they expressed something more explicitly than the original. They were specifically asked not to make comments on the quality of their output and to only focus decisions taken and their reasons.*

*It turned out that they made significantly more explications when interpreting into English, their B language. Analysis of their output and comments revealed that a substantial proportion of explicating shifts were associated with repair or preventive tactics. In some cases, such explication was associated with 'padding' or uttering non-committal material to avoid long pauses. The author concludes that much of the explication taking place during simultaneous interpreting is probably associated with the (cognitive) constraints found in the interpreting process. This would explain different degrees of explication depending on directionality.*

*DG's comment: interesting, insofar as it looks at explication as (inter alia) an indicator of cognitive difficulty. But the phenomenon is complex, because cognitive difficulty can be highly correlated with language-specific differences, thematic and theme-specific lexical and terminological knowledge, and with the linguistic mastery, in particular lexical availabilities in interpreters, all of which are difficult to control in an experimental setup.*

**Hellmuth, Julia de Gouvêa e Silva.** 2017. Antecipação de colocações – uma estratégia para a interpretação simultânea do alemão para o português (Anticipation of collocations – a strategy for German-Portuguese simultaneous interpreting). *Tradução em Revista* N. 23

[https://www.maxwell.vrac.puc-rio.br/rev\\_trad.php?strSecao=fasciculo&fas=32480&numfas=23](https://www.maxwell.vrac.puc-rio.br/rev_trad.php?strSecao=fasciculo&fas=32480&numfas=23)

\* *About collocation-based anticipation when interpreting from German into Portuguese.*

**Kalina, Sylvia.** 2017. Bologna – viele Chancen und ein paar Fallstricke für Dolmetschstudiengänge. In Hagemann, S., Kempa, T., Neu, J. & Walter, S. (Hrsg.). *Translationslehre und Bologna-Prozess: Unterwegs zwischen Einheit und Vielfalt / Translation/Interpreting Teaching and the Bologna Process: Pathways between Unity and Diversity*. TransÜD 87 (S. 51–76). Berlin: Frank und Timme.

**Kalina, Sylvia.** 2017. Vom ganzen Können einer Dolmetschpersönlichkeit. In Behr & Seubert (eds). 171-193.

\* *An interesting overview of the evolution of the concept of interpreting, of interpreter training and of research into interpreting in Germany and beyond over the past half century, taking on board geopolitical development, institutional and even – to a lesser extent – technological factors. Kalina also believes in the importance of the contribution of research to training. In this respect, she commends Andres's work in encouraging students to take up research in a field where motivation is rather low. The article ends with considerations on the interpreter's personality and its importance in settings other than institutional conference interpreting.*

**LIN Jiexuan, DONG Yanping, CAI Rendong.** (Guangdong University of Foreign Studies). 2015. The hierarchical relation in resource allocation between source language comprehension and language reformulation in interpreting. *Foreign Language Teaching and Research* 3. 447-457.

\* *The present study investigated how student interpreters allocate their limited working memory resources to two subprocesses of interpreting: source language comprehension and language*

*reformulation. To this end, we compared the reading processes in two tasks: 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 a 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.*

**Menzel, Birgit** (FTSK Mainz). 2017. Dolmetscher als citizen diplomats. Die Rolle von Dolmetschern in einer Graswurzelbewegung zur Beendigung des Kalter Kriege. In Behr & Seubert (eds). 435-454. (translated from English into German by Romina Heim).

*\* Another interesting historical essay, about the role interpreters have played in grassroots movements to end the Cold War.*

**Mohler, Lorenz & Albl-Mikasa, Michael** (ZHAW Zurich). 2017. Konferenzdolmetschen@ZHAW: Über Kursinhalte, Qualitätssicherung, Praxisnähe und Wissenschaftsbasiertheit. In Perrin, Daniel & Keliberger, Ulla (eds). *Doing Applied Linguistics – Enabling Transdisciplinary Communication*. Berlin: de Gruyter. 75-82.

*\* A description of the philosophy of interpreter training at the Zürich Hochschule für Angewandte Wissenschaft in Zurich. Two interesting idiosyncrasies: the inclusion of stress-management training, and specific training to deal with speeches in English by non-native speakers, a major focus of Albl-Mikasa's research work.*

**Orlando, Marc** (Monash University, Melbourne). 2017. Former les intèrètes et les traducteurs de demain : développer les savoirs, savoir-faire et savoir-être. In Behr & Seubert (eds). 45-64.

*\* An appeal in favor of a constructivist-type, student-centered approach in translator and interpreter training.*

**Penha, Layla**. 2017. Características prosódicas da fala do intérprete e sua influência na percepção de qualidade da interpretação (Prosodic features in interpreters' delivery and their influence on the perception of interpreting quality). *Tradução em Revista* N. 23

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*\* The one – interesting – empirical study in this special issue of Tradução em Revista. Through an analysis of prosodic features of interpreters' semi-spontaneous speech and interpreted speech, the author finds, like others before, that interpreting intonation has some specific idiosyncrasies, and that the closer their interpreting prosody to their semi-spontaneous speech prosody, the higher the assessment of their comprehensibility and of the overall quality of their interpretation.*

*It would be good to have an English version of this text, to make it directly available to more colleagues.*

**Pöckl, Wolfgang** (University of Innsbruck). 2017. Dolmetschen Unterrichten – mehr als Lehrstoff vermitteln. In Behr & Seubert (eds). 33-43.

*\* The author criticizes the current trend to consider interpreter training under an economic angle at the expense of the human dimension.*

**Pöchhacker, Franz** (University of Vienna). 2017. Ganzheitliche Dolmetschlehre: Feedback, Freitagskonferenz und Forschung. In Behr & Seubert (eds). 91-117.

\* *A position paper and description of some principles and methods used in conference interpreter training at the university of Vienna.*

**Sampaio, Glória Regina Loreto**. (Pontifícia Universidade Católica de São Paulo). 2017. Tradução Oral à Prima Vista na formação do intérprete: considerações pedagógicas (Sight Translation in interpreter training: some pedagogical considerations). *Domínios de Linguagem* 11:5. 1674-1684.

<http://www.seer.ufu.br/index.php/dominiosdelinguagem/article/view/37434/21493>

\* *A didactic article.*

**Sampaio, Glória Regina Loreto**. (Pontifícia Universidade Católica de São Paulo). 2017. O papel dos aportes teóricos na formação do intérprete. (The role of theoretical input in interpreter training).

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\* *A discussion of the input of theories in interpreter training, with a special focus on Interpretive Theory, the Effort Models and Relevance Theory.*

**Schaitza, Raquel Moniz de Aragão**. 2017. A prática deliberada na prática: uma adaptação das teorias sobre aquisição de habilidades às especificidades da interpretação simultânea (Putting deliberate practice into practice: an adaptation of skills acquisition theories to the specificities of simultaneous interpreting).

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\* *An alternative view of 'expertise' and suggestions for deliberate practice.*

**Schippel, Larissa** (University of Vienna). 2017. Die Welt als Konferenz. Substitute von Politik und Substitute von Kommunikation. In Behr & Seubert (eds). 455-465.

\* *About the interpreter's persona in the literature, in this case starting with an analysis of a theatre play by Austrian playwright Kathrin Röggla.*

**Schreiber, Michael** (FTSK Mainz). 2017. Diplom vs. B.A./M.A. und Dolmetschen vs. Übersetzen: holistisch oder atomistisch? In Behr & Seubert (eds). 249-255.

\* *Includes an analysis of institutional issues in translator and interpreter training.*

**Seubert, Sabine** (FTSK Mainz). 2017. Simultaneous Interpreting is a Whole-Person Process. In Behr & Seubert (eds). 271-303.

\* *Seubert reports on part of her doctoral dissertation, a gaze analysis of 7 interpreters interpreting at a simulated conference. In particular, 'Areas of interest' of gaze direction (especially the speaker and the screen used by the speaker to show slides), gaze onset times and numbers of fixations were measured and analyzed. Valuable descriptive data were obtained, though their cognitive interpretation remains somewhat uncertain from what this reviewer understood after reading the paper.*

**Todaro, Luca** (FTSK Mainz). 2017. Prosodie und Emotionen beim Simultandolmetschen. Prosodische Analyse der Wahrnehmung von Emotionen in den Sprachenpaaren Italienisch-Deutsch und Deutsch-Italienisch. In Behr & Seubert (eds). 305-328.

\* *Between May and November 2015, 14 native Italian speakers interpreted two speeches from German into Italian, and 14 native German speakers interpreted two speeches from Italian into German. The speeches were on difficulties refugees fleeing to Europe faced and had passages with emotional overtones. Informants were asked to read their transcripts and assess the degree of emotionality in the*

source speeches and the target speeches on a 6-point Likert scale. A week later, they were asked to look at videos with the interpretation and identify emotions in the same passages (None/Joy/Fear/Anger/Surprise/Sadness/Contempt/Disgust). Comparisons are offered, inter alia for language pairs and male vs. female interpreters.

**Tryuk, Małgorzata** (University of Warsaw). 2017. Les débuts de l'interprétation de conférence en Pologne. In Behr & Seubert (eds). 413-433.

\* *Historical. Interesting. Inter alia, the author highlights the role interpreting at post- World War II war crime trials in Poland – which were national and not international, unlike the war crime trials held in Nuremberg and Tokyo in drawing the attention to interpreting.*

**YAN, Jackie Xiu Yan** (City University of Hong Kong); **PAN, Jun** (Hong Kong Baptist University) & **WANG Honghua** (Jiangsu University, Zhenjiang). 2015. Studies on translator and interpreter training: a data-driven review of Journal articles 2000-2012. *The Interpreter and Translator Trainer* 9:3. 263-286.

\* *A bibliometric review of articles on interpreter and translator training published in English in 10 major translation and interpreting journals from 2000 to 2012. Out of 2274 entries, 323 were found to relate to training. 61,6% were on translator training, 26,63% on interpreter training, and 11,76 on translator and interpreter training. 32% were observational, 22% experimental, 35% descriptive, 11% conceptual/theoretical. More analyses by period, number of authors, affiliations etc. are offered. A good contribution, but one which necessarily gives a partial view of the literature on translator and interpreter training because of both the language restriction and the media restriction ('major translation and interpreting journals only).*

**ZHAO, Yafen**. 2017. Notation auf Chinesisch? Überlegungen zur Übertragbarkeit westlicher Notationssysteme auf das Sprachenpaar Deutsch-Chinesisch. In Behr & Seubert (eds). 347-362.

\* *Very general reflection taking on board some linguistic, and in particular writing-system specific features of Chinese.*

### **Journal Articles from China (contributed by YU Dewei)**

**DENG, Wei** (Guangdong University of Foreign Studies). 2017. Retrospection and introspection on three-decades of sight translation research in China: Bibliometric Analysis of CNKI (1987–2016) relevant articles (in Chinese). *Foreign Language and Literature*. 33:5. 97-102.

\* *Abstract: Based on sorting and analyzing related literature on CNKI for nearly three decades between 1987-2016, this paper, adopting the method of bibliometrics, summarized and reviewed the domestic research on sight translation from three aspects. The analysis concluded the following findings: (1) The majority research had focused on the noumenon of sight translation. The rest of the three main research perspectives are in descending order: sight translation teaching, sight translation skills and other associated skills, and cognitive research of sight translation. (2) The domestic research increased significantly in recent five years, but there is much room for the quality. (3) The non-empirical study has had higher proportion, while the empirical study is unitary with lack of triangle validation. This paper suggested that sight translation be in sore need of unified definition, multilingual, even interdisciplinary cooperation.*

*Key words: sight translation; bibliometric analysis; tendency; method; perspectives (YDW)*

**HE, Yan, LI, Defeng & LI, Liqian** (University of Macau). 2017. Directionality in simultaneous interpreting (in Chinese). *Foreign Language Research*. 198:5. 92-96.

*\*Abstract: Directionality in simultaneous interpreting has been one of the most controversial questions in the field of interpreting studies. It attracts even more attention because of recent interest in translation and interpreting process research and strengthens its inter-disciplinarity in research methods. This paper reviews the progress that has been made in this field and points out problems concerning research subjects, experimental materials, research designs and methods in existing empirical studies.*

*Suggestions are then offered for future research along this line.*

*Key words: directionality; simultaneous interpreting; controversies; empirical study*

**JIA, Lanlan** (Guangdong University of Foreign Studies). 2017. Thematic knowledge acquisition and interpreting technique strengthening: A case report of theory and practice of the interpreting teaching system at Guangdong University of Foreign Studies (Case report 3) (in Chinese). *Chinese Translators Journal*. 38:2. 52-56.

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

**KANG, Zhifeng** (Fudan University). 2017. ERP evidence from interpreting operations: Cognitive control and conflict adaptation (in Chinese). *Foreign Languages in China*. 14:4. 92-102.

*\*Abstract: Even though cognitive control functions in cognitive neural mechanism like inhibition control and task switching are found to be independent of consciousness (by Dehaene, van Gaal, Kiesel, etc.), there are some heated discussions on whether consciousness is necessary for conflict adaption. In this study, from the perspective of Cognitive Psychology, the author has recorded and analyzed 30 student interpreters' interpreting behaviors and their tested data when they try to accomplish meta-contrast masking tasks. The experimental results show the effects of conflict adaptation at reflecting time, in the middle part of forehead N2 and on the vertex P3. The results verify that (1) the student interpreters do not need or hardly need their consciousness when they process everyday vocabulary from SL information and further they are in the state of zero or low consciousness, whereas they not only need their consciousness when they process difficult vocabulary and sentences from SL information, and further they are in the state of consciousness with higher degree stress; (2) the student interpreters' conflict controls are independent of consciousness when they process SL information; (3) past unconsciousness experiences have the functions of adaptable adjustment in the system of processing interpreting information. This study highlights not only the essence of comprehending cognitive control and consciousness to interpreting information, but also the enlightening function of constructing the relationship between the control of interpreting information through cognition and consciousness. (YDW)*

*Keywords: interpreting operation; ERP; conflict adaptation; cognitive control; conscious control*

**LI, Zhiping** (Fudan University). 2017. Designing an interpreting course for a vocational college in the information era (in Chinese). *Shanghai Journal of Translators*. (4): 47-50.

*\*A general theoretical study exploring interpreting teaching in vocational colleges in China in the information era.*

**LIANG, Jie & CHAI, Mingjiong** (Shanghai International Studies University). 2017. A longitudinal study on metacognitive competence in simultaneous interpreting (in Chinese). *Shanghai Journal of Translators*. (1): 83-89.

*\*Abstract: The paper defines metacognitive competence in simultaneous interpreting on the basis of analyzing the composition of simultaneous interpreting competence. Metacognitive competences in simultaneous interpreting of conference interpreting students were observed during a longitudinal study lasting for an academic year, which were compared with that of professional interpreters. The results show that the development of conference interpreting students' metacognitive competence in*

*simultaneous interpreting is taking a “fast followed by slow” trend; metacognitive competence of conference interpreting students is almost up to that of professional interpreters. One of the serendipities in this study is that metacognitive competence of professional interpreters present differences with various practical working experiences, namely, about 150 days and 300 days, which indicates that during the development of professional career, metacognitive competence of professional interpreter is showing a growing trend. (YDW)*

*Key words: conference interpreting student; professional interpreter; simultaneous interpreting; metacognitive competence*

**LIU, Jin & XU Qingmei** (Anhui Polytechnic University). 2017. A Proposal for a cognitive model of sight interpretation (in Chinese). *Chinese Translators Journal*. 38:2. 25-30.

*\*Abstract: On the basis of a survey of relevant theories and research findings in cognitive psychology, we propose a cognitive model for sight interpretation. This new model makes it possible to re-describe sight-interpreting process in cognitive terms and to identify the essential or defining characteristics of this specialized genre of interpreting. It is also capable of revealing the operational mechanisms and rules underlying sight interpreting. Complementing and modifying the currently received approaches to studying sight interpretation in Chinese mainland, the proposed model would add in particular to the theoretical sophistication as well as the pedagogical efficiency of the area of inquiry in question.*

*Keywords: sight interpretation; translation; cognitive model; information processing (YDW)*

**LIU, Qin & XU, Ru** (University of Shanghai for Science and Technology). 2017. A case study on the relationship between note taking and interpreting performance (in Chinese). *Shanghai Journal of Translators*. (2): 69-73.

*\*An experimental study probing the relationship between note taking and interpreting performance. (YDW)*

**LIU, Yuhua** (South China Agricultural University / Guangdong University of Foreign Studies) & **Dong, Yanping** (Guangdong University of Foreign Studies). 2017. The influence of early-stage interpreting training on young adults' cognitive control abilities: Evidence from a longitudinal study (in Chinese). *Foreign Language Research*. 197:4. 73-78.

*\*Abstract: Whether language training could improve non-verbal cognitive control abilities is a matter of hot debate, and the crucial way to help settle the debate is to conduct longitudinal studies. Following two groups of university students majoring in English for one year, the present study has explored the influence of early-stage interpreting training on the development of young adults' cognitive control abilities. The two participant groups were comparable in relevant factors in the pretest, and one of the groups received interpreting training for a year while the other group attended general English classes. The results show that in the index of completed categories in the WCST, the interaction between test time and participant group is significant, with significant pre-post test improvement for the interpreting group but not for the control group, which indicates a positive effect of the one-year interpreting training on young adult bilinguals' non-verbal switching ability. In the indexes of the number Stroop and N-back tasks, the interaction between test time and participant group is not significant, which indicates a null effect of interpreting training on inhibition (illustrated by the Stroop effect) or working memory updating (illustrated by N-back global RTs and accuracy). The findings suggest that interpreting training influences the cognitive control system, and the influence is mainly on the switching ability for earlystage interpreting trainees.*

*Key words: interpreting training; cognitive control; interpreter advantage; bilingual advantage; switching ability (YDW)*

**MA, Xingcheng** (The Hong Kong Polytechnic University). 2017. Applying eye-tracking technology to studies on the sight translation process: Progress, problems and prospects (in Chinese). *Journal of Foreign Languages*. 40:2. 81-89.

*\*Abstract: Eye-tracking technology is an objective and scientific indicator of cognitive effort during language processing. Applying eye-tracking technology can help analyze sight translation (ST) process from a psycholinguistic perspective. This article gives a brief introduction of ST-related studies by means of eye-tracking in recent years which mainly focus on cognitive effort, reading pattern, source language interference, errors and translation strategies. These studies have attempted to establish a link between interpreters' eye movement parameters and interpreting process. In light of these studies, the author summarizes existing problems from different perspectives. The author believes that integration of eye-tracking and other data collection methodologies and study of ST process in a multimedia environment will deepen and enrich the study of ST process.*

*Key words: eye-tracking; sight translation (ST) process; eye movement parameters; research focus (YDW)*

**PAN, Feng** (Huazhong University of Science and Technology) & **LI, Xin** (Shanghai Jiao Tong University). 2017. Gender differences in interpreting for Chinese government press conferences: A case study of parenthetical “I Think” and “I Believe” (in Chinese). *Foreign Language Research*. 198:5. 37-42.

*\*Abstract: Based on a corpus, this paper explores the uses of parenthetical “I think” and “I believe” with the aim of unveiling gender differences in interpreting for Chinese government press conference. And the results show that: first, male interpreters prefer “I think” for expressing personal opinions, while female interpreters predominantly favor “I believe”. Second, male interpreters' uses of parenthetical “I think/believe” generally surpass those by female interpreters not only in modifying propositional content, but also in delivering interpersonal meanings, which is shown by their more frequent additions of these parenthetical phrases in the interpreting process. Third, the male interpreters' discourses generally display a higher degree of uncertainty or tentativeness than the female interpreters'. The differences can be explained by the distinct ways men and women are socialized into language use in particular context as well as the change of social status of women in contemporary society.*

*Key words: gender differences; English interpreting for press conference; corpus; I think/believe (YDW)*

**QIN, Qin** (Sichuan International Studies University). 2017. A possibility study of relieving listening stresses for English-Chinese interpreting through anticipating (in Chinese). *Foreign Language and Literature*. 33:5. 111-116.

*\*Abstract: This paper summarizes and analyzes six major sources of listening stress for English-Chinese interpreting and their origins. Taking the core concepts of Chernov's probability anticipation model of SI as the theoretical supports, by studying the typical listening stresses in Malaysian Prime Minister Najib's Press Statement on Flight MH 370 on March 15<sup>th</sup>, 2014 as examples, this paper proves the possibility of relieving listening stress through anticipating from the four micro-aspects namely, syllables, grammar, semantics and pragmatics, and its function in improving the quality of interpreting and contributing a more idiomatic version of interpreting. This paper also answers the questions of how anticipating should be applied by the interpreter voluntarily and scientifically and to what degree anticipating could relieve the listening stresses for English-Chinese interpreting and how this tactic could influence the interpreter's output, so as to reinforce the interpreting learners' and trainers' knowledge of anticipating which finally could be used voluntarily and scientifically in listening for interpreting.*

*Key words: listening stress; probability anticipation; anticipating; possibility (YDW)*

**TANG, Fang** (Guangdong University of Foreign Studies). 2017. Theory teaching: A case report of theory and practice of the interpreting teaching system at Guangdong University of Foreign Studies (Case report 6) (in Chinese). *Chinese Translators Journal*. 38:5. 52-56.

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

**WANG, Dan** (Guangdong University of Foreign Studies). 2017. The skill component in the teaching system for interpreting majors: A case report of theory and practice of the interpreting teaching system at Guangdong University of Foreign Studies (Case report 2) (in Chinese). *Chinese Translators Journal*. 38:1. 61-67.

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

**WANG, Fei** (Xi'an Jiaotong University) & **MEI, Deming** (Shanghai International Studies University). 2017. The interplay between information processing and working memory in different directionalities of interpreting (in Chinese). *Chinese Translators Journal*. 38:4. 38-44.

*\* This experimental study examines the interrelationship between information processing and working memory in different interpreting directionalities. (YDW)*

**WANG, Honglin** (Sichuan University/Zhejiang Wanli University). 2017. A “Post-methods”-oriented interpreter education model in a professionalization era (in Chinese). *Chinese Translators Journal*. 38:6. 44-49.

*\* This study examines many different interpreter education models with reference to the relevant educational philosophies of the “post-methods” era. (YDW)*

**WANG, Honglin** (Zhejiang Wanli University) & **ZHONG, Shouman** (Hangzhou Normal University). 2017. Construction of a flipped interpreting teaching model and its multi-perspective analysis (in Chinese). *Foreign Language Research*. 197:4. 84-88.

*\*Abstract: This paper discusses the construction of a flipped interpreting teaching model in the era of big data. It is found that flipped class, micro-course and Moocs share the same theoretical background and are closely related to each other, which is the premise of building a flipped model in interpreting class. By comparing and analyzing traditional teaching and research and the present educational reform, and by considering the characteristics of interpreting teaching and analyzing the relationship among flipped and traditional class, micro-course and Moocs from multiple perspectives, the paper attempts to construct a flipped interpreting teaching model. It aims to conduct an individualized seamless interpreting learning model, a dynamic and comprehensive interpreting skill training model and a flipped learning evaluation model.*

*Key words: interpreting teaching; flipped class model; multi-perspective (YDW)*

**WANG, Tianyu** (Heilongjiang University). 2017. A Study on Teaching Model for Majors in Translation and Interpreting: Based on Social Constructivism (in Chinese). *Foreign Language Research*. 197:4. 89-92.

*\*Abstract: Currently, the teaching model to cultivate BTI undergraduates in order to meet the requirements of different translation positions is needed. After analyzing the current situation of BTI education in China and reviewing the domestic and international researches on translation teaching model from the perspective of social constructivism, this paper points out that the teaching model of BTI should be based upon social constructivism and should have constructive alignment as principle. It is proposed that “teaching objective-curriculum”, “curriculum-teaching”, “teaching-assessment” and*

“assessment-teaching objective” alignment should be constructed in order to improve the teaching effectiveness and learning effectiveness.

*Key words: translation; teaching model; translating competence; constructive alignment; Bachelor of Translation and Interpreting (YDW)*

**WANG, Weiwei** (Guangdong University of Foreign Studies). 2017. Quality assessment: A case report of theory and practice of the interpreting teaching system at Guangdong University of Foreign Studies (Case report 5) (in Chinese). *Chinese Translators Journal*. 38:4. 45-52.

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

**WANG, Yanqiang** (Fudan University). 2017. The mediating role of the interpreter (in Chinese).

*Shanghai Journal of Translators*. (1): 90-93.

*\*Abstract: The role of interpreters has been transformed from the traditional conduit or invisible ghost into an active participant or a mediator in the communication. In other words, interpreters should be able to take more responsibilities than a pure language interpreter by acting some role of cultural mediators in the interaction. This paper explores the various terms about mediation and the interaction between interpreting and mediation, with a view of identifying the different perceptions of interpreters, users and audiences on the mediating role of interpreters. And the social and cultural factors behind the interpreters' mediation are also analyzed.*

*Key words: interpreting; mediation; role perceptions*

**WU, Wenmei** (Beijing University of Technology, Zhuhai). 2017. The construction of APEC model for memory training in interpreting (in Chinese). *Shanghai Journal of Translators*. (2): 74-78.

*\*A general theoretical study which offers a description of an APEC model (Analysis of discourse, processing of information, encoding of meaning, coordination of tasks) for memory training in interpreting. (YDW)*

**YANG, Liuyan** (Xiamen University). 2017. Digital technology assisted research on consecutive interpreters' notes (in Chinese). *Foreign Language Learning Theory and Practice*. (3): 91-97.

*\*Abstract: In the past 20 years, new technologies such as key-logging and eye-tracking technologies have enabled translation process research to go deeper and further. Digital technologies can also be applied in interpreting process research. This paper focuses on how smart pen technology can open up new dimensions in interpreting research, specifically how Neo smartpen N2 can be used in digitizing consecutive interpreters' notes. A case study is introduced using Neo smartpen N2 to record the note-taking process of a professional interpreter and employing ELAN to annotate notes, which are classified into 6 types. It is demonstrated that the smart pen, together with annotation tools like ELAN, makes it possible for researchers to capture the note-taking process and make precise measurements, which offers precious hard data for identifying details in the note-taking process and analyzing note-taking as a resource-management and decision-making process in consecutive interpreting. (YDW)*

*Key words: process research; smart pen; note-taking in consecutive interpreting; annotation; time-lag*

**YAO, Bin** (Beijing Foreign Studies University). 2017. Anticipation in simultaneous interpreting (in Chinese). *Chinese Science & Technology Translators Journal*. 30:1. 15-18.

*\*Abstract: This article focuses on issues of anticipation in the process of simultaneous interpreting (SI). The ability to anticipate is a basic requirement for simultaneous interpreters. Anticipation in SI is realized on the syntactic, discoursal and background informational levels. This article argues that the*

*interpreter's familiarity with the lexical, syntactical, discursal structures and the background knowledge determines the extent to which an interpreter can anticipate. It is suggested that in order to render more accurate anticipation, the interpreter should constantly improve his/her linguistic sensitivity and get familiar with the common patterns of the speeches, as well as combine extensive and specialized knowledge in a variety of domains.*

*Key words: simultaneous interpreting; anticipation; background knowledge*

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

**YAO, Bin** (Beijing Foreign Studies University). 2017. An ideal scenario for compiling interpreting teaching materials (in Chinese). *Shanghai Journal of Translators*. (6): 74-78.

*\*A general theoretical study. With reference to relevant theories and teaching experience, this paper puts forward some suggestions as to the compilation of teaching materials for the MTI (Master of Translation and Interpreting) program in China. The author suggests taking into consideration issues such as the grading of the difficulty of interpreting practice materials, the logical progression from consecutive interpreting training to simultaneous interpreting training, the stages of interpreting competence acquisition and the adoption of innovative theoretical approaches. (YDW)*

**ZHAN, Cheng** (Guangdong University of Foreign Studies). 2017. Linguistic skills enhancement: A case report of theory and practice of the interpreting teaching system at Guangdong University of Foreign Studies (Case report 4) (in Chinese). *Chinese Translators Journal*. 38:3. 47-50.

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

**ZHANG, Jiliang** (Shenzhen University). 2017. Categories and characteristics of interpreter training materials (in Chinese). *Chinese Translators Journal*. 38:5. 45-51.

*\*This is a general theoretical study on the categories and characteristics of materials for interpreter training. The author examines the strengths and weaknesses of different training materials and puts forwards some suggestions as to the choice of such materials. (YDW)*

**ZHANG, Wei** (Beijing Foreign Studies University). 2017. Chinese interpreting learner corpus construction and research: Theory and practice (in Chinese). *Chinese Translators Journal*. 38:1. 53-60.

*\*This is a general theoretical study on the construction of a Chinese interpreting learner corpus. As a special type of parallel corpus, the interpreting learner corpus will help optimize interpreting teaching and promote interpreting research. This study examines the various aspects that the construction of a Chinese interpreting learner corpus may involve and foregrounds the implications of the construction of such a learner corpus. (YDW)*

**ZHU, Qi & LIU, Jin** (Anhui Polytechnic University). 2017. Construction and comprehensive evaluation of multi-dimensional interpretation teaching based on AHP and TOPSIS (in Chinese). *Foreign Language Research*. 197:4. 84-88.

*\*Abstract: This paper establishes 7-dimensional evaluation index system of interpretation teaching (with 24 sub-indicators). The optimal weight of the index system is determined based on the comprehensive method of TOPSIS and AHP. Furthermore, the paper investigates the current situation of college interpretation learning based on Likert Scales, and explores the advantages and disadvantages of interpretation teaching. It constructs the circulation system of implementation, monitoring, feedback and improvement, aiming to form a multi-dimensional interpretation teaching system.*

*Key words: interpretation teaching; index system; AHP; TOPSIS; multi-dimensional system (YDW)*

## M.A. AND GRADUATION THESES

**Chládková, Sabina.** 2017. *Tlumočnické samostudium (Interpreter's Self-training)*. In Czech. Master's thesis, Charles University, Faculty of Arts, Institute of Translation Studies, September 2017, director: PhDr. David Mraček, PhD.

### Abstract

*\* This master's thesis deals with interpreter's self-training. The aim of this theoretical-empirical study is to give an overview of the interpreting students' attitude towards interpreter's self-training as well as of the techniques students use when they perform their self-training. Another aim is to describe the role of teachers in interpreter's self-training, i.e. to what extent they motivate and support their students when it comes to self-training. The research part of the study was conducted at the Institute of Translation Studies, Charles University, and at the Department of Translation Studies, University of Graz, with the aim to compare the situation at those two institutes taking into account the abovementioned criteria. The theoretical part of the thesis discusses interpreter's self-training in the context of deliberate practice and focuses also on group practice as well as on the teachers' role. It also presents methods, techniques and e-learning tools which students may find useful during their self-training. The empirical part consists of an analysis of the data collected by means of questionnaires at the abovementioned institutes. Collected data suggest that both institutes support students' self-training, be it to different extents, and offer them all the necessary tools and equipment. Teachers also play their part in motivating and supporting students in self-training. Students at both institutes are aware of the importance of interpreter's self-training, though they do not follow some of the essential principles of deliberate practice. For example, many students practise interpreting only irregularly, even though this fact has proved to be closely related to the students' year of study and to whether they plan to pursue a career in interpreting. (IC)*

**Guggisberg, Sandra & Talirz, Fenja.** 2014. *Effects of ELF verbalization on interpreting performance. A small-scale corpus study*. Unpublished M.A. thesis, ZHAW Zurich University of Applied Sciences.

*\* One Canadian Native Speaker of English and two non-native speakers of English were asked to give a presentation in English introducing a product sold by the company for which they worked on the basis of the same powerpoint presentation. Their presentations were recorded and six professional interpreters were asked to simultaneously interpret the videos. Comparisons were made, which highlight some differences that may cause the (alleged) overall preference of interpreters for interpreting native speakers.*

**Rezková, Drahomíra.** 2017. *Vliv profesní zkušenosti tlumočnicka na jazyk tlumočnické notace (The effect of the interpreter's professional experience on the note-taking language)* – in Czech. Unpublished MA thesis, Charles University, Faculty of Arts, Institute of Translation Studies, September 2017, director: Prof. PhDr. Ivana Čenková, CSc.

*\* This master's thesis is a theoretical and empirical study about the interpreter's notes in consecutive interpreting. The study mainly deals with the note-taking language and the effect of the interpreter's experience on the choice of note-taking language.*

*In the literature, many authors have already thoroughly studied note-taking. In the second half of the 20th century, three traditional interpreting schools emerged. Several authors created their own note-taking systems. Since then, there hasn't been a consensus among experts on the choice of the note-taking language. Some recommend using the source language, some prefer the target language and many experts are in favor of using both.*

*Main approaches to note-taking and reasons why to use either the source language or the target language are listed in the theoretical part. The theoretical part also covers empirical research on the*

*choice of note-taking language. Compared to the large volume of theoretical publications on note-taking, only a few empirical studies were carried out, studying the choice of note-taking language. Despite its small scale, the thesis thus seeks to follow in the footsteps of previous empirical researchers and verify the claims of theorists by the means of an experiment.*

*The experiment studying the effect of the interpreter's professional experience on the note-taking language is described in the empirical part of the thesis. The sample was made up of two groups of subjects, twelve interpreting students at the Institute of Translation Studies at the Faculty of Arts, Charles University in Prague. There was a one-year difference between the two student groups. With the experiment being carried out twice, the purpose of the research was to determine whether after a completed term of studies (3 months), the increased experience affects the choice of note-taking language.*

*We assumed that more target-language words would appear in the notes of students with more interpreting experience than in the notes of less experienced students and that the incidence of the target language in the notes would increase fairly in the second experiment.*

*As the less experienced students used more units of the target language in the notes than their more experienced colleagues, we came to the conclusion that the interpreting students' experience did not affect the amount of target language in the notes. Moreover, after three months, the target language only increased in one group's notes unlike our hypothesis assumed. Other factors, such as professional prerequisites or deliberate practice seemed to affect the incidence of target language in the notes more than the interpreter's experience. (IC)*

*DG: The title of this thesis is a misnomer. The work is not about professional experience, but about different stages of training among students.*

**Staudacher, Julia.** 2016. *Die Rolle von Feedback im Dolmetschunterricht.* MA thesis, University of Vienna.

*\* An interview-based study of feedback given in the interpreting classroom at the University of Vienna. Interesting information about findings is found in Pöchhacker's paper in Behr & Seubert (eds) reviewed here (this micro-review is based on Pöchhacker's paper, as I have had no direct access to the thesis). (DG)*

## **DOCTORAL DISSERTATIONS**

**CHENG, Zhe.** 2017. *The influence of directionality on the information processing mode of source language in simultaneous interpreting: An empirical study based on the English-Chinese and the English-Spanish pairs.* Unpublished doctoral dissertation, Shanghai International Studies University.

*\*Abstract: This study takes the contradiction between the revised hierarchical model and Interpretive Theory as the starting point. The model proposes that the translation from A to B is a conceptual link while that from B to A is a lexical link. It can be understood that the translation is meaning oriented in one direction while it is form oriented in the other. However, the Paris school insists on interpreting from B to A. According to Interpretive Theory, during the deverbalization stage from comprehension to production, interpreters should totally forget the form and only remember the meaning of the source language. The interpretation from B to A should be based on the meaning. At the same time, according to the personal observations of this writer, interpreters have different preferences as regards directionality. As the comprehension and production processes of mother tongue and a foreign language are normally different, the simultaneous interpreting from A to B and from B to A may involve different processes, thus leading to different results. Therefore, the writer is interested in exploring the processing mechanism behind each interpreting direction. Does there exist an asymmetry between the two directions as the*

revised hierarchical model proposes? As Bao Gang (2005) pointed out, deverbalization is an information processing activity of interpreters. This study takes deverbalization as a theoretical perspective to explore the processing mode of interpreters. According to the previous definitions of deverbalization, in the dynamic deverbalization process, the study will observe to which degree the interpreters maintain the language form, whether they forget the form totally; in the static result, the study will observe whether the interpreters take the meaning-oriented or form-oriented mode. There have been few empirical studies based on language materials, still fewer on the study about the directional role in the simultaneous interpreting process. But with the popularization of A-B interpreting, it is necessary to know the characteristics of directionality in interpreting. By reviewing the literature, the writer finds that interpreting direction has an influence on the cognitive process. Although interpretive theory insists that deverbalization has nothing to do with language pairs, existing studies tell us that the language pair is an indispensable factor in studying interpreting directionality. Therefore, this study will explore the processing mode in four different interpreting directions of two language pairs, specifically the English and Chinese pair and the English and Spanish pair. The study of the asymmetric processing mode of the source language in both directions should be based on the acceptable interpreting quality. Therefore, the study will observe another important variable, which is interpreting quality, in order to explore the relationship between different processing modes and interpreting quality. The results show that the interpreting direction and language pair exert obvious influence on the source language information processing modes, specifically, the deverbalization process and its product. And there exists an asymmetry between the two directions. The point of interpretive theory that the interpreters should totally forget the form during deverbalization is not borne out by the observation of this writer. This occurs in the two language pairs, especially in English-Chinese direction. The more memory of the source language form, the better deverbalization performance in the production. Secondly, the theory proposes that interpreters should express the source language information in the target language without being interference from the source language. This point is supported. In two language pairs, the deverbalization degree of B-A is higher than that of A-B, confirming that the tradition of the interpreting direction of B-A has its reason. However, in different language pairs, there exists obvious differences in B-A deverbalization degree. This disproves the point of Interpretive Theory that deverbalization has nothing to do with language pairs. In interpreting studies, we should take into consideration the language factor. Besides, both pairs show that the processing modes exert obvious influence on the interpreting quality. (YDW)

DG: This abstract is confusing and lacks clarity about what the author actually did, but this is all we have.

Key words: directionality; deverbalization; language pairs; asymmetry; interpreting quality

**Gentile, Paola** (KU Leuven). 2016. *The Interpreter's Professional Status. A Sociological Investigation into the Interpreting Profession*. Unpublished PhD thesis. Trieste: University of Trieste.

\* A global survey.

**Korpál, Paweł**. 2016. Linguistic and psychological indicators of stress in simultaneous interpreting. (in Polish). Doctoral dissertation, Adam Mickiewicz University.

\* This doctoral dissertation has been published as a book. It is therefore listed both here, under Doctoral Dissertations, and under Books.

**YEH, Shupai Paul**. 2011. *An error analysis of sentence by sentence interpretation* (Unpublished doctoral dissertation). GITI, Taiwan Normal University, Taipei, Taiwan.

\* Based on steps proposed by Corder (1974), this study aimed to develop a rule-based work flow to analyze errors collected from a sentence-by-sentence interpretation task from English to Mandarin Chinese performed by student interpreters. Thirty sentences in total, the task consisted of three sub-tasks,

namely word recognition, sentence comprehension and sentence interpretation. The participants were instructed to perform one of the three sub-tasks at the end of each sentence. Word recognition and sentence comprehension were measured by the percentage of multiple-choice questions correctly answered, and sentence interpretation by the accuracy of interpretation. Both the source inputs and target outputs were transcribed and deconstructed into propositions to facilitate error identification and alignment. To explain and evaluate errors, correlation analyses were conducted to investigate the relationship within and between error types, sentence lengths and sentence speeds. The major findings of this study are as follows:

1. A work flow with clear rules for error identification, alignment and classification seemed to effectively limit rater subjectivity, ensuring high inter-rater reliability.
2. Participant performance was prone to additions and omissions, which could be viewed as gross errors since they seemed to co-occur.
3. The speed and length, especially the duration, of a target sentence seemed to be reliable indicators of quality and performance.
4. Word recognition, rather than sentence comprehension, seemed to correlate better with accuracy of interpretation. The length of a source sentence was a more reliable difficulty indicator of the performance in word recognition and sentence comprehension than speed.

**Zagar Galvão, Elena.** 2015. *Gesture in Simultaneous Interpreting from English into European Portuguese: An Exploratory Study*. Unpublished doctoral dissertation, University of Porto, Portugal.

\* An exploratory study on gestures in the booth, a contribution to a topic that has not been taken up as systematically so far, and an opportunity to learn about gesture studies. Chapter 1 offers a good review of the field, as well as typologies of gestures, and chapter 2 a systematic review of the literature on non-verbal communication research in interpreting. The empirical study itself was performed on 4 conference interpreters working from English into European Portuguese, with data collected in natural surroundings, in an experimental environment and through interviews (with more interpreters), mostly with video cameras recording the interpreters in the booth and the speakers in the conference room. Among the findings presented from the first, exploratory stage, which was performed with one expressive speaker and one less expressive speaker, more gestures were made by interpreters when interpreting the more expressive speaker, especially as regards referential gestures, and gestures signaling repairs, though rare in the speakers' utterances, seemed to be characteristic of the interpreters' gestural action. Gestures with a parsing function were the most abundant in the data. These observations are enriched by analyses of authentic gestural data from authentic Sinology conferences held in Portugal. In the last part of the empirical study, semi-structured interviews were conducted with interpreters about their perception of their own gestural behavior in the booth and of their colleagues'. Because of the small sample size as regards the number of interpreters and their language combinations, this study can be considered a case study, and as such shows how much can be learned from careful scrutiny of a limited sample. Basic categories were established and codified, and many examples are described, which should pave the way for further work on gestures in other language combinations and in other settings.

## BOOKS

**Bartłomiejczyk, Magdalena** (University of Silesia). 2016. *Face threats in interpreting. A pragmatic study of plenary debates in the European Parliament*. Katowice: Wydawnictwo Uniwersytetu Śląskiego.

\* An empirical study on how EP interpreters handle face-threatening acts – and a systematic reflection. The book starts with a delightfully honest and modest personal introduction reporting its author's evolution of preferences from experimental research with students into observational research, which, says Bartłomiejczyk, she has come to consider as more powerful to shed light on simultaneous interpreting as a socially situated activity (p.8). About half of the book is devoted to the issue of multilingualism in the European Union, to interpreting at the European Parliament, to a good

*introduction to the pragmatics of face, face-threatening acts and facework, and to a good critical review of existing studies on facework in interpreter-mediated interaction before the second half of the book present the author's empirical research.*

*She adopts the conceptual framework of Discourse Analysis, which, she notes, has so far mainly been used to investigate dialogue interpreting, starting with a bottom-up analysis of a few interpreted speeches and their originals to establish categories that could be used for the analysis of a larger corpus – a grounded theory type approach. She then looks at a sizable corpus of original speeches in English containing Face-Threatening Acts and their interpretations, mostly into Polish, her native language, and analyzes qualitatively, and for some indicators quantitatively, what she identifies as Facework phenomena - manually. She notes the complexity of the picture that emerges, with inter alia the coexistence of mitigation and aggravation tactics/strategies and the uncertainty about cognitive constraints-motivated interpreting behavior and face-avoidance related factors, but does arrive at the conclusion that face-threatening aspects of British MEPs tend to undergo mitigation in their Polish interpretations.*

*Setting aside the data and conclusions, what this reviewer likes particularly about this text is the amount of reflection devoted by the author to her topic, her intelligent engagement with methodological issues, her willingness to include theory and empirical research from other fields of TIS and of what might be called more prescriptive professional literature, her honest assessment of ideas and studies presented in the literature. (DG)*

**Behr, Martina & Seubert, Sabine (Hg.).** 2017. *Education is a Whole-Person Process. Von ganzheitlicher Lehre, Dolmetschforschung und anderen Dingen.* Berlin: Frank & Timme.

*\* A Festschrift honoring Dörte Andres, the central theme being the principle of human-exchange oriented teaching of interpreting. We have come a long way from the elitist 'swim or sink' attitude which prevailed among highly selective training programs until the end of the eighties and was considered 'normal'. Whether the more humanistic approach advocated by authors in this collection is more 'efficient' in producing good interpreters is a question to which it will be difficult to find an answer, but the human experience of students in training institutions is probably made more pleasant and potentially enriching.*

*Many papers in the volume are 'ideological', some with practical illustrations of methods used and/or recommended, but there are also papers on other topics. They are listed, and most of them are micro-reviewed and commented upon, in the Articles section. There are also interesting historical papers, as well as acknowledgment texts addressing Andres' achievements, as well as a list of her publications to date. The collection also includes papers which are rather remote from interpreter and translator education and are not reviewed here for lack of time, regardless of their merits.*

*The editors have done very good editorial work (as I could see from their work on the successive versions of my own contribution as well as that of another contributor's I was asked to review) on close to 30 contributions.*

*This reviewer does not have the time to review properly each of the contributions, and only one or a couple of salient points or features of each are covered in the articles sections. This does not do justice to those authors who invested much work in their texts and provided much valuable thinking and/or information.*

*Incidentally, many of the authors come from the German-speaking world, and for students/colleagues interested in bibliometrics, it would also be interesting to look, through a comparative scrutiny of their ideas and their citation behavior, to what extent they differ from other sizable language groups within TIS as opposed to a more 'globalized' English-writing TIS community.*

**Da Silva Cavalheiro, Luciana.** 2017. *Tomada de notas na tradução consecutiva. Referenciais e análise de métodos.* São Leopoldo: Editora Unisinos.

**Korpál, Paweł.** 2017. *Linguistic and psychological indicators of stress in simultaneous interpreting.* (in Polish). Poznań: Adam Mickiewicz University Press. (the published version of Korpál's PhD).

*\*According to the AMU Press's online abstract, the main objective of the experimental study is to examine whether the speaker's delivery rate influences (1) the level of stress experienced by professional interpreters and interpreting trainees in simultaneous interpreting and (2) interpreting accuracy. Coping tactics used by interpreting trainees and professional interpreters are also investigated. High delivery rate turns out to increase the level of stress experienced by the participants and to damage accuracy. A negative correlation between stress levels and interpreting accuracy was observed. Contrary to predictions, no inter-group difference was observed with regard to stress levels. However, professional interpreters provided a more accurate interpretation than interpreting trainees. With regards to stress coping, task-oriented coping proved to be a predominant coping style in both experimental groups.*

**Russo, Mariachiara, Bendazzoli, Claudio & Defrancq, Bart** (eds). 2018. *Making Way in Corpus-based Interpreting Studies.* Singapore: Springer.

**Whynot, Lori.** (Macquarie University, Sydney). 2016. *Understanding International Sign. A Sociolinguistic Study.* Washington D.C.: Gallaudet University Press.

*\* The published version of a doctoral dissertation completed at Macquarie. A micro-review is offered in the Signed Language Interpreting Section, but since it deals with international meetings and expository speeches, it is definitely part of CIT.*

## ... AND BEYOND CONFERENCE INTERPRETING

### SIGNED LANGUAGE INTERPRETING

#### Articles

**Carneiro, Teresa Dias.** 2017. Intérpretes de línguas orais e intérpretes de libras – semelhanças e diferenças na formação, atuação e status social (spoken language interpreters and Brazilian sign language interpreters: similarities and differences in training, professional practice and social status).

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*\* The title is a good summary of the content of this paper.*

**Roy, Cynthia & Metzger, Melanie** (Gallaudet University). 2014. Researching signed language interpreting research through a sociolinguistic lens. *The International Journal for Translation & Interpreting* [www.trans-int.org](http://www.trans-int.org) 6:1. 158-176.

*\* One welcome aspect of this paper is information given on a number of sociolinguistic studies of interpreting, with concise descriptions of what was done and found. But beyond the literature review, Roy and Metzger make the strong point that sociolinguistic processes are inherent not only in general communication, but also in interpreting, and that interpreters and translators (in the case of studies reviewed in this paper, signed language translators and interpreters) behave under the influence of sociolinguistic forces. In terms of research, this is probably relevant to varying degrees depending on the communication settings, perhaps much more so in community interpreting and in court interpreting, and more generally in signed language interpreting, than say in settings where language behavior is highly codified.*

**Russell, Debra** (University of Alberta, Canada) & **Winston, Betsy** (TIEM Centre, USA). 2014. Tapping into the interpreting process: Using participant reports to inform the interpreting process in educational settings. *The International Journal for Translation & Interpreting* [www.trans-int.org](http://www.trans-int.org) 6:1. 102-127.

*\* In an experimental setup, professional interpreters were asked to prepare for a classroom interpreting task on the basis of a video and to make comments while preparing for the task. They were then asked to interpret the relevant segments, and then to comment on their performance. The effectiveness of interpreting in each case was also assessed in terms of its degree of effectiveness. Results indicate that those interpreters whose performance was assessed more effectively tended to make more comments showing engagement with higher order analysis of the classroom session, on matters such as teacher intent, their calling in on pre-existing knowledge etc., as opposed to lower-order considerations such as the use of particular signs for names and concepts. Roughly, this suggests that the more 'intelligent' the analysis of the classroom discourse during preparation, the better the resulting interpretation. Quite interesting if confirmed through replications in other educational settings studies, with implications for interpreter training. It would be interesting to see whether the correlation holds for other types of expository or other discourse in other settings.*

**Whynot, Lori**. (Macquarie University, Sydney). 2016. *Understanding International Sign. A Sociolinguistic Study*. Washington D.C.: Gallaudet University Press.

*\* The published version of a doctoral dissertation completed at Macquarie University in 2015. Beyond its title, this book can be read as a fascinating and very thorough – though at times highly technical – introduction to “a signed language contact phenomenon known as International Sign” (p. 1): in this case, the author studied how deaf leaders who do not share the same national sign or spoken language communicate with each other directly at international meetings in expository speech. The book includes a literature review which combines studies on spoken language interpreting and on signed language interpreting, about the lexicon and grammar of International Sign, and – importantly – about actual comprehension of speeches through subjective comprehension rating scales, structured questions interviews, lexical identification of IS signs just viewed, video retell tasks, depicting sign clusters. Among other thought-provoking conclusions, the author highlights the fact that global comprehension of IS ranks lower than comprehension of lectures in National Signed Languages, with the need for attendants of meetings where IS is used to be aware of the fact that they may be missing much information. A book that deserves careful reading by TIS researchers from the spoken language interpreting world as well, if only as an example of a study tackling the issue of actual comprehension of speech, interpreted or otherwise, by conference delegates – but also for many others of its qualities. DG*

## **Doctoral dissertations**

**Hynková Dingová, Nad'a**. 2017. *Typologie chyb v tlumočení z češtiny do českého znakového jazyka (The Typology of Errors in Czech to Czech Sign Language Interpreting)*. Doctoral dissertation, Charles University, Faculty of Arts, Institute of Czech Language and Theory of Communication, September 2017, director: prof. PhDr. Alena Macurová, CSc.

### **Abstract**

*This dissertation focuses on the analysis of simultaneous interpreting from Czech into Czech Sign Language and on errors which occur during this process. The terminology the author uses to describe them is derived from the taxonomy of D. Cokely (1985). Cokely's five types of errors in interpreting into a sign language (omissions, additions, substitutions, intrusions and anomalies), including their subtypes, were also identified in the analysed texts.*

*The work is based on the analysis of errors in the interpreted text, and corroborates the hypothesis of the thesis stating that the use of free interpreting by Czech Sign Language interpreters is only marginal. The*

*interpreters did not reflect pragmatic aspects of dialogue in an appropriate way and they did not use unique language features of the sign language either. They also heavily relied on the Deaf recipients' knowledge of the majority language.*

*In other parts of the work the author pays attention to other specificities of errors made during interpreting into the sign language. These are for example sign deformation, mouth movement during the production of a sign, use of a sign in a context etc. She also focuses on an undesirable "accent", the important elements of which are sign placement, the choice of the sign, rhythm, redundant repetition of a sign etc.*

*The findings of this thesis may be useful for interpreter training and practice: language training of students of interpreting and especially Czech Sign Language teaching should reflect the needs and requirements of Deaf clients who themselves should also be actively involved in Czech Sign Language teaching. (IC)*

**Stone, Christopher A.** 2005. *Towards a Deaf Translation Norm*. Doctoral dissertation, University of Bristol.

*\* Not so recent, but worthy of attention.*

*This empirical study is based on 5 interviews with Deaf translators/interpreter and video recorded naturalistic data as well as what Stone calls TAPs of hearing and deaf translators/interpreters doing English into BSL translating (from the description, rather than an online think-aloud protocol, it was a set of induced comments on the task before it was performed, followed by retrospection). It explores the notion of a perceived Deaf translation norm in British TV broadcast news rendering into BSL. The Deaf T/Is adapt their renditions with the deliberate purpose of producing an optimally relevant BSL text that optimizes the multimedia environment to reduce cognitive effort for Deaf viewers.*

*For this reviewer, who, because of his lack of knowledge about sign languages and the world of the Deaf, cannot claim to have understood all the subtleties of the analyses, one particularly interesting aspect of this work is that it focuses on the perception of Deaf T/Is from within, and thus provides valuable insights from within a 'target' community.*

*Another feature of this work that this reviewer appreciated immensely is the careful thinking, awareness of potential bias, constant checking with informants, the kind of attitude that can only be given as a model to follow.*

*I also appreciated the ethnographic approach, again, careful, with incremental improvements and corrections and constant care to have information validated, corrected and analyzed in more depth – the opposite of dogmatic application of set research procedures which some researchers adopt to ensure 'maximum control' in environments where they stand more to lose than to gain by seeking such 'control'.*

## **OTHER INTERPRETING RELATED PUBLICATIONS**

**Albl-Mikasa, Michaela; Fontana, Giovanna; Fuchs, Laura Maria; Stüdeli, Lena Meret; Zaugg, Aline.** 2017. Professional translations of non-native English: Before and after texts from the European Parliament's Editing Unit. *The Translator* 23:4. 371-387.

**Albl-Mikasa, Michaela & Hohenstein, Christiane.** 2017. Cognition in community interpreting: the influence of interpreters' knowledge of doctor-patient interaction. In Perrin, Daniel & Kleiberger, Ulla (eds). *Doing Applied Linguistics- Enabling transdisciplinary Communication*. Berlin; de Gruyter. 130-138.

*\* In the framework of an observational study based on the 19 video-recorded and transcribed authentic doctor-patient interactions in Swiss hospitals with Turkish- and Albanian-speaking patient, interpreter accuracy and role behavior were examined. In this paper, the authors look at the link between knowledge of medical conversation structures and interpreter-mediated interaction.*

**Baglione, Paola.** 2017. "He saw himself as an artist whose role was than of an educator". Community Interpreting in Kamerun. In Behr & Seubert (eds). 329-346.  
\* *On interpreting in Cameroun in colonial times and now. Informative, one of a few rare publications on interpreting in Africa.*

**Gile, Daniel.** 2017. Biases in critical reading of TIS literature. *Tradução em Revista* N. 23  
[https://www.maxwell.vrac.puc-rio.br/rev\\_trad.php?strSecao=fasciculo&fas=32480&numfas=23](https://www.maxwell.vrac.puc-rio.br/rev_trad.php?strSecao=fasciculo&fas=32480&numfas=23)  
\* *A methodological article, a sequel to two early general articles on critical reading. In this text, the emphasis is on various types of 'social bias' which color assessments of research texts*

**Kieslich, Charlotte P.** 2017. 'Volksgemeinschaft' und „Richtiges Dolmetschen“. Translatorische Rollen- und Leistungsprofile in National sozialismus. In Behr & Seubert (eds). 387-412.  
\* *Historical. Discusses what kind of interpreters Nazi interpreters were supposed to be.*

**Resta, Zoi.** 2017. *Community Interpreting in Greece: The case of refugee camps* [in Greek]. Athens: Diavlos.  
Title in Greek: Η Κοινοτική Διερμηνεία στην Ελλάδα: Η περίπτωση των ανοιχτών δομών φιλοξενίας προσφύγων  
\* *The study presented in the book intends to shed light on the undiscovered field of interpreting services in the refugee camps of Greece. In the pages of this book the reader may see real images of the situation in the refugee camps and of the way people communicate there. Indicatively, some of those images show language being acknowledged as a barrier instead of a communication bridge; the roles of the interpreter being confused with those of the teacher or the driver; professional interpreters being introduced as numbers, instead of being introduced by their names. But there are also images depicting interpreters demanding acknowledgement of their profession, professionalization, and training. Furthermore, the trainer, the student, or the researcher who may read this book, will also find suggestions for a comprehensive approach of the contemporary needs and issues of community interpreting in Greece (coordination of services, training, education, professionalization, etc.), as well as suggestions for further study, which could inspire future research initiatives on this uncharted field of interpreting in Greece. (AP)*

**Skalweit, Lena.** 2017. Die Gerichtsdolmetscher und –Übersetzer in kolonialen Algerien. Anforderungen und Ausbildung zwischen 1830 und 1900. In Behr & Seubert (eds). 363-385.  
\* *A historical overview of court interpreting and translation in colonial Algeria, which covers prescriptive roles and training. Interesting.*

**WANG Chenshuang** (Beihang University). 2017. A scientometric analysis of audiovisual translation studies (in Chinese). *Foreign Language Research*. 194:1. 80-84.  
\**Abstract: This paper analyzes the audiovisual translation studies retrieved from Translation Studies Bibliography database by Citespace. To construct mapping knowledge domains and to reveal the research focuses and developmental trend of international audiovisual translation studies in the past 50 years, this paper focuses on the data of authors, journals, key words, etc. The findings will facilitate the development of audiovisual translation studies in China.*  
*Key words: mapping knowledge domain; research focus; audiovisual translation (YDW)*

\* \* \*

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