

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

Practice vs. theory/research

With a total of close to 200 bibliographical items, 164 of which from the conference interpreting branch of TIS (Translation and Interpreting Studies), this issue of the *Bulletin* is particularly rich in information, thanks in particular to Franz Pöchhacker, who sent in a list of more than 90 MA theses he supervised from 2009 to 2017. Six of them were not included in this issue, as they had been listed in previous issues.

With 10 theses or more supervised every year since 2012 and 29 theses in 2017 (!), the workload on the supervisor is heavy to say the least. In the overwhelming majority of cases, these theses are their author's first attempt at research, and they may be more or less flawed as such and because for a supervisor, handling so many theses necessarily means the time available for each is limited. However, they are a good awareness-raising exercise with respect to research into interpreting (and translation), and should help bridge the gap between the practice of (translation and) interpreting and research/theory. This gap seems to be far less conspicuous than it used to be, as suggested by two other studies listed in this issue of the *Bulletin*, Chaia, 2016 and Kleibs, 2018.

This is probably the result of the academization of translator and interpreter training programs, with the associated thesis requirements. Is this good or bad, especially in view of the fact that for some training programs, the time available to acquire complex cognitive skills through much practice is short and whatever time is devoted to research is taken away from translation/interpreting practice time and may result in slower progress among students? No data from empirical research are available to help answer this question, but I believe the time-conflict is most significant in 2-year conference interpreting programs, and far less so in programs focused on other types of interpreting and on translation. Also, it is possible to reduce the amplitude of the problem by encouraging students to engage in replication studies and to allow them to work in teams of two or three.

Whatever the answer to this particular question, the contribution to TIS of very active thesis supervisors like Pöschhacker and Čeňková and of their colleagues in Vienna and in Prague (to quote just these two active centers for interpreter training and IS) is valuable. Since both, and most of their colleagues, are also active practitioners of interpreting, practitioners cannot argue that researchers/theoreticians are isolated from the reality of translation and interpreting in their academic ivory tower (also see Torres-Simón & Pym, 2016). Thus, over the past two decades, research has become an integral part of the discipline of Translation and Interpreting. Ironically, this is less the case at ESIT, one of the centers where IS initially developed, and where research is not an organic part of the interpreter and translator training curricula.

History

Investigations into the history of interpreting have become quite popular in IS these past few years. In this issue of the *Bulletin*, many contributions come from a special issue of *RIELMA*, the *International Review of Studies in Modern Languages*, based in Cluj, Romania, which was devoted to interpreting through history and which is available online at http://lett.ubbcluj.ro/rielma/RIELMA_2017.pdf. A very interesting issue, with many valuable contributions, in particular one by Carolyn Ball and one by Robert Ingram on the history of signed language interpreting, and others on the history of AIIC and on the history of interpreting in many countries about which most readers may not have had the opportunity to learn much so far (e.g. Estonia, Hungary, Poland, Transylvania and Turkey), and some of the studies seem particularly thorough (Sibul's doctoral dissertation on the history of interpreting in Estonia is a case in point).

Cognitive load

In research into conference interpreting, the concept of 'cognitive load', which Sijia CHEN defines as "the portion of an interpreter's limited cognitive capacity devoted to performing an interpreting task in a certain environment" in her 2017 paper published in *Perspectives* (see *CIRIN Bulletin* n°54), has been a central one implicitly (in Chernov's probability prognosis model) or more explicitly (for instance in the Effort Models).

Interestingly, CHEN's definition does not refer to distinct pools of attentional resources, as postulated by Seeber who followed Wickens and his multi-resource theory (see his 2011 paper in *Interpreting* reviewed in *CIRIN Bulletin* n°43). CHEN's conceptual framework, like Gile's, looks at available attentional resources unitarily. This is in line with Barrouillet and Camos's theory of Working Memory, which considers time the main determinant of cognitive load (see Barrouillet and Camos, 2012 micro-summarized in this issue of the *Bulletin*).

In contrast with Tommola's and Seeber's use of pupillometric measurements as an indicator of cognitive load, CHEN, who focuses on consecutive interpreting, considers the voice-pen span a central indicator of cognitive load. Note that Ear-Voice Span was taken as an indicator of cognitive load in past Korean research (Lee Tae-Hyung, 2000 – see *Bulletin* n°26), and again is in line with Barrouillet and Camos's model of working memory. There is some ambiguity in this indicator, which can be taken both as a sign of higher cognitive load (which causes slower processing), or as a generator of cognitive load,

because the time lag, which might reflect a tactical decision rather than cognitive load as such, will produce cognitive load because the waiting time will involve longer storage/processing of information.

Also related to time considerations is LIANG et al.'s syntactic dependency distances (DD) indicator. The authors consider that when producing text, because speech producers have to keep in working memory traces of the first word in any relevant syntactic relation until the time they produce the last syntactically dependent word in a sentence, they will tend to minimize DD, and reduction of DD is an indicator of cognitive load – an indirect indicator, which points to an attempt to lower cognitive load. This is interesting, but the authors' inference from the finding that mean DD was smaller in the interpreters' output in consecutive than in their output in simultaneous that cognitive load was higher in consecutive is somewhat problematic: if minimizing MDD in speech production to reduce cognitive load is a universal tendency, it should apply in all circumstances provided there are no constraints which prevent it from being performed. It is reasonable to assume that it is more important when cognitive load during speech production is high, but why would higher cognitive load necessarily result in higher MDD reduction amplitude? Would it not make sense that whatever the cognitive load, speech producers would attempt to reduce it until they feel relief? Would the amplitude of such MDD reduction not depend essentially on constraints which limit MDD reduction, rather than on the amount of cognitive pressure per se?

To use a metaphor: if you carry heavy objects, whether they weigh 10 kg, 20 kg or 30 kg, the universal tendency would be to get rid of as many as you can, ideally, until you do not feel any extra weight. But how much weight you will shed depends on what is possible, not on how much you carry. If you are a soldier and are required to carry a full package during military exercises, you will not be able to shed anything. If you have been shopping and are carrying grocery bags over short distances, you may be able to carry them one by one instead of several of them together. Or perhaps you can ask someone to take care of delivery to your home and do not need to carry anything. The ability to shed some of the weight is more important if the initial prospect is to carry 30 kg than it is if you are to carry 5 kg, but how much you will shed will depend more on how much you can shed than on how much you are to carry initially.

Viewed from this angle, the high MDD of translated texts can be explained by stylistic preferences (the constraints that prevent written texts from taking on the style of informal spoken language) + the fact that translation producers have sufficient time (at cognitive scale) to think of reformulation and revise it. In other words, producing written statements with high MDD is not really problematic. Simultaneous interpreting entails high cognitive load, but MDD reduction is hampered by structural differences between the source language and target language: such differences impose some waiting before all the 'words' (actually, not the words themselves, but the information they carry) in the source language sentence can be reformulated, but if interpreters wait that long, there is a high risk of their working memory being saturated, so they tend to choose to reformulate part of the source language sentence as soon as they can, which limits the possibilities of reducing MDD. In consecutive, in the production phase, not only do they already know what every sentence is supposed to convey when they start interpreting it, but they are not as strongly constrained in time as in simultaneous, so they are free to reword the content of each sentence as they wish, and possibilities for MDD reduction increase.

Some clarification about the authors' rationale would be welcome.

Finally, Plevoets and Defrancq (see their 2016 and 2018 papers listed in this issue of the *Bulletin*) look at another cognitive load indicator, the u(h)m disfluency, using corpus analysis techniques. Indeed, such hesitation markers are probably a reliable indicator of the effect of cognitive load and are relatively easy to detect and count, which makes them convenient for correlational studies of cognitive problem triggers. But they do not detect all cases of cognitive load, which can also give rise to unfilled pauses, to errors, to omissions, to infelicities.

Other potential indicators of cognitive load could be found using brain imaging techniques. But at this point, it is difficult to design studies using such techniques without interfering massively with the natural interpreting environment (see LIN et al., 2018 in this issue of the *Bulletin*), and behavioral, rather

than physiological data, provide us with more practical evidence around cognitive processing difficulties interpreters actually experience. In this respect, Mankauskienė's doctoral dissertation offers interesting findings.

Further developments will be most welcome.

Daniel Gile

RECENT CIR PUBLICATIONS

ARTICLES

Abbasbeyli, Elvin. (France, Univ. de Strasbourg & INALCO, Paris). 2017. Histoire de l'interprétation : des drogmans ottomans aux interprètes de conférence turcs. *RIELMA Revue Internationale en Langues Modernes Appliquées/ International Review of Studies in Modern Languages* Numéro spécial 2017/ 2017 Special Issue: *Interpreting through history/ L'interprétation à travers l'histoire*. 77-87.

* *A historical account of interpreting in Turkey, starting with Ottoman drogmans and ending with modern conference interpreting. In that part, its content is very similar to Arslan Özcan's account in the same issue of RIELMA.*

AIIC – SNAPSHOTS OF A HISTORY OF THE PROFESSION / AIIC – ÉLÉMENTS D'HISTOIRE DE LA PROFESSION. *RIELMA Revue Internationale en Langues Modernes Appliquées/ International Review of Studies in Modern Languages* Numéro spécial 2017/ 2017 Special Issue: *Interpreting through history/ L'interprétation à travers l'histoire*. 177-192.

Marie-France Skuncke, Création de l'AIIC. 177-179

Irène Testot-Ferry, La période parisienne. 180-187.

Marie-France Skuncke, Jusqu'à l'Assemblée de Bruxelles : 1970-1992. 188-192.

* *These three non-academic papers by former AIIC leaders were previously published in AIIC's The Birth of a Profession (2013) and are reprinted in this special issue of RIELMA.*

AIIC Groupe Histoire. 2013. *Naissance d'une profession. Les soixante premières années de l'Association Internationale des Interprètes de Conférence.* Genève : AIIC.

* *Reviewed in RIELMA, 2017 Special Issue on Interpreting through History by Maria Iaroslavschi.*

Argandoña Jara, Andrea; Martínez Morales, Zoila –X.; Silupu Larronda, Dayana C. (Universidad Peruana de Ciencias Aplicadas). 2017. Exploración sobre la inserción laboral de los intérpretes en el mercado peruano. *Mutatis Mutandis* 10:2. 74-101.

* *An exploration of the interpreters' insertion into the Peruvian marketplace on the basis of interviews conducted with 18 graduates of interpreter training programs from two Peruvian universities.*

Arslan Özcan, Lale. (Yildiz Technical University). 2017. The Birth and Development of Conference Interpreting in Turkey. *RIELMA Revue Internationale en Langues Modernes Appliquées/ International Review of Studies in Modern Languages* Numéro spécial 2017/ 2017 Special Issue: *Interpreting through history/ L'interprétation à travers l'histoire*. 61-76.

* *A detailed and very interesting account of the beginning of conference interpreting in Turkey, from which the role of leaders from the public and industrial sectors as well as the importance of Turkey's ambition to develop economically and the associated need for interpreting, become clear. There is also*

much information on the development of training, inter alia with the help of Geneva-based interpreter trainers, and of professional organization of interpreters and interpreter trainings within Turkey.

Bakti, Mária (University of Szeged, Hungary). 2017. Speech errors in sight translation. In **Zupan & Nuč** (eds). 111-127.

** Four professional conference interpreters (Hungarian A, English B) were asked to sight translate an English political speech into Hungarian. Recordings of impromptu and extemporaneous speech by the same interpreters were also made. Transcripts were made of all the speeches produced. Interestingly, sight translation had less speech errors than extemporaneous and impromptu speech. The most frequent errors in sight translation were grammar and morphology errors, then synonyms and repetitions. In impromptu and extemporaneous speech, the most frequent error was repetition.*

Bobăilă, Iulia & Pelea, Alina. (Babeş-Bolyai University, Cluj, Romania). 2017. La visibilité de l'interprète, une question de circonstances. *RIELMA Revue Internationale en Langues Modernes Appliquées/ International Review of Studies in Modern Languages* Numéro spécial 2017/ 2017 Special Issue: *Interpreting through history/ L'interprétation à travers l'histoire*. 159-173.

** Historical and conceptual.*

Chevalier, Lucille (ESIT, Université Sorbonne Nouvelle). 2018. Categories and boundaries in interpreting perception. In Barschdorf, Stefanie & Renna, Dora (eds). *Translation Boundaries. Constraints, Limits, Opportunities*. Stuttgart: ibidem-Verlag. 261-290.

** 62 people listened to recordings of live TV interpreting and were asked about their reactions to them without specific directions. Their reactions were analyzed with respect to aspects of quality perception ("parameters") they mentioned, with a special focus on links between parameters as expressed by the listeners. Among other findings, form parameters, and in particular delivery parameters, are mentioned most often, and seem to be the main determinant of overall listening comfort and quality perception by listeners.*

Díaz-Galaz, Stephanie (Pontificia Universidad Católica de Valparaíso). 2017. Formación de intérpretes e investigación en interpretación en Chile: desafíos y oportunidades para el desarrollo de los estudios de interpretación. *Mutatis Mutandis* 10:2. 46-73.

** An interesting overview of the (less than advanced) status of interpreter training in Chile, with an analysis of recent developments and needs.*

DING, Yan Lydia. (University of Auckland). 2017. Using propositional analysis to assess interpreting quality. *International Journal of Interpreter Education* 09:1. 17–39. Retrieved from <http://www.cit-asl.org/new/using-propositional-analysis-to-assess-interpretingquality>

** The output of third-year interpreting students was recorded, transcribed and assessed holistically and using propositional analysis and the two assessments were compared. The two assessment methods agreed in general, but according to the author, propositional analysis has advantages.*

Diriker, Ebru. 2015. On the evolution of the interpreting profession in Turkey: From the Dragomans to the 21st Century' in Ş. Tahir, S. Paker, J. Milton (eds.). *Tradition, Tension and Translation in Turkey*. Amsterdam: John Benjamins. 87-103.

Doğan, Aymil. 2015. Andaş Çeviri Paydaş Eseri (Simultaneous Interpreting is the Artifact of Stakeholders). In Pelin Şulha (ed.) *Sözden Temsile Çeviribilim (Translation and Interpreting Studies from Parole to Presentation)*. Istanbul: Çeviribilim. 11-35.

**Abstract: Simultaneous interpreting is a cognitive process, the accomplishment of which depends on many factors in addition to the general and field knowledge and experience of the interpreter. This study dwells on these factors and their providers as stakeholders who play a crucial role in the realisation of the optimum conditions for the task to be carried out properly. (HE)*

Doğan, Aymil. 2017. Interpreting in Diplomatic Contexts. In Ayşegül Angı (ed.) *Translating and Interpreting Specific Fields: Current Practices in Turkey*. Frankfurt am Main: Peter Lang.19-53.

**Abstract: Diplomacy and interpreting have been indispensable aspects of intercommunal and international relations. In the Ottoman Empire interpreters were privileged high rank officials, given the authority, for example, to sign an agreement or collect the taxes. This chapter dwells on a brief history of interpreting in diplomatic contexts, spread of diplomatic relations and developments in interpreting, protocol rules that shape the behavior of interpreters in diplomatic contexts, and the related discourse functions, cooperative principle, implicitness and politeness and educational remarks.*

Doğan, Aymil & Bulut, Alev. 2016. Paylaşım, Bağlılık (Cofluence and Commitment). In Ayşe Nihal Akbulut (ed.) *Türkiye’de Çeviribilim. İlk Adımların Yol Arkadaşlığı (Translation and Interpreting Studies in Turkey. Companionship in Taking the First Steps)*. İstanbul: Sözcükler. 200-281.

**Abstract: This study dwells upon the first steps and the evolution of the curriculum and studies of the Translation and Interpreting Departments of Hacettepe University and Istanbul University from the viewpoint of the experiences of the two pioneering scholars collaborating.*

Fáber, András. 2017. Éléments pour une histoire de l’interprétation en Hongrie. *RIELMA Revue Internationale en Langues Modernes Appliquées/ International Review of Studies in Modern Languages* Numéro spécial 2017/ 2017 Special Issue: *Interpreting through history/ L’interprétation à travers l’histoire*. 11-26.

** A historical overview of interpreting in Hungary.*

Ferencz, Tímea. (Babeş-Bolyai University, Cluj, Romania) 2017. A Life of Languages: The Contributions of Kató Lomb to Language Learning and Interpreting through her Second-Language Acquisition Theory. *RIELMA Revue Internationale en Langues Modernes Appliquées/ International Review of Studies in Modern Languages* Numéro spécial 2017/ 2017 Special Issue: *Interpreting through history/ L’interprétation à travers l’histoire*. 144-158.

** This paper focuses on polyglot and interpreter Lomb’s views on second language learning and its relevance to interpreting.*

Gile, Daniel. 2015. TESTANDO A HIPÓTESE DA “CORDA BAMBA” DO MODELO DOS ESFORÇOS NA INTERPRETAÇÃO SIMULTÂNEA – UMA CONTRIBUIÇÃO (Brazilian Portuguese version of the paper TESTING THE EFFORT MODELS’ TIGHTROPE HYPOTHESIS IN SIMULTANEOUS INTERPRETING – A CONTRIBUTION, initially published in English in *Hermes* 23 (1999). p.153-172. Translation by **Markus Johannes Weininger, Giovanna Bleyer Ferreira dos Santos & Diego Mauricio Barbosa.** *Cad. Trad.*, Florianópolis, v. 35, nº especial 2, p. 590-647, jul-dez, 2015.

** With an introduction to the 2015 translation.*

Giustini, Deborah. (University of Manchester). 2017. Conversing with Pioneer Interpreters: The Past and Present of Interpreting Training in Japan. *RIELMA Revue Internationale en Langues Modernes Appliquées/ International Review of Studies in Modern Languages* Numéro spécial 2017/ 2017 Special Issue: *Interpreting through history/ L’interprétation à travers l’histoire*. 50-60.

* *The author used interviews with pioneer Japanese-English interpreters and managers of interpreting agencies to analyze the beginnings of conference interpreting in Japan as well as the present situation. The sources represent the information and viewpoint of the management of the relevant agencies, as opposed to the viewpoints of their employees or of students of university training courses, which remain to be collected, analyzed and compared with the agency managers' accounts. The author being a sociologist, a sociological analysis of the information provided against the background of features of Japanese society would also be welcome – and is perhaps part of Giustini's projects for the future. That being said, the information provided is in line with other accounts found in previously published texts in Japanese (mostly) and in English, inter alia in a recent paper by Kondo Masaomi and in another paper published by Komatsu Tatsuya in a collective volume edited by Someya Yasumasa – with some further details.*

HAN, Chao (Southwest University, China). 2018. Using rating scales to assess interpretation. Practices, problems and prospects. *Interpreting* 20:1. 59-95.

* *A systematic review of various aspects of rating scales used to assess interpreting as reflected in the literature (types of scales, raters and their training, rating procedures etc.) with an analysis of challenges and some recommendations.*

HAN, Xu (Nanchang Hangkong University). 2013. The Skill-Focused Approach to Interpretation Teaching: An Empirical Exploration. *Open Journal of Modern Linguistics* 2013. Vol.3, No.2, 161-165.

* *In interpreting class, which has become mandatory in China for English majors, 72 4th year students were randomly assigned to either traditional language oriented teaching of interpreting or to teaching focusing on 4 interpreting skills, namely listening, 'memory', note-taking skills and reformulation. The latter condition was associated with better performance in interpreting. Not really surprising to those involved in the training of interpreters, but the exercise may have some value as an awareness-raiser in language schools. (DG)*

HUANG, Huali. (University of Nagoya). 2017. A Study of Speech Rate and Fluency in Simultaneous Interpreting (in Japanese). *Interpreting and Translation Studies* 17: 45-67.

* *The English-Japanese (authentic) interpreting corpus of the University of Nagoya has been used for an increasing number of research projects on interpreting over the years. In this study, the focus was on the relationship between fluency, temporal features and prosodic features in simultaneous interpreting, and the material studied came from non-specialized speeches from Australian and American English into Japanese, with 4 speakers and 4 interpreters.*

LEE, Jieun. (Ewha Women's University, Seoul). 2018. Feedback on feedback: Guiding student interpreter performance. *The International Journal for Translation and Interpreting* 10:1. 152-170.

* *The analysis of responses by 2nd year postgraduate students of conference interpreting in Korea to an online questionnaire on feedback they receive from teachers, peers and on self-feedback. Unsurprisingly, they appreciate feedback, in particular as regards proposals for alternative formulations. They also mention the emotional dimension in regard to feedback.*

LI, Xiangdong. (Xi'an International Studies University) 2015. Mock conference as a situated learning activity in interpreter training: a case study of its design and effect as perceived by trainee interpreters. *The Interpreter and Translator Trainer* 9:3, 323-341.

* *The author argues in favor of the use of Mock Conferences in interpreter training, formulates recommendations for their design, and presents favorable reactions by 15 second-year graduate students who responded to a web-based questionnaire requesting their input on the matter.*

LIANG, Junying; FANG, Yuanyuan; LV, Qianxi Lv; LIU, Haitao. (Zhejiang University, China + 2 other affiliations for LIU, Haitao). 2017. Dependency Distance Differences across Interpreting Types: Implications for Cognitive Demand. *Frontiers in Psychology*. Volume 8. 2132.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5733006/>

* *Dependency distance (DD), the distance (in number of words) between two syntactically related words in a sentence (adjacent words that are syntactically related have a DD of minus one or one depending on whether the word 'governing' the relation comes before or after the 'dependent' word), is assumed to be correlated with cognitive load during speech production, because to produce a correct sentence, speech producers have to keep in working memory traces of the first word in the relevant syntactic relation until the time they produce the last syntactically dependent word. It is therefore assumed that by virtue of the law of least effort, speech producers tend to minimize DD when producing speech. For sentences, the absolute values of all DDs can be summed and divided by the number of words minus one (because one of the words, generally the verb, has no governor) to produce a Mean DD (MDD). Similarly, an MDD can be calculated by summing the MDD of individual sentences and dividing the sum by the number of sentences in the text. In this study, MDDs were computed in English texts produced by simultaneous interpreting (SI), consecutive interpreting (CI) and translating Chinese source speeches/texts. MDD was found to be largest for translated texts read out in English, second largest for SI speeches, and third largest for CI speeches. The authors conclude from the fact that MDD was smaller for CI speeches that CI may entail heavier cognitive load than SI.*

To this reviewer, lower MDDs in consecutive are not counter-intuitive (see the editorial) and it is not clear why they would be indicative of higher cognitive load. It will be interesting to follow developments in this original line of investigation. (DG)

LIU Heping & LEI Zhinghua. 2017. Reflections on professionalisation and specialisation in professional interpreting: challenges and solutions. (in Chinese) *Chinese Translators Journal* 4. 77-83.

Mankauskienė, Dalia (Vilnius University). 2018. Problems and difficulties in simultaneous interpreting from the point of view of skill acquisition. In Barschdorff, Stefanie & Renna, Dora (eds). 2018. *Translating Boundary Constraints, Limits, Opportunities*. Stuttgart: ibidem-Verlag. 49-76.

* *In this publication of selected contributions from a CETRA cohort, the author reports on a replication of an experiment conducted by Gile and published in 1999. She asked 5 groups of interpreters with different levels of experience (3 for students and 2 for professional interpreters) to simultaneously interpret the same speech twice. Inter alia, she found a strong negative correlation between the number of omissions and the level of experience of participants, the correction of many errors in the second pass, but also, in line with Gile's results, that there were 'new' errors in the second pass. There are other, more interesting findings, such as the presence of a downwards trend in the number of errors in the professionals' output depending on their experience, but no clear-cut trend in the students' output, which tends to corroborate the idea that expertise builds up over a longer time than the formal training time. Note that this paper also reports on the author's doctoral work, which was only published in Lithuanian in the form of a PhD dissertation. Interesting research. (DG)*

Munday, Jeremy (Univ. of Leeds, UK). 2018. A model of appraisal: Spanish interpretations of President Trump's inaugural address 2017. *Perspectives* 26:2. 180-195.

* *An analysis of President Trump's inaugural speech (2017) from the point of view of appraisal theory. It compares the source text appraisal profile with that of five simultaneous interpretations and one written translation of the speech into Spanish.*

Norberg, Ulf (Stockholm University) & **Stachl-Peier, Ursula** (University of Graz). 2017. Quality in speech-to-text interpreting. In **Zupan & Nuč** (eds). 129-155.

* *In this paper, speech-to-text interpreting or STTI ('skrivttolkning' or 'print interpreting' in Swedish) refers to spoken language being transcribed using a specialized or standard keyboard and specialized software being shown on screen for deaf or hearing-impaired persons. The authors report that with specialized keyboards which allow pressing several keys simultaneously and producing complete strings of syllables or words, experienced users can reach consistent maximum speed of up to 90 to 120 wpm. Typically, TV presenters' rate of speech reportedly lie around 180 wpm. Stenotyping and 'respeaking', a technique which then uses speech recognition software, enable typing at around 160 to 190 wpm. The problem of verbatim rendering of fast speech, which is often expected by clients and recipients, therefore remains significant.*

'Condensation', i.e. deliberate omission of non-essential information, is one strategy for coping with rapid and complex speeches. Two STT interpreters were observed during a 90 minutes academic seminar in Sweden which was video-recorded. In an initial section of speech, unnecessary, repetitive elements which could be omitted without changing the content of the speech (for instance, in an English translation of the Swedish original, "we will talk about...and then we will do an evaluation" was rendered as "we will talk about... and then do an evaluation". Such elements included back-channelling, non-essential qualifiers and connectors that were inferable from the co(n)text. Problems seemed to affect reformulations that required more cognitive effort, resulting in serious content errors and poorer spelling accuracy.

Nuč, Aleksandra (Univ. of Maribor, Slovenia). 2017. Die Darstellung fremder Dolmetschleistungen als Hilfsmittel für einen vernesserten Dolmetschunterricht. In **Zupan & Nuč** (eds). 81-109.

* *An interesting experiment in which authentic simultaneous interpreting between German and Slovenian by two professional interpreters was transcribed and analyzed in class, taking into consideration environmental conditions, including preparation time. Such operations could raise the students' awareness of various phenomena which occur during interpreting in the field.*

Nyári, Izabella (University of Vienna). 2017. Dolmetscherausbildung im Sozialismus am Beispiel zweier Systeme und ihrer Ausbildungsstätten. *RIELMA Revue Internationale en Langues Modernes Appliquées/ International Review of Studies in Modern Languages* Numéro spécial 2017/ 2017 Special Issue: *Interpreting through history/ L'interprétation à travers l'histoire*. 39-49.

* *An account of interpreter training in Hungary and the German Democratic Republic under the socialist regime between 1949 and 1989.*

Ouyang, Qianhua (Guangdong University of Foreign Studies). 2018. Assessing meaning-dimension quality in consecutive interpreter training. *Perspectives* 26:2. 196-213.

* *Systemic functional linguistics (SFL) was used to assess meaning transfer of 10 students' consecutive interpretations between Chinese and English.*

Özkaya, Esra. (Istanbul University). 2017. The Medium Turn in Interpreting Studies. *Trakya Üniversitesi Edebiyat Fakültesi Dergisi (Trakya University Journal of the Faculty of Letters)* 7:14. 108-119. Link: <http://bys.trakya.edu.tr/file/open/38692771>

* *Abstract: Remote interpreting has already made its debut in the field of interpreting in Turkey as well as in other parts of the world. From the educational perspective, the concept of new media/technology per se emerges as a significant component of general discussions on interpreting and translation. Technology and information technologies are imposed by the Bologna Process to which Turkey is also striving to adapt its higher education system. Therefore the inclusion of the new media and technology to interpreting through methods such as remote interpreting and e-learning is an important issue in our agenda. This paper would like to offer an overview of the role and use of remote interpreting in interpreter training in Turkey. The share of remote interpreting as a specific type of new media is*

briefly discussed in relation to interpreter training curricula in Turkish academic institutions. On the basis of a descriptive and overall analysis of the interpreting curricula of the institutions which offer interpreter training in Turkey, this paper tries to identify the probable future implications and formulate suggestions for Turkish interpreting as regards practice and training. The paper takes remote interpreting as a moving point and argues that the interpreting curricula at Turkish training institutions do not seem to be well-constructed for this era of new media.

Keywords: Remote Interpreting, New Media and Technology, Interpreter Training, Video Conference Interpreting. (HE)

Pérez Campos, Paula (Universidad de la Laguna) & **Varela Salinas, María-José** (Universidad de Málaga). 2016. La necesidad de una técnica de toma de notas en interpretación consecutiva: una experiencia. *Hermes* 55: 171-192.

* A replication of Gile's 1991 awareness-raising experiment, in which student interpreters without any training in consecutive performed better on proper names (the indicator chosen for awareness-raising) when listening without taking notes than when listening and taking notes. This replication of the experiment was better designed than the original study and was performed with two speeches. On the whole, for most indicators considered, students who took notes performed better than students who did not.

Pérez-Pérez, Pablo S. (University of Malaga). 2018. The use of a corpus management tool for the preparation of interpreting assignments: a case study. *The International Journal for Translation and Interpreting* 10:1. 137-151.

* Three 8 minutes speeches were interpreted by interpreting students with/without preparation using corpus management software and performance was compared, the dependent variable being the proportion of a set of several dozen terms correctly/incorrectly interpreted. In all cases, more terms were rendered correctly by students who did the corpus-management aided software preparation.

Plevoets, Koen & Defrancq, Bart (Ghent University). 2016. The effect of informational load on disfluencies in interpreting: A corpus-based regression analysis. *Translation and Interpreting Studies* 11:2. 202-224.

* In a corpus of 107 interpreted and 240 non-interpreted texts, informational load was operationalized in terms of four measures: delivery rate, lexical density, percentage of numerals, and average sentence length. Interpreted texts were analyzed based on the interpreter's output and compared with the input of non-interpreted texts, and the effect of source text features was measured by counting the occurrence rate of the speech disfluency $u(h)m$. Interpreters produced significantly more $uh(m)s$ than non-interpreters in original speeches. The authors attribute this difference mainly to the effect of lexical density on the output side. The main source predictor of $uh(m)s$ in the target text was shown to be the delivery rate of the source text. Effects of numerals in the source texts and in the target texts were also found (also see Plevoets and Defrancq, 2018, below).

Plevoets, Koen & Defrancq, Bart (Ghent University). 2018. The cognitive load of interpreters in the European Parliament. A corpus-based study of predictors for the disfluency $uh(m)$. *Interpreting* 20:1. 1-28.

* The authors take hesitation markers of the $uh(m)$ type as an indicator of cognitive load and study its occurrence in two corpora, one of Dutch parliamentary speeches (monolingual) and one of plenary speeches and their interpretations recorded in the European Parliament. They also looked at parameters believed to be correlated with higher cognitive load as predictors of $uh(m)$ phenomena: delivery rate, lexical density, proportions of numbers and formulaicity. Higher lexical density, particularly in the source text, was associated with a higher cognitive load. No significant effect was found for the

proportion of numbers in the text. Formulaicity was found to decrease cognitive load both for the source speeches and the target speeches. No effect was found for lexical density or the proportion of numbers in monolingual speeches. While the findings are not unexpected and mainly confirm existing ideas, there is value in this confirmation on the basis of a corpus and in the confirmation of the potential value of the use of a rather easily identifiable and countable indicator of cognitive load in the form of uh(m).

Pöchhacker, Franz (University of Vienna). 2018). Media Interpreting: From User Expectations to Audience Comprehension. In Di Giovanni, Elena & Gambier, Yves (eds). *Reception Studies and Audiovisual Translation*. Amsterdam/Philadelphia: John Benjamins. 253-276.

** A conceptual discussion, but more importantly, a systematic review of research approaches and findings, with some reference to signed language interpreting in the media as well.*

Rodríguez Melchor, María Dolores. (Universidad Pontificia Comillas). 2017. El intérprete en su atalaya: Observando la historia reciente de España en la obra *Corazón tan blanco* de Javier Marías. *RIELMA Revue Internationale en Langues Modernes Appliquées/ International Review of Studies in Modern Languages* Numéro spécial 2017/ 2017 Special Issue: *Interpreting through history/ L'interprétation à travers l'histoire*. 135-143.

** On interpreting in literary fiction. A case study, based on the study of the representation of an interpreter in a well-known Spanish novel.*

Roziner, Ilan (Tel-Aviv University) & **Shlesinger, Miriam** (Bar-Ilan University). 2010. Much ado about something remote. Stress and performance in remote interpreting. *Interpreting* 12:2. 214-247.

** This paper is not recent, but CIRIN has not reported on it before, and in view of current developments linked to remote interpreting, video conferencing and other developments around the use of electronic technology to provide remote interpreting, the very serious large-scale study it presents, along with the findings, have remained very topical.*

In 2005, the European Parliament hired a multidisciplinary team of 15 researchers, including an interpreter, a statistician, two ergonomists, a physiologist, two experts in the study of physical environments, an occupational physician and an ophthalmologist to look at the effects of remote interpreting on interpreters and on their output.

Thirty six interpreters (19 European Parliament staff members and 17 free lancers) volunteered to participate in the experiment which compared remote interpreting (RI) with on-site interpreting over two weeks for each condition, with respect to physical properties of the respective environments, ergonomics, eye strain, stress-related somatic complaints, psychological manifestations of stress and burnout and performance quality. In the first phase, they worked under regular onsite conditions, and in the second phase, one month later, they worked remotely.

There were either no statistically differences, or significant differences with no clinical impact, in objective measurements between the two conditions, and as regards some parameters, RI conditions were even better (this applies to seeing objects in the centre of their visual field, to healthy sitting postures), but subjectively, the interpreters felt less satisfied with their performance and less satisfied with the RI working conditions. They also reported more stress, though objective indicators did not confirm this.

According to the authors, the most salient patterns in the findings were the considerable discrepancy between the interpreters' subjective feelings and objective measurements, and the main 'cost' of remote interpreting was psychological rather than physical. Four years later, especially 14 years later, with considerable progress in the technology.

The reference for the full 423-page 'Executive Summary' of the study is:

Mertens-Hoffman Management Consultants Ltd. 2005. *Final report on the December 2004 remote interpreting test at the European Parliament. Unpublished Executive Summary:*

http://www.euractiv.com/29/images/EPremoteinterpretingreportexecutive_summary_tcm29-151942.pdf

The report was consulted by Roziner and Shlesinger in September 1, 2009, but the page could not be accessed by CIRIN in June 2018.

Seeber, Kilian (University of Geneva). 2017. Interpreting at the European Institutions: faster, higher, stronger. *CLINA* 3:2. 73-90.

* *An interesting analysis of what increased processing difficulty is likely to result for simultaneous interpreters from the current trend of speakers at European institutions to speak faster, in their non-native language, and from read speeches.*

SHINZAKI, Ryuko (Tokyougaikokudaigaku – Tokyo University of Foreign Languages). 2017. Simultaneous and Consecutive Interpretations from the Perspective of Listeners (in Japanese). *Interpreting and Translation Studies* 17: 167-186.

* *In this interesting listener quality perception study, the author selected 8 general users (“serious listeners” in their 60s with interest in international affairs) and 5 interpreter-users (experienced trained interpreters). She used recordings of live interpretations of an Obama-Abe press conference simultaneously interpreted by 2 broadcast interpreters and of consecutive done on the set and broadcast live as well. In the first stage of the assessment, participants were asked to rate “content” (intelligibility + grammar and appropriate lexical choices) and delivery (ease of listening, clarity of articulation, speed, rhythm, fillers, repetition) on a 1 to 5 scale. In the second stage of assessment, fidelity was assessed using transcripts of interpretations and a written Japanese translation of the original. On the whole, the consecutive renditions were rated more highly than the simultaneous renditions on the three (groups of) parameters, despite the fact that consecutive was rather slow, sometimes hesitant and contained some additions. The author notes some interrater variability, but does not quantify it. She also collected comments on “information”, “output” and “delivery”. Respondents appreciated the ‘natural-sounding’ Japanese in consecutive, in contrast to less natural-sounding Japanese in simultaneous. It is difficult to draw conclusions on the relative merits of consecutive vs. simultaneous in media interpreting in the eyes of TV viewers on that basis, if only because the consecutive interpreters and simultaneous interpreters were different and their working conditions were different, but the data do provide some indications that at least under some circumstances, consecutive is a viable option from the viewers’ point of view despite its drawbacks. What is also interesting, though not surprising, is that transcript-based fidelity ratings were markedly lower than sound-only based “ease of understanding” ratings. Food for thought. (DG)*

SUN, Yanni. (Guangdong Polytechnic College). 2018. The Symphony of Communicative Approach & World Englishes: A Study of the Involvement of Accents in English Listening Teaching. *Journal of Contemporary Education Research* 2:1. 64-71.

* *The author stresses the difficulty non-native accents in English generate in listening comprehension. What makes this paper interesting for interpreter trainers is an experiment she conducted with students: both an experimental group and a control group of students were asked to retell/interpret a speech given by Malala at the United Nations. Before the task, members of the experimental group were taught about some features of Pakistani accent(s) and were given a sample of relevant speech(es?) from the Speech Accent Archive. They were also taught how to deal with accents in general in listening comprehension. The experimental group outperformed the control group.*

The materials, methods and actual findings are not described in detail in this short paper, and it is difficult to assess the merits of the experiment in terms of level of scholarship. However, the idea that an apparently brief, but focused introduction to specific accents could produce significant improvement in listening comprehension is definitely worth investigating further in view of its potential application in interpreter training. (DG)

Szabó, Csilla (BME, Budapest). 2017. Real-life scenarios and field trips in the training of interpreters. In **Zupan & Nuč** (eds). 43-56.

* *About training, teachers, and the advantages of real-life scenarios and field trips for interpreter training.*

Tryuk, Malgorzata. 2015. *On Ethics and Interpreters*, Frankfurt am Main: Peter Lang.

* *Historical and sociological. The CIRIN editor has no access to the book, but see the review by Alina Pelea in RIELMA, 2017 Special Issue on Interpreting through History.*

Tryuk, Malgorzata (University of Warsaw). 2017. The Early Days of Conference Interpreting in Poland. *RIELMA Revue Internationale en Langues Modernes Appliquées/ International Review of Studies in Modern Languages* Numéro spécial 2017/ 2017 Special Issue: *Interpreting through history/ L'interprétation à travers l'histoire*. 27-38.

* *The emergence of conference interpreting in Poland is linked with a series of politically significant post-war events such as trials of Nazi criminals before the National Supreme Tribunal (1946-1948) and the 1948 International Congress of Intellectuals in Defence of Peace. The paper reports on them and on the role played by the interpreters themselves. Special attention is given to Irena Dobosz, one of the first Polish diplomatic interpreters, who worked for the Neutral Nations Supervisory Commission established by the Korean Armistice Agreement in 1953.*

Villalba Güemes, Irene; Álvarez Álvarez, Susana; Caballero Domínguez, Margarita. (University of Valladolid). 2017. El desarrollo de la interpretación en el siglo XX: el intérprete de guerra en el mundo actual. *RIELMA Revue Internationale en Langues Modernes Appliquées/ International Review of Studies in Modern Languages* Numéro spécial 2017/ 2017 Special Issue: *Interpreting through history/ L'interprétation à travers l'histoire*. 99-114.

* *From the history of conference interpreting to interpreting in conflict zones. The paper includes a multiple-interview based account of the fate of an Iraqi war-time interpreter, Yaroub Ali.*

WANG, Binhua (Univ. of Leeds, UK) & **FENG, Dezheng** (Hong Kong Polytechnic University). 2018. A corpus-based study of stance-taking as seen from critical points in interpreted political discourse. *Perspectives* 26:2. 246-260.

* *In a corpus of 15 transcribed press conferences of two Chinese premiers from 1998 to 2012 interpreted into English by seven 'institutional' interpreters, the authors analyze the way the word 问题 (wenti) was translated into English as 'question', 'issue' or 'problem' depending on the context and interpret it as reflecting the government's attitude and stance on political and social issues.*

XU, Ran (China Foreign Affairs University). 2018. Corpus-based terminological preparation for simultaneous interpreting. *Interpreting* 20:1. 29-58.

* *Two groups of MA students of interpreting (Chinese-English) were told to prepare for simultaneous interpreting assignments with some documents, one (the control group) using the traditional ('manual') method and the other the same documents and lists of terms in Chinese and English extracted from the documents by a terminological extraction tool and a concordance tool. They were then asked to simultaneously interpret two speeches. Their output was assessed, as was their estimated preparation time. Two months after performing their task, they were asked to take a terminological quiz to assess retention. Finally, focus groups were organized with the students. The experimental group (which received the automatically extracted lists) did better than the control group as regards terminological accuracy, preparation time (lower) and recall at two months, though there were no significant differences in terms of holistic performance and incorrect terms and semantic errors, and in the focus*

group, some students expressed a preference for the more traditional method. An interesting avenue to explore further (DG)

Yenkimaleki, Mahmood & van Heuven, Vincent J. 2018 The effect of teaching prosody awareness on interpreting performance: an experimental study of consecutive interpreting from English into Farsi, *Perspectives*, 26:1, 84-99

* *Undergraduate interpreting students in Iran were given either traditional interpreter training or (control group) or special instruction on differences between English and Farsi prosody. The control group turned out to perform better in interpreting.*

Zupan, Simon & Orthaber, Sara (University of Maribor, Slovenia). 2017. Observations on the use of relative clauses in Slovenian-English-Slovenian simultaneous interpretation. In **Zupan & Nuč** (eds). 173-194.

* *In this exploratory study, authentic output by 4 interpreters from two press conferences involving English and Slovenian was scrutinized after being transcribed and compared with the original speeches with a view to study morphosyntactic transformations of the original in the target language production. In some cases, interpreters employed shorter prepositional phrases. In other cases, they followed the pattern of the original speech.*

M.A. AND GRADUATION THESES

Aden, Claudia. 2016. *Der Einsatz von Improvisationstheater in der Dolmetschdidaktik und dessen Eignung als Mittel zur Stressreduktion: eine empirische Untersuchung.* Unpublished Master's Thesis. Germersheim: Johannes Gutenberg-Universität Mainz.

* *According to the title, this is about using improvisation theatre exercises to help reduce the students' stress.*

Aral, Mehtap. 2016. *Emotional intelligence and interpreting: A study on conference interpreters in Turkey.* Unpublished MA Thesis (Supervisor: Prof. Dr. Aymil Doğan). Ankara: Hacettepe University.

**Abstract: Interpreting is one of the most challenging professions that require many qualifications and abilities as well as language competence and cultural and world knowledge. Interpreters work under stress as the speech in a conference is rendered into another language immediately, in addition they are exposed to a large variety of situations, mediator companies, clients, audience and speakers especially for the freelancers. These challenges necessitate some affective skills, which are the prerequisites of this profession. Emotional intelligence composed of some of these abilities includes the ability to understand one's own emotions and to express them effectively, the ability to understand others' emotions and to use emotions in order to facilitate thoughts and actions, the ability to regulate and manage one's own emotional reactions. This thesis aims to identify the emotional intelligence levels of conference interpreters in Turkey and to determine whether emotional intelligence levels of conference interpreters are affected by their personal and professional characteristics such as age, gender, occupational experience etc. Thus, the Turkish adaptation of the emotional intelligence inventory developed by Bar-on is used for data collection. The sample of the thesis is comprised of the conference interpreters in Turkey, who voluntarily participated in this study. The obtained data is analyzed through parametric tests in SPSS program. The findings demonstrate that the conference interpreters' emotional intelligence levels are at high level, in other words, they own the emotional competencies. As for the relationship between the conference interpreters' emotional intelligence levels and their personal and professional characteristics, the findings demonstrate that age, experience, educational level, frequency of translation and interpreting training are not efficient on the level of emotional intelligence while gender, workload per year and subject field selection are efficient on the level of emotional intelligence. Based*

on the results of this study, the fact that conference interpreters have high level of skills encompassed by emotional intelligence may also predict the interpreting performance.

Keywords: interpreting, emotional intelligence, Bar-on emotional quotient inventory, conference interpreters. (HE)

Bayraktar Özer, Özge. 2017. *Complementarity between linguistic and extralinguistic knowledge in simultaneous interpreting.* Unpublished MA Thesis (Supervisor: Prof. Dr. Aymil Doğan). Ankara: Hacettepe University.

*Abstract: *Quality in simultaneous interpreting depends on a variety of factors that can be related to the interpreter, speaker, audience, interpreting environment and so on. Awareness of cognitive processes of simultaneous interpreting, training on certain strategies to be applied, practice and experience on simultaneous interpreting can help overcome adverse effects of interpreter-related factors on the interpreting quality. One of the interpreter-related factors is the lack of knowledge, which can be categorized as linguistic and extralinguistic knowledge in the broadest sense, required to comprehend and render the message. Verbal discourse is based on these two main types of knowledge that are the prerequisites of simultaneous interpreting. Although there is a categorization of two different knowledge types, linguistic and extralinguistic knowledge are inter-dependable factors and the lack of one type can be compensated by the other. This natural complementarity can help interpreters overcome their lack of word knowledge and/or subject knowledge during simultaneous interpreting. This study aims to investigate the complementarity between linguistic and extralinguistic knowledge in simultaneous interpreting. To this end, a single group pretest/posttest research design was employed with a sample of conference interpreting students at Hacettepe University in order to investigate to what extent the complementarity can be achieved in political, technical and medical text samples. The obtained data were scored considering the quality assessment criteria set to evaluate interpreting performance. In addition, comments of the participants were also taken into consideration during the evaluation of their self-consciousness and attitudes towards their own performances during simultaneous interpreting. In addition, a post-test was administered to investigate the effect of the training offered to the participants regarding the complementarity. The results of the study indicate that the participants successfully complemented their lack of linguistic knowledge through their extralinguistic knowledge, yet not vice versa. At the end of the training, the performances of the participants showed that they could equally complement their lack of knowledge. In addition, the difference between pre-test and post-test performances of the participants was found statistically significant in all text groups and subject areas.* (HE)

CHMELAŘOVÁ, Joitka. 2018. *Převod konativní funkce v simultánním tlumočení na příkladu českých a anglických projevů v Evropském parlamentu (The transfer of conative function in simultaneous interpreting using the example of Czech and English speeches at the European Parliament).* in Czech. MA thesis, Institute of Translation Studies, Charles University, 30 January 2018.

* *An analysis of the transfer of conative function in bidirectional simultaneous interpreting between Czech and English. The theoretical part of the thesis presents an overview of present knowledge in relation to the conative or persuasive function of language and its transfer in interpreting. The methodological framework and initial hypothesis underlying the empirical part of the thesis are then defined. The research material used for the quantitative-qualitative research consists of a corpus of recordings of original and interpreted speeches from the European Parliament. The aim of the present thesis is to explore to what degree the conative function, being the dominant language function in political discourse, is preserved in the interpreted versions of the speeches, on the basis of which debates in this multilingual institution take place. The empirical research follows from a contrastive analysis of the transfer of individual categories of the means of the conative function in simultaneous interpreting*

for the given language pair. Results of the research are interpreted in terms of the characteristics of the original speech, type of interpreting and directionality. (IC)

Christen y Gracia, Lucila María. 2017. *Incidencia del género de la voz del intérprete en la percepción de la calidad de la interpretación simultánea de conferencias*. Master's thesis. Universitat de Vic-Universitat Central de Catalunya, Universidad de San Jorge y Universidad de Nebrija.

* *The purpose of this study was to find out if genre as represented by feminine or masculine voice influenced quality perception. Four recordings of English TED presentations of about 15 minutes each were interpreted in the simultaneous mode by two male interpreters (one experienced and one novice) and two female interpreters (one experienced and one novice), after they received transcripts and word lists to help them prepare. Sixty-three assessors of various age categories evaluated the recordings using questionnaires, on a segment-by-segment basis, with about 90 seconds to assess each segment. Male interpreters received higher ratings than female interpreters, and on the whole – with some variations depending on the specific quality components – experienced interpreters received higher ratings than novice interpreters. These results are thought-provoking, but cannot be generalized because of the extremely small sample and the lack of control of potential confounding variables, such as higher motivation among novices as opposed to a blasé attitude among highly experienced interpreters, which might have led the former to prepare more seriously than the latter, thus generating better output. The study also includes an expectations questionnaire. It would be interesting to check through replications with large enough samples whether listeners really tend to prefer masculine voices to feminine voices in interpreting.* (DG)

DAVYDOV, Filip. 2018. *G. V. Černov a jeho přínos pro vývoj teorie tlumočení - teoretická studie (Ghelly Chernov and his Contribution to the Development of Interpreting Studies – a theoretical study)* in Czech. MA thesis, Institute of Translation Studies, Charles University, 1st February 2018.

* *A detailed description of the life and work of Ghelly Chernov, a Russian theorist and a leading figure of interpreting studies. It is the first thesis written in Czech to comprehensively cover Chernov's work. The chronologically arranged parts of the thesis systematically describe Chernov's life and findings about translation and interpreting, both theory and practice, with an emphasis on his probability prognosis model for simultaneous interpreting. The thesis also focuses on Chernov's articles on the didactics of interpreting and lexicographic publications, to which he directly contributed during his lifetime. The thesis covers the core elements of his work, describes them within the context of global interpreting studies, and recounts his life using the available resources as well as unique material provided by people who met the leading Russian interpreting theorist in person.* (IC)

Kleibs, Frauke (University of Leipzig). 2018. *Die Wahrnehmung der Rolle von Theorie in der Ausbildung von KonferenzdolmetscherInnen. Eine explorative Studie*. MA thesis, Universität Leipzig.

* *An exploratory study of how students and teachers of conference interpreting feel about 'theory' in their training curriculum, conducted with interviews, questionnaires and focus groups on a rather large sample of students from several parts of the world and a smaller sample of teachers. Inter alia, the author found that both students and teachers tend to have a more favorable attitude towards theory than is sometimes thought, that they especially value theory with practical application in their studies and interpreting practice, and that the Effort Models and Interpretive Theory are the most popular 'theories' among them.*

LIAO, Chongjun. 2015. *A Study on Quality Perceptions of Trainee Interpreters in SI Peer Assessment*. MA thesis, School of Modern Languages, Newcastle University.

* *An interview- and Grounded-Theory based analysis of interpreting students' SI quality assessment of their peers. Two SI recordings from the same trainee interpreters were played back to 17 participants – advanced interpreting students from the Chinese-English T&I training program at Newcastle University*

who were then asked to comment on the quality of the interpretation they had just heard. No prompts were used, but follow-up questions were put to the interviewees to clarify potential confusions.

Overall, quality perception as reflected by the participants' comments included comments on delivery, completeness and accuracy, TL quality. The author also notes tolerance towards the interpreters' (fellow-students) weaknesses.

Besides the empirical component of the study, this thesis offers a rather systematic and comprehensive analytical review of previous quality assessment studies.

MA theses from the University of Vienna, Zentrum für Translationswissenschaft, supervised by Franz Pöchhacker. Some of them can be found online at <https://usearch.univie.ac.at>

2009

Sedilek, Jozef. 2009. *Humor beim Simultandolmetschen*. Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

2010

Hiraoka, Mari. 2010. *Erlernen von Konsekutivdolmetschen im Selbststudium. Eine qualitative Studie für das Sprachenpaar Japanisch-Deutsch*. Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

* A personal account of how a small group of 7 persons, not necessarily from translation and interpreting backgrounds, formed a study group (*benkyokai* 勉強会) in Vienna to self-study interpreting, basically consecutive and sight translation. The author makes interesting observations, inter alia on language difficulties encountered (with polite language in Japanese, with homophones), but also on didactic and organizational issues, pointing out that the selection of themes in advance was very productive, that consecutive without notes should have been practiced before starting with note-taking, that the presence of an instructor would have been very beneficial, that participants did not provide each other with sufficient criticism or provided criticism on minor points when major points should have been highlighted. Interesting.

Iacono, Katia. 2010. *Kohäsion beim Simultandolmetschen aus dem Deutschen ins Italienische und Spanische: Eine deskriptive korpusbasierte Analyse*. Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Körmendy, Lilla. 2010. *Visueller Input beim Simultandolmetschen: Eine experimentelle Untersuchung zur Wirkung von PowerPoint-Präsentationen*. Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

2011

Fodor, Boglarka. 2011. *Das Gefühl für den roten Faden: Eine empirische Studie zur kognitiven Antizipation beim Simultandolmetschen*. Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Horvath, Petra Elisabeth. 2011. *Antizipation beim Simultandolmetschen. Ein Beitrag aus dem Sprachenpaar Deutsch-Italienisch*. Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Kawas, Lina. 2011. *Kulturspezifika beim Dolmetschen. Ein corpusbasierter Vergleich zwischen Simultan- und Konsekutivdolmetschen*. Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Lanner, Lavinia. 2011. *Von Mandern und Mandarinern. Gendering beim Simultandolmetschen*. Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Mandysova, Aneta. 2011. *Sprechgeschwindigkeit und Redemodalität beim Dolmetschen.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft. Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Ritschl (née Kostal), Nina. 2011. *Die Rolle der Notizentechnik beim Konsektivdolmetschen. Analyse mittels Livescribe TM Echo TM Smartpen.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Tschanz, Priska. 2011. *Selbstreparaturen beim Simultandolmetschen. Eine Korpusanalyse.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Wozniak, Tamara. 2011. *Qualitätskriterien und Rollenauffassungen von KonferenzdolmetscherInnen in Polen.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

2012

Bednarik, Andrea. 2012. *Abschlussprüfungen aus Konferenzdolmetschen. Beurteilungskriterien für Konsektivdolmetschleistungen am ZTW.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Bork, Justyna. 2012. *Akzent als Qualitätsparameter beim Simultandolmetschen.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

High, Adrian. 2012. *Das Arbeitsgedächtnis beim Simultandolmetschen. Erfahrungs- und modalitätsspezifische Kapazitätsunterschiede.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Holzmüller (née Moravcová), Helena. 2012. *Relaisdolmetschen mit Powerpoint-Präsentationen aus der Sicht der Zuhörer_innen.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Huber, Eva. 2012. *Qualitätskriterien und Rollenauffassungen von KonferenzdolmetscherInnen in der Tschechischen Republik.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Jäger, Melanie. 2012. *Abschlussprüfungen aus Konferenzdolmetschen: Beurteilungskriterien für Simultandolmetschleistungen am ZTW.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Kafka, Roswitha. 2012. *Vergleichbarkeit von Ausgangstexten in der experimentellen Dolmetschforschung.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Kyoni, Mbuya Yolande. 2012. *Dolmetschen für die afrikanische Union – der mehrsprachige Kommunikationsbedarf als Herausforderung in internationalen Organisationen.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Lucka, Joanna. 2012. *Konzeptuelle Metaphern in der Verdolmetschung im Europäischen Parlament.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Mokosch, Sabrina. 2012. *Soziales Prestige, Status und Image von DolmetscherInnen.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Tabery, Andrea. 2012. *Studienmotivation und Vorstellungen vom Dolmetscherberuf unter StudienanfängerInnen am Zentrum für Translationswissenschaft.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Walter, Cornelia. 2012. *Respeaking – intralinguales Simultandolmetschen für Untertitel.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

2013

- Curcio, Rossella.** 2013. *Der Einfluss der Ausgangssprache auf die Wahl der Notationssprache beim Konsektivdolmetschen.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.
- Fracasso, Angela.** 2013. *Rhetorik und Dolmetschen: Die Gliederung der Rede und ihr Einfluss auf die Leistungsqualität beim Konsektivdolmetschen.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.
- Horvath-Sarrodi, Linda Gabriele.** 2013. *Versprecher und Korrekturen – eine Analyse am Beispiel der 3. US-Präsidentenwahldebatte 2008.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.
- Karp, Anna.** 2013. *Echte Zweisprachigkeit und Dolmetschen aus der Perspektive von Studierenden.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.
- Komposch, Karolina.** 2013. *Russischer Akzent beim Simultandolmetschen: Bewertung aus Zuhörersicht.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.
- Kubes, Tina.** 2013. *Die Dolmetschwissenschaftlerin Ivana Čenkova: Leben und Werk.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.
- Nimmervoll, Elisabeth.** 2013. *Qualitätskriterien und Rollenauffassungen von KonferenzdolmetscherInnen in Italien.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.
- Schallauer, Julia.** 2013. *Dolmetschen im französischen Kolonialapparat Westafrikas.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.
- Umgeher, Verena.** 2013. *Kohäsion beim Simultandolmetschen – eine deskriptive Analyse kohäsiver Verschiebungen anhand der dritten US-Präsidentenwahldebatte.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.
- Zavagno, Francesca.** 2013. *Simultandolmetschen mit und ohne Text: Der Einfluss des Textes auf die Simultandolmetschleistung.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.
- 2014**
- Bajric, Amela.** 2014. *Transkriptionssysteme beim Dolmetschen.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.
- Balbous, Cecile.** 2014. *Das Sprachknaben Institut der Habsburger Monarchie in Konstantinopel.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.
- Brnada, Marina.** 2014. *Die Rolle der Vorbereitung beim Simultandolmetschen.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.
- Derntl, Sonja.** 2014. *Die Verwendung des Speech Repository am Zentrum für Translationswissenschaft der Universität Wien.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.
- Drexler, Philipp.** 2014. *Kohäsions- und Kohärenzverschiebungen beim Simultandolmetschen ins Englische, Portugiesische und Spanische.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.
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- Horvath, Evelin.** 2014. *Das Image von DolmetscherInnen aus diskursanalytischer Perspektive am Beispiel der Generaldirektion Dolmetschen der Europäischen Kommission.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Jereščenková, Alena. 2014. *Interferenzen beim Vom-Blatt-Dolmetschen und beim Simultandolmetschen.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Mittermayr, Laura. 2014. *Natürliches Dolmetschen.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Molnár, Timea. 2014. *Notizenunterricht. Eine Befragung am ZTW.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Mondini, Michela. 2014. *Zahlen beim Simultandolmetschen.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Moser, Judith. 2014. *Dolmetschen beim Büro der Vereinten Nationen in Wien: Arbeitsbedingungen und Vorbereitung.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Pál-Pál, Előd. 2014. *Die Manifestation der Kinesik beim Konsektivdolmetschen.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Schröfl, Magdalena. 2014. *Reparaturstrategien im Rahmen von Monitoring-Prozessen beim Simultandolmetschen.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

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Andert, Lisa. 2015. *Nutzen DolmetscherInnen Blogs zu beruflichen Zwecken?* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

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Fata, Francesca Arianna. 2015. *Akzent beim Simultandolmetschen am Beispiel des Italienischen.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Frank, Tamara. 2015. *Der Umgang mit Diskriminierung beim Simultandolmetschen.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Kaiser, Franziska. 2015. *Rhetorische Sachmittel in politischen Reden & Simultandolmetschungen.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Katikos, Rena. 2015. *The Interlanguage Speech Intelligibility Benefit: Implications for EFL Speakers and Conference Interpreters.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Szeli, Elisabeth. 2015. *Karrierewege von AbsolventInnen das Masterstudiums Dolmetschen am ZTW.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Visentin, Ambra. 2015. *Modalisierungen beim Mediendolmetschen.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Waisova, Lenka. 2015. *Interferenzen beim Simultandolmetschen im Text.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Winkler, Susi. 2015. *Die Didaktik der Notation. Eine Vergleichende Analyse.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

2016

Cürten, Giulia. 2016. *Die Zukunft der Dolmetscher/-Innen. Eine Untersuchung anhand der mobilen Dolmetschapplikationen Google Übersetzer & Jibbigo Übersetzer.* Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

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- Geppner, Sandra.** 2016. *Varietäten des Deutschen in der Wahrnehmung von Dolmetschleistungen*. Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.
- Hackl, Dagmar.** 2016. *Antizipation beim Simultandolmetschen am Sprachenpaar Deutsch-Spanisch. Eine Replikationsstudie*. Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.
- Klug, Julia Viktoria.** 2016. *Vom-Blatt-Dolmetschen als translatorische Hybridform: Strategien von DolmetscherInnen und ÜbersetzerInnen im Vergleich*. Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.
- Magni, Federica.** 2016. *Eigennamen beim Simultandolmetschen und Konsektivdolmetschen vom Deutschen ins Italienische*. Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.
- Mehringer, Eva.** 2016. *Dolmetschstudium und Dolmetschen als Beruf aus der Sicht Lehramtsstudierender der Romanistik Wien*. Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.
- Melotti, Valentina.** 2016. *Antizipation beim Simultandolmetschen. Ein Beitrag zum Sprachenpaar Deutsch-Italienisch*. Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.
- Millner, Julia.** 2016. *Inkonsistenter visueller Input beim Relaisdolmetschen*. Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.
- Paone, Matteo Domenico.** 2016. *Mobile Geräte beim Simultandolmetschen mit besonderem Bezug auf Tablets*. Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.
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- Andres, Christopher.** 2017. *Die Verwendung von Web 2.0-Programmen am ZTW*. Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.
- Bidone, Athena.** 2017. *Der Flüsterkoffer im Dolmetschunterricht: eine Feldstudie*. Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.
- Barfuß, Elisabeth.** 2017. *Skype Translator: Reaktionen des maschinellen Dolmetschsystems auf problemauslösende Faktoren in der Spracherkennung im Englischen*. Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.
- Bettati, Alessia.** 2017. *Qualität beim Simultandolmetschen in die B-Sprache (Italienisch-Deutsch)*. Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.
- Fastenbauer, Sophie.** 2017. *Vorbereitung auf einen Simultandolmetsch-Einsatz. Die Sicht der Studierenden*. Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

- Fiorito, Alice.** 2017. *Dolmetschen und Sprecherwechsel: Simultandolmetschen von Formel-1-Interviews*. Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.
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- Mielcarek, Mathis Maria.** 2017. *Das Simultane Konsekutivdolmetschen: Ein Experiment anhand des Sprachenpaares Spanisch-Deutsch*. Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.
- Novak, Anna.** 2017. *Strategien beim Relaisdolmetschen*. Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.
- Nyvt, Marco.** 2017. *Simultandolmetschen mit direkter Sicht und vorm Bildschirm: Ein qualitativer Vergleich*. Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.
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- Sedlak, Michaela.** 2017. *Die plurizentrische Sprache Deutsch und die Untersuchung der sprachlichen Unterschiede der Dolmetschungen der TV-Duelle Trump/Clinton*. Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.
- * *A corpus-based analysis of German, Austrian and Swiss interpretations of a presidential debate between Donald Trump and Hillary Clinton (two interpreters in each case) and a comparison of the features of German German, Swiss German and Austrian German on that basis.*

Sedlak, Michaela. 2017. *Der Umgang mit kulturellen Referenzen in den Dolmetschungen der TV-Duelle Trump/Clinton*. Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

** In the same corpus which as used for her study of German, Austrian and Swiss varieties of German, the author identified what she refers to as 'cultural references' and the ways ("strategies") they were rendered in German. To this reviewer, the threshold of what is a "cultural reference" as opposed to everyday language was set too low, in a way which led to the inclusion of many names and lexical items which would probably not be considered "culture-specific" by most people. Examples are: United States of America, President Clinton, trickle-down economics, watchdog, ISIS headquarters, Donald, and Las Vegas.*

Slane, Lorna. 2017. *Standard Indian English in Simultaneous interpreting: the impact on the performance of student interpreters*. Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Teodorescu, Maria-Cristiana. 2017. *Interaktion mit den Artefakten in der Dolmetschkabine*. Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Trendl, Marlene. 2017. *Der Ruf der Ausbildungsstätten für Dolmetscher im deutschsprachigen Sprachraum*. Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Uhri, Nora Tamara. 2017. *Mehrsprachige Lehrveranstaltungen in der Dolmetscherausbildung. Konzept und Umsetzung*. Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Vazquez Trillo, Mila. 2017. *E-Learning im Dolmetschunterricht. Eine Studie zur Verwendung von Moodle am ZTW*. Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

Wonisch, Alexander. 2017. *Skype Translator: Funktionsweise und Analyse der Dolmetschleistung in der Sprachrichtung Englisch-Deutsch*. Masterarbeit, University of Vienna. Zentrum für Translationswissenschaft.

DOCTORAL DISSERTATIONS

Aguirre Fernández Bravo, E. 2015. *El desarrollo metacognitivo del estudiante de interpretación: Estudio de caso*. Doctoral dissertation Universidad Pontificia Comillas, Madrid, Spain

Arzik Erzurumlu, Özüm. 2016. *Gatekeepers as a shaping force in TV interpreting*. Unpublished PhD Thesis (Supervisor: Prof. Dr. Işın Öner). Istanbul: Doğuş University.

**Abstract: TV interpreting has recently been considered as significantly different from conference interpreting. TV interpreting is indeed an institutional practice with its own norms and constraints. As a consequence of the institutionalization of the process, TV interpreting has turned into one of the realms where a gatekeeping process might be exercised. However, little attention has been devoted to the gatekeepers shaping the field of TV interpreting. This thesis sets out to reveal the gates behind TV interpreting. Interviews conducted with interpreters, a cameraman, editors-in-chief, and correspondents were analyzed using a comprehensive theoretical framework defining gatekeeping and compared against real instances of TV interpreting. As a result of the analysis of the findings, it is suggested that the policies of media outlets covering translation and language policy, the perception of the interpreters regarding the profession and their role, and their work conditions all function as gatekeepers. Therefore, the target text has to go through all those gates to be able to reach the audience. The hypothesis also points to the interediting (interpreting and editing) nature of TV interpreting.*

Keywords: TV interpreting, transediting, gatekeeping, interpreter, ethos. (HE)

CHEN, Sijia. 2017. *Exploring the process of note-taking and consecutive interpreting: A pen-eye-voice approach towards cognitive load.* Unpublished doctoral dissertation, Macquarie University, Sydney, September 2017

Abstract:

In her dissertation, presented as a dissertation by publication – meaning a set of papers published in peer-reviewed journals, CHEN collected data from pen recording, eye tracking and voice recording to find answers to key questions revolving around CI and note-taking.

The dissertation begins with a review of existing studies on note-taking in consecutive interpreting (Chapter 2). It identifies key variables: the choice of form (i.e., the choice between language and symbol, and the choice between abbreviation and full word), the choice of language (i.e., the choice between source and target language, and the choice between native and non-native language), and the relationship between note-taking and interpreting performance. After diagnosing two important limitations with previous studies – a lack of process research and a lack of empirical data – the author pinpoints cognitive load as a promising avenue for future investigations.

The author then presents a theoretical and methodological discussion on the construct of cognitive load in interpreting and its measurement (Chapter 3). Borrowing from adjacent fields in which cognitive load is more systematically studied, she defines cognitive load in interpreting as a multi-dimensional construct which reflects the portion of an interpreter's limited cognitive capacity devoted to performing an interpreting task in a certain environment. She introduces categories of cognitive load measures and a series of selection criteria.

To test the usefulness of some of the techniques proposed in the methodological discussion, a pilot study was conducted, the purpose of which was to devise a design that allows synchronised recording of pen and voice data, a combination that has rarely been applied in the field (Chapter 4). This pilot study provides evidence that pen recording is a powerful method for tapping into the process of note-taking and interpreting, thus paving the way for the main study of this PhD project. Findings of the pilot study are also informative for the hypotheses made in the next stage of the research.

The main study of the PhD project is carried out by triangulating the methods of pen recording, eye tracking and voice recording to collect data on the process of note-taking and CI (Chapter 5 and Chapter 6). It is found that interpreters prefer language to symbol notes and English (non-native language) to Chinese (native language) notes, regardless of the direction of interpreting. This is also the first study to visualise the activity of note-reading, showing that it proceeds in a non-linear fashion and entails significant cognitive cost. The pen and eye movement data collected in this study provide important indicators of cognitive load in note-writing, note-reading and interpreting. A combined analysis of the pen, eye and voice data shows that note-taking choices are mainly affected by cognitive demands, rather than physical or temporal demands. However, the choices made by interpreters to lower the cognitive load in the first phase of CI are sometimes at the expense of interpreting performance. Furthermore, the study detects a trade-off between the cognitive costs of the two phases of CI.

Understanding the nature of the cognitive processes involved in interpreting is not only beneficial to the field itself – to inform interpreter education, testing and continuing professional development – but also more generally enriches our understanding of bilingual language processing and human cognition. The methodological and empirical findings of the thesis contribute to that effort and outline possible avenues for future research. (MO).

Also see the micro reviews of CHEN's papers in Bulletins n°53 and n°54 (2017) (DG)

De Gregoris, Gregorio. 2015. *Voice quality and TV interpreting: a proposal for a Gestaltic evaluation.* Doctoral dissertation, Università degli studi di Trieste.

Mankauskienė, Dalia. 2018. SINCHRONINIAMI VERTIMUI IŠ ANGLŲ KALBOS Į LIETUVIŲ KALBĄ BŪDINGI KLIUVINIAI (*Problems triggers in simultaneous interpreting from English into Lithuanian*). Doctoral dissertation, Vilnius University.

* The author had the good idea of preparing a detailed English summary of the dissertation, which was written in Lithuanian. This micro-review is based on her summary, sometimes with slightly different terminology.

According to the author, the object of her dissertation are the 'problem triggers' as referred to by Gile, though Mankauskienė's definition seems to be wider than Gile's, who focuses on factors which are likely to cause, directly or indirectly, cognitive saturation during interpreting.

There were two components in the empirical part of the dissertation, an experimental and a naturalistic component.

In the experimental component, as in Gile (1999), the same speech (an extract of about 8 minutes of a European seminar) was interpreted twice – by 10 interpreting students and 8 professional interpreters. After the second interpretation, participants were given a transcript of the extract and asked to identify segments they found difficult to interpret and provide explanations. On average, interpreters made 43 errors and omissions (29 omissions), and students about twice as many. As in Gile's experiment, many errors and omissions (EOs) were corrected during the second pass, but participants, including experienced professionals, also made new errors and omissions, which the author says corroborates the Tighrope Hypothesis.

A regression analysis was performed on the relation between (very short) speech segments identified by respondents as problem triggers – the number of participants who made EOs in the interpretation of a segment was taken as an indicator of its degree of difficulty) and EOs in their interpretations. Additions and language errors were not included. In the analysis, the author also referred to the segment preceding and the segment following the problem trigger to take into account carry-over effects.

Among the results:

1. Read speeches are more difficult to interpret than (extemporaneous speeches)
2. Lower readability of a segment did not cause EOs, but the readability of the previous segment did – through a carryover effect
3. Lexical problem triggers (names, numbers, technical terms, abbreviations etc.) have a significant impact on the difficulty of interpreting
4. Propositional density has a significant impact on interpreting difficulty
5. Linguistic units requiring a translation in the form of a paraphrase were also correlated with more difficulty.
6. Lexical density was not a statistically significant interpreting difficulty factor.

The naturalistic component of the dissertation consists of an analysis of material from three interpreted conferences organized by the European Parliament, with interpretation by 8 interpreters over close to 6 hours in total. The regression analysis was performed over much longer segments than in the experiment, close to 4 minutes in length. In this case, EOs, including language errors and additions, as well as uh(m) and pauses of more than 3 seconds, were brought into the calculations. On average, interpreters made 3.45 errors per minute. A moderate negative correlation was found between EOs and language errors. The author makes the same hypothesis as Gile (2011) that some interpreters may give priority to correct expression and others to completeness of information. The variables that were statistically significant were speech rate (the most influential), speech mode (read speeches), the strong accent of a speaker (with also a rather strong influence) and lexical problem triggers.

Among many interesting observations made by the author is the fact that the results of the regression analysis in the experiment (on short speech segments) do not coincide fully with those found on longer speech segments, in the naturalistic part of the study, in particular as regards high speech rate as a problem trigger. To this reviewer, this is in line with his own hypothesis about the importance of local cognitive load, which may drown in the noise associated with macro-analyses.

At first sight, this dissertation seems to be partly a replication of an experiment by Gile and partly an analysis that generates no striking new findings, but this reviewer considers that it contributes methodological innovation and a quantitative element that was missing in the past and which could be developed further in the future. (DG)

Özkaya, Esra. 2015. *Konferans Çevirmenliğinde Normlar Işığında Tarafsızlık Kavramı (Impartiality in Conference Interpreting in the Light of Interpreting Norms)*. Unpublished PhD Thesis (Supervisor: Prof. Dr. Alev Bulut). Istanbul: Istanbul University.

**Abstract: Following the introduction of translation norms by translation scholar Gideon Toury, interpreting studies (IS) has been shaped by the norms hence the effort of a number of researchers to apply translational norms into the interpreting field. These efforts were in line with the emergence of a rather sociological approach that places the interpreter as an individual and agent in a central role in interpreting studies. Interpreting scholars such as Miriam Shlesinger and Brian Harris were followed by major researchers such as Franz Pöchhacker, Daniel Gile, Anne Scholdjager, Cecilia Wadensjö, Ebru Diriker, Claudia Angelleli who examined interpreting as ‘a situated act’ in the light of norms in (conference and community) interpreting. This PhD thesis studies the norm of impartiality, accepted as one of the most fundamental interpreting norms. As Brian Harris once put it, this norm has been accepted and internalized to such an extent both in the literature and in the marketplace that there is an almost established perception that impartiality norm does not even need to be further discussed. However Harris states that this norm should be the subject of a thorough discussion at least once. This study aims to reveal the position of the impartiality principle with respect to interpreting norms in Turkish conference interpreting settings. The methodology is comprised of a data triangulation, in which the first part examines the professional organizational discourse of interpreting associations both in the world and in Turkey. The following part is comprised of an in-depth analysis of responses by professional conference interpreters who had been sent a 13- question, open ended questionnaire with the aim of revealing their individual impressions and perceptions of impartiality. The last section of the data corpus includes recordings of professional conference interpreters who were asked to interpret an authentic speech into their B languages. In the final chapter of the thesis the overlapping/diverting parts between theory and practice have been evaluated, accompanied by general suggestions and concluding remarks.*

Keywords: conference interpreting, interpreting, interpreting studies, norms, impartiality, situated act.
(HE)

Pérez Pérez, Pablo S. 2013. *La enseñanza de la interpretación de conferencias: un estudio empírico con metodología de corpus*. PhD thesis, Universidad de Málaga.

** On the effectiveness of corpus software in interpreter training. See the articles section.*

Sibul, Karin. 2018. *The development of Interpretation in the Context of Estonia’s Evolving Statehood*. Doctoral dissertation, Tartu University. University of Tartu Press.

** A historical study focusing on two periods during Estonia’s history: the Republic of Estonia (1918-1940) and Soviet Estonia (1944-1991). The author explains in her introduction that her original motivation was to explore these periods with respect to interpreting, as younger colleagues believed there had been no interpreting in Estonia before it joined the EU, in 2004. She also explains that she initially intended to write her thesis in Estonian, but made an informed decision to write it in English to give it better visibility beyond Estonia. CIRIN is happy to contribute in this respect, though this micro-summary can only give a few pointers and does not do justice to the work done by Sibul.*

For the second period (1944-1991), Sibul interviewed 69 people who were interpreters themselves or had employed interpreters. For both periods, she also used books, newspapers articles, archives (including parliamentary reports) and audiovisual material. She also used the personal interpreter’s

logbook she has kept over 39 years of activities as an interpreter since 1977. In the section devoted to methodology, it appears that she was particularly aware of methodological issues and her data collection and analysis were particularly comprehensive and systematic.

She chose Bourdieu's ideas as a conceptual framework for her analysis, and argues that the use of the Estonian language with interpreting has contributed to gaining symbolic capital for Estonia. This seems to be a strong underlying idea throughout her work.

She studies parliamentary interpreting and theatre interpreting during Soviet Estonia. These two types of interpreting were rare in the Soviet Union. She argues that interpreting helped maintain Estonian while the Russian language dominated in that particular geopolitical situation.

In the dissertation, readers will find information on who the interpreters were (including diplomats and diplomatic staff, but also linguists, authors, university lecturers and theologians during the first period), what languages were used, at what types of meetings, in what modalities, with what equipment, how interpreters behaved (for instance by deliberately highlighting disfluencies in the speaker's delivery); all this should be interpreted in the light of the evolution of the geopolitical status of Estonia under Soviet domination. A wealth of information, that the author wished to collect and present in writing to preserve the heritage of the early history of interpreting in Estonia before it disappeared. (DG)

BOOKS

LIU, Heping (Beijing Language and Culture University). 2017. *Professional Interpreting: Teaching, Learning and Researching*. (in Chinese). Beijing: Foreign Language Teaching and Research Press.

LIU, Heping (Beijing Language and Culture University). 2017. *Translation Studies: Interpreting Theory and Education*. (in Chinese) Shanghai: Fudan University Press.

Sibul, Karin. 2018. *The development of Interpretation in the Context of Estonia's Evolving Statehood*. Doctoral dissertation, Tartu University. University of Tartu Press.

* This is the published form of Sibul's doctoral dissertation (see the micro-summary above, in the doctoral dissertations section).

Sorrentino, Gianluca. (Istituto di Alti Studi SSML Carlo Bo). 2016. *Interpretare*. Raccolta di saggi sull'interpretazione di conferenza. Aracne Editore: Rome.

* A collection of essays on conference interpreting and military interpreting, four in Italian, the more theoretical ones, and two in English. Reflections on linguistic issues (including word-order differences, with many examples), and on psychological and cultural issues are offered in Italian. One full chapter in English is devoted to military interpreting in Italy, and another chapter in English to the difficult situation newcomers to the Italian conference interpreting market encounter, through a survey conducted between 2012 and 2014 with 20 interpreters.

Zupan, Simon & Nuč, Aleksandra (University of Maribor, Slovenia) (eds). 2017. *Interpreting Studies at the Crossroads of Disciplines*. Berlin: Frank & Timme.

* A collection of 8 chapters by European authors contributed around the general theme of interdisciplinarity in Interpreting Studies. Those most relevant to CIR are listed in the Articles section.

... AND BEYOND CONFERENCE INTERPRETING

SIGNED LANGUAGE INTERPRETING

Articles

Ball, Carolyn. (Utah State University). 2017. The History of American Sign Language Interpreting. *RIELMA Revue Internationale en Langues Modernes Appliquées/ International Review of Studies in Modern Languages* Numéro spécial 2017/ 2017 Special Issue: *Interpreting through history/ L'interprétation à travers l'histoire*. 115-124.

** A very informative account of the history of American Sign Language Interpreting. Highly recommended reading for spoken language interpreters who are not familiar with the sign language interpreting environment. Carolyn Ball also published a book on a related topic in 2013 (Ball, C. 2013. Legacies and legends: history of interpreter education from 1800-21st century. Alberta/ Interpreting Consolidated).*

Ersöz Demirdağ, Hande & Ersöz Bozacı, Hale. 2015. İşaret Dili ve İşaret Dili Çevirisiyle İşitme Engelli Bireylerin Topluma Katılımlarının Desteklenmesi (Supporting Participation of Hearing Impaired Individuals to the Society with Sign Language and Sign Language Interpreting). In Pelin Şulha (ed.) *Sözden Temsile Çeviribilim*. Istanbul: Çeviribilim.78-92.

**Abstract: The aim of this study is to examine the current situation in communication-related obstacles of hearing impaired individuals, and to draw attention to constructive practices which support the active participation of hearing-impaired individuals in social and urban life. The study also presents studies that aim to raise awareness in society, and offers a few pathways in this context. The topics covered are approached under 'Sign Language Education' and 'Sign Language Interpreting'. (HE)*

Ingram, Robert M. 2017. The Great Paradigm Shift in Sign Language Interpreting: A Memoir. *RIELMA Revue Internationale en Langues Modernes Appliquées/ International Review of Studies in Modern Languages* Numéro spécial 2017/ 2017 Special Issue: *Interpreting through history/ L'interprétation à travers l'histoire*. 125-131.

** Another text that I should like to recommend to spoken language interpreters who are not familiar with signed language interpreting. It was written by a very central personality in the history of signed language interpreting. His main message is that the most important event that occurred in the history of signed language interpreting was a paradigm shift, roughly from a model of signed language interpreters as helping 'handicapped' people to a model in which they help communication between users whose language and culture are different. Beyond this message, he offers an informative account of the evolution of signed language interpreting in early years, of his own position and role in this evolution, of important pioneers (starting with W.C. Stokoe) and institutions.*

Oral, Zeynep. 2017. Turkish Sign Language and Its Applications. In Ayşegül Angı (ed.) *Translating and Interpreting Specific Fields: Current Practices in Turkey*. Frankfurt am Main: Peter Lang.75-87.

**Abstract: In Turkey, the importance given to Turkish Sign Language (TİD) increased in line with the non-disabled society policy aiming at the incorporation of members of the Deaf community to the society and keeping them informed about world events and developments. Thus the need for sign language interpreters multiplied. In Turkey, sign language interpreters are generally the hearing children of deaf adults known as CODA. CODAs voluntarily or involuntarily act as a bridge in communication from an early age. Due to the fact that sign language was banned for years, its vocabulary remained limited compared to the vocabulary of Turkish. Thus, the composition of a word which has no equivalence in TSL through fingerspelling creates a problem in communication since the word does not refer to a "signified" for a deaf person. This situation hinders the "production effort" of sign language interpreters and leads to a number of challenges. This paper aims to explain some strategies that are*

employed by sign language interpreters according to the Theory of Sense developed by Seleskowitz & Lederer. (HE)

Doctoral dissertations

González Montesino, Rayco H. 2016. *La estrategia siempre a mano: propuestas didácticas para la interpretación en lenguas de signos*. Doctoral dissertation, Faculty of philology and translation, University of Vigo, Spain.

**The author is a sign language interpreter and SLI educator, who does not have a Deaf background, but got interested in sign languages after attending a seminar on the education of Deaf children in 1998 (and who was very impressed by the sign language interpreter's performance at that seminar). He earned a Master's degree in signed language interpreting at the first graduate course offered in Spain, at La Laguna University. Interestingly, the starting point for his dissertation was his Master's thesis on how interpreters dealt with lexical gaps when interpreting from Spanish into Spanish Sign Language (LSE).*

The thesis is very long (536 pages), and includes conceptual considerations and detailed, informative descriptions and analyses of the development of sign languages and of working environments in signed language interpreting in Spain, inter alia as regards court interpreting, health care interpreting and educational interpreting. When it gets to its formal focus, namely tactics, around halfway through the text, it discusses various interpreting models and explains the author's choice of Gile's Effort Model for simultaneous interpreting as applicable to SLI and simple to grasp and of Gile's classification of tactics (called 'strategies' in this dissertation "to avoid terminological confusion") as the basis for his analysis. The author then mentions Dean and Pollard's 2001 work highlighting the relevance of linguistic, environmental, inter-personal and intra-personal factors (mostly sociological and psychological), and reviews several existing studies on tactics and strategies in SLI. The empirical study and 'didactic' recommendations only take about one third of the total volume of the thesis. The empirical part, the part which is formally the focus of the dissertation, is a case study, in which the recordings of an academic event in which Spanish-into-Spanish Sign Language interpreting as provided by six signed language interpreting students who were mid-way through the course was analyzed for tactical and strategic behavior. A comprehensive list with examples is offered, as well as recommendations for 38 exercises to be performed by individual students, pairs of students or groups of students in relation to their acquisition.

OTHER INTERPRETING RELATED PUBLICATIONS

Interpreting and Translation Studies 通訳翻訳研究 (Tokyo)

CIRIN has received issue 17 (2017) of *Interpreting and Translation Studies* (通訳翻訳研究), the journal of JAITS, the Japan Association for Interpreting and Translation Studies. As is nearly always the case, papers are in Japanese, with abstracts in English. In this issue, there are many empirical studies. The two papers on conference interpreting are micro-summarized in the articles section of this issue of the *CIRIN Bulletin*. There are also interesting articles on other interpreting-related issues: **IIDA Namiko** investigated deviations from standard professional non-interventionistic rules for (health-care interpreting) in a simulated neo-natal consultation scene; **ITAYA Hatsuko** looked at the role interpreters play in professional baseball interpreting with interviews, field observation and the analysis of recorded interpreted interviews; **Jakub E. Marszalenko** writes about the court interpreters' relationships with legal practitioners on the basis of interviews with 15 Japanese court interpreters working in Japan; **HATTORI Keiko** investigated the perception of the health care interpreter's role through a questionnaire directed at both health care professionals and health care interpreters – and found

a significant gap. There are also articles on translation: **FURUKAWA Hiroko** looks at feminine language in literary translation, focusing on typically feminine sentence-final particles (in Japanese), and **SHIMAZU Miwako** investigated changes over time in lexical Japanese equivalents of terms appearing in the US constitution in 86 Japanese translations of the Constitution over 150 years. In the only article written in English, an interesting one which is one example of the practical value of research into T&I, **SASAKI Runa** looks at a standard subtitling rule by which Japanese film subtitles should be presented on screen at a maximum of 4 cps (characters per second). In an experiment with eye-tracking, she had 10 graduate students view 2 films with subtitles at 4, 6 and 8 cps and then asked them in a questionnaire to state their preference between the three conditions. Most of them turned out to prefer the 6 cps version. Moreover, eye-tracking records showed that the proportion of time they focused on the subtitles (vs the film itself) was not significantly different between the three conditions for one of the films, and too large for the 8 cps condition as regards the other. Findings suggest that the 4 cps might be usefully changed for present-day Japanese viewers. Finally, **ZHANG Wenqing** looked at the effect of shadowing on learning Chinese speech tones.

Akbulut, Ayşe Nihal. 2016. *Türkiye’de Çeviribilim. İlk Adımların Yol Arkadaşlığı (Translation and Interpreting Studies in Turkey. Companionship in Taking the First Steps)*. İstanbul: Sözcükler. 292p.
*Abstract: This is an oral history of the establishment of the translation and interpreting departments in Turkey, reflected by the companions paving the way to the institutionalisation of the discipline in this country, as they reminisce about this experience as whole, discussing retrospectively the hardships and the success of their project and meanwhile hoping this recount to be a stepping board for the coming generations. The contributors are the founding members of translation and interpreting departments of the three main state universities, namely, Boğaziçi University, Hacettepe University and İstanbul University, where the seeds of the discipline were initially sown. These professors are, respectively, Dilek Doltaş, Işın Bengi Öner, Ayşe Banu Karadağ, Alev Bulut, Aymil Doğan, Sakine Esen Erüz, Turgay Kurultay, Mine Yazıcı and Ayşe Nihal Akbulut. (HE)

Barrouillet, Pierre (Université de Genève) & **Camos, Valérie** (Université de Fribourg). 2012. As Time Goes By: Temporal Constraints in Working Memory. *Current Directions in Psychological Science* 21:6. 413-419.

* This paper offers a particularly interesting model of Working Memory, the TBRS (for Time-Based Resource Sharing). It is rather different from previously proposed models, especially inasmuch as it makes the time dimension the main determinant of cognitive load.

In contrast with other theories such as Baddeley’s multi-componential model of WM, TBRS assumes that both storage and processing are fueled by the same limited resource: attention. It further assumes that maintenance of information in WM requires attentional focusing, that stored information starts decaying as soon as it is no longer subject of attentional focusing, that a central bottleneck constrains controlled cognitive activities that require attention, that they take place one at a time and that there is therefore constant switching between processing and maintenance activity. The dual function of working memory, storage and processing, is made possible through rapid switching of focus between the two before stored information is lost due to decay. Whatever its complexity, an activity that occupies WM for any length of time will prevent refreshing of information stored in WM and will have a detrimental effect on performance, while an activity that can be done rapidly and leaves time for refreshing memory traces will have little damaging impact on performance. The cognitive load associated with a given activity thus depends on the proportion of time during which it occupies attention, and processing time (vs. ‘free time’) is the main determinant of cognitive load. This has far-reaching implications on interpreting, as suggested in comments on other bibliographical items listed in this issue of the Bulletin, and deserves close monitoring.

Chaia, María Claudia Geraldine (Universidad Nacional del Comahue, Argentina). 2016. Interrelación traducción y traductología : su enseñanza y evaluación, *Estudios de Traducción* 6: 227-242.

** This paper reports on a proposal by the author to link translator training and awareness-raising with respect to TS in a didactic curriculum for 3rd year undergraduate students. The underlying idea is that the institutional and operational status of TS in Argentina is low, and that raising the awareness of translation students and teaching them some basic research skills could help. The program which the author experimented with at her university is built on three pillars: teaching students about the history of translation and TS, raising their awareness of TS methods, and teaching them about the actual situation of translators in the field. Exercises included reading and summarizing TS papers, preparing presentations and doing a research project. At the end of the program, a group of students were asked to fill out an 18-item questionnaire evaluating the program and their progress. The responses were mostly positive with respect to all aspects of the experience, including the topics of research into translation and translation theory.*

Doğan, Aymil. 2015. Sözlü Çevirmenlikte Etik Konusuna Kapı Aralığından Bakış (Ethics in Interpreting: Looking through the Door Aperture). In Funda Karabacak (ed.). *Çeviri Kitabı (Book on Translation and Interpreting)*. İstanbul: Universal Dil Hizmetleri ve Yayıncılık A.Ş. Publ. Coord. Senem Kobyay.

Link:

<https://www.cevirikitabi.com/cevirmenler-ne-isler-ceviriyor/sozlu-cevirmenlikte-etik-konusuna-kapi-araligindan-bakis/>

**Abstract: Ethical considerations is vital for each profession. Interpreting is one, largely depending on human interaction at various levels and dimensions and involving many stakeholders, which creates an environment for the unethical practices. This study provides an overview to ethics in general sense and in the field of interpreting. (HE)*

Doğan, Aymil. 2016. Anybody down there? Emergency and Disaster Interpreting in Turkey. In Federico M. Federici (ed.) *Mediating Emergencies and Conflicts. Frontline Translating and Interpreting*. London: Palgrave Macmillan. 59-85.

**Abstract: Emergency and disaster interpreting has been a unique type of voluntary interpreting emerged after the devastating 1999 earthquakes in Turkey, the advanced level of whose training prepares the interpreter to be able to interpret at the debris site. This study explains how the need for this sort of interpreting emerged, its foundation, structure, institutionalization, training, operations, accomplishments, drawbacks and recent developments and consideration for future action. (HE)*

Gentile, Adolfo. 2018. *A policy-focused examination of the establishment of the National Accreditation Authority for Translators and Interpreters in Australia*. Unpublished doctoral dissertation. Monash University, Melbourne March 2018).

** Adolfo Gentile has been a central personality in public service interpreting in Australia for many years – several decades, in fact. The editor of the Bulletin has not had access to the full text of the dissertation, but in view of Gentile’s considerable experience and knowledge of the field, his text probably gives deep insights into the relationship between immigration, language policy and public service translation and interpreting, and may indeed be a valuable resource in other parts of the world where recent immigration is a salient issue (DG).*

Abstract

The establishment of translation and interpreting services, and the role of government in this endeavour represents a significant and innovative milestone in the ambit of migration policy in Australia. This work investigates the developments which culminated in the setting up of the National Accreditation Authority

for Translators and Interpreters and which created a then unique system for the provision of services. This thesis uses a policy process model developed by Kingdon (1995), the Multiple Streams Framework, previously utilised in many other contexts but, as yet, not in a translation and interpreting services one, to investigate and analyse these developments. The consideration of this issue will intersect with the concept of translation policy, a concept which has only received sporadic and scant academic attention. A fundamental definitional problem exists in the area whereby translation policy has been regarded as a policy applicable to non-official (often labelled minority) languages within political systems and most often in a discussion of status planning within a language(s) policy framework (Ozolins 1991 and 2010, Diaz Fauces 2005, Meylaerts, 2011, González Núñez 2016).

The kind of policy developed in Australia and which is the object of this study encompasses a view of translation and interpreting as a service belonging to the realm of public policy. The findings indicate that the policy in question was the outcome of a philosophy of the migration program rooted in the concept of nation-building and supported by a bipartisan political approach more than the question of language.

The implications of the research are relevant to policy development in this area in many parts of the world which are only now finding it necessary to consider this issue given the massive movements of people between states and continents as well as to the formalisation of policies dealing with interpreting and translating services. (MO)

Georgescu, Renata & Felezeu, Călin. (Babeş-Bolyai University). 2017. Débuts de l'interprétation en Transylvanie. *RIELMA Revue Internationale en Langues Modernes Appliquées/ International Review of Studies in Modern Languages* Numéro spécial 2017/ 2017 Special Issue: *Interpreting through history/ L'interprétation à travers l'histoire*. 88-96.

* The discovery of 16th century Ottoman and Hungarian documents that mention the creation of institutionalized interpreter training in Transylvania like those in France, England, Venice and Russia is interesting both for historians and interpreters who want to know how the profession was perceived by society. A collaboration between a historian and an interpreter, this article aims to contribute to a better understanding of the history of interpreting in Transylvania.

Gómez Amich, María. 2017. *Estudio descriptivo de la autopercepción de los intérpretes en zonas de conflicto : estudio de caso en Afganistán*. Doctoral dissertation, University of Granada, Spain.

* This doctoral dissertation is noteworthy as one of the rare existing empirical studies on Interpreting in Conflict Zones ICZ. Five Afghan interpreters having worked for Spanish troops in Afghanistan for at least a year were interviewed about various aspects of their work as interpreters in that context. Critics can point out that the sample was small, that most of the information collected on issues such as recruitment, working conditions, the perception of the interpreter's role(s) and the like was predictable and that it would have been nice to have interviews of soldiers who worked with such interpreters as a complementary source of information to compare with the interpreters' narrative, but the collection of authentic data on this topic is valuable per se and if it is replicated in more studies in various parts of the world, this could lead to increasingly accurate descriptions of ICZ and perhaps to evidence-based recommendations for improvement of both the performance and the condition of interpreters concerned.

Note an interesting methodological feature of this dissertation: the validation of the narrative interview design through a focus group discussion.

LIN, Xiaohong; LEI, Victoria; LI Defeng; YUAN, Zhen (University of Macau and Hangzhou Normal University). 2018. Which is more costly in Chinese to English simultaneous interpreting, "pairing" or "transphrasing"? Evidence from an fNIRS neuroimaging study. *Neurophoton* 5:2, 025010 (2018), doi: 10.1117/1.NPh.5.2.025010.

* This study examined the neural mechanism underlying two translation strategies associated with

Chinese to English simultaneous interpreting (SI) targeting the left prefrontal cortex (PFC), which is generally involved in the control of interference and conflict resolution and has been identified as the brain area that plays a pivotal role in SI. Ten Translation Studies postgraduate students were presented with two-character lexical items in Chinese on screen and asked to transcode them into English (“pairing”), explain their meaning in English (“transphrasing”) or simply read them aloud (“nontranslation”). Brain activation (the indicator being the concentration of HbO – oxyhemoglobin in various areas in the brain) associated with the two strategies including “pairing” and “transphrasing” were compared with that from “nontranslation,” which keeps the source language item unchanged in the target language production and is considered a tactic that does not require complex cognitive operation associated with bilingual processing effort. Our findings revealed that “pairing” elicited the strongest and almost immediate brain activation in the Broca’s area, and “transphrasing” resulted in the most extensive and strongest activation overall in the left PFC. By contrast, “nontranslation” induced very little brain activation in these regions.

DG’s comment: This attempt to enlist neuroimaging to study physiological effects of various mental operations linked to interpreting is commendable, even if the link between these lexical tasks performed in the laboratory and actual speech processing during simultaneous interpreting remains uncertain.

LIU, Xin (Lucy). 2017. *Achieving accuracy in a bilingual courtroom: pragmalinguistic challenges and the role of specialised legal interpreter training.* Doctoral dissertation, University of New South Wales.

Abstract (by Liu)

In cross-examination, questions are used by counsel strategically to maintain control over witness testimony. In a bilingual courtroom where communication is interpreted, it is crucial that lawyers' intended questioning strategies be adequately relayed from one language to another. Failure to do so can affect the effectiveness of courtroom questioning and potentially even the outcome of a case. However, achieving such a high level of accuracy is an extremely complex task due to the intricacy of courtroom discourse. Previous studies on the interpretation of courtroom questions have demonstrated interpreters' inadvertent modifications of the pragmatics of courtroom questioning. However, most of these studies are based on English-Spanish courtroom data; interpreters' influence on courtroom questions in other language pairs is rarely investigated. This thesis focuses on interpreting cross-examination questions from English to Chinese. More specifically, it investigates the most common pragmalinguistic challenges for achieving accuracy and the role of specialised legal interpreter training in improving accuracy. Adopting a mixed-methods approach, it consists of two components: a discourse analytical study on student interpreters' pragmatic accuracy in a moot court exercise and a quasi-experiment with I&T Master’s students at UNSW. Findings show that it can be challenging to produce pragmatically accurate renditions. Chinese interpreted questions have an overall weakened illocutionary force compared to the original English questions. Declaratives, reported speech declaratives, modal interrogatives, and tag questions are particularly difficult to interpret into Chinese. Some of the pragmatic shifts are related to the inherent cross-linguistic differences and some occurred despite the similarities between the two languages. Such pragmalinguistic challenges can be addressed by specialised legal interpreter training. Results of the quasi-experiment show that specialised training is conducive to improving interpreters' pragmatic accuracy, that is, interpreters who receive more training tend to perform better on accuracy than those who receive less. This thesis is steeped in a number of research areas: legal interpreting, forensic linguistics, and interpreter training. It not only fills the gap in the knowledge of interpreting courtroom questions from English to Chinese but also has important implications for the education of legal interpreters. (MO)

Özkaya, Esra. 2015. Interpreting Within the European Qualifications Framework: Turkish Experience with the New National Standards. *I.U. Journal of Translation Studies*. Issue: 9 (2015/1) 55-68.

Link: <http://dergipark.gov.tr/download/issue-full-file/27633>

**Abstract: In Turkey, the implementation of European Qualifications Framework guidelines for Life Long Learning was initiated in January 2013. Based on this system, the Turkish document “National Standards for Professional Translators and Interpreters” was drafted with the participation of relevant stakeholders. This professional standard will form the basis of the Qualifications to be drafted in the future. The drafting of the Standard is a significant milestone on the path to the professionalization and institutionalization of the profession; however, there are a number of factors which need to be considered meticulously. One of these issues is whether translation and interpreting can be reflected together in the same set of standards and to what extent this could possibly be achieved. This paper attempts to look at the process of standard drafting in Turkey followed by a review of the two acts with their overlapping and differing aspects by means of a descriptive and exploratory method. Keywords: Professional qualifications, translation, interpreting, professional qualifications framework, professional standards. (HE)*

SOLILOVÁ, Dominika. 2018. *Tlumočení a titulkování filmů na filmových festivalech v České republice (Film Interpreting and Subtitling at Film Festivals in the Czech Republic)* - in Czech. MA thesis, Institute of Translation Studies, Charles University, 1st February 2018.

**The master's thesis deals with simultaneous film interpreting and pre-prepared electronic subtitles at film festivals in the Czech Republic. Simultaneous film interpreting used to be a widespread mode of audiovisual translation at film festivals. However, today it has been mostly replaced with subtitles; these are often pre-prepared electronic subtitles manually projected under the film screen by a so-called subtitle launcher. These types of audiovisual translation are generally characterized in the theoretical part of the thesis.*

In the empirical part, the research first focuses on film interpreting at the Karlovy Vary International Film Festival. As films are no longer interpreted at the festival, the research method of interviews with 10 interpreters working there in the past was chosen. Based on the information obtained from the interviews, it is described how films were interpreted and what working conditions interpreters had. General information on film interpreting was also gathered during the interviews.

The second chapter of the empirical part deals with pre-prepared subtitles: first with the process of subtitle launching and subtitle launchers' working conditions, and then with the audience's opinion, which was elicited in a questionnaire survey at the Summer Film School Uherské Hradiště. The questionnaire revealed that most of the audience was happy with the pre-prepared electronic subtitles and would not prefer another mode of audiovisual translation. It is interesting that many viewers read both the Czech electronic subtitles and the English subtitles on the film screen, and often compared the two versions, although almost a half of the respondents sometimes had troubles watching the image while reading the subtitles. (IC)

Şulha, Pelin. 2018. Self-Assessment in the Sight Translation Classroom. *Journal of History, Education and Culture*. Vol 1/ 2.

Link: http://akademik-der.org/Dosyalar/Makale/3522_pelinsuha.pdf

**Abstract: This article aims to emphasize the role of self-assessment in learning. It focuses on the process to determine how students assess their translational behavior after training. Students' awareness and proper evaluation of their professional capability serve as a guide for instructors. A group of randomly selected 17 sophomore and 14 senior students participated in the study. First, students were asked to sight-translate a specific consent form used in Cambridge University Hospitals. After recording their translations, they were asked to fill in a self-assessment questionnaire related to their speaking, analyzing and problem-solving skills. When the assessment of the students and that of the instructor were compared, it was observed that they were both similar and different in certain respects.*

Sophomores in contrast with their responses were unable to use their voices properly. However, they were aware of their psychological weaknesses such as lack of self-confidence and stage fright. Seniors claimed to have similar difficulties, but they seemed to manage their speech anxiety. Both groups of students had an unrealistically positive judgment of their reading capabilities. These results may be used by and for students to improve learning and performance.

Key Words: Sight Translation, Translator Training, Self-Assessment, Translation Process, Sight Translation Skills. (HE)

Torres-Simón, Esther & Pym, Anthony (Universitat Rovira I Virgili). 2016. The professional backgrounds of translation scholars: Report on a survey. *Target* 28:1. 110-131.

** Adapted from the author's abstract: A survey of 305 translation scholars – members of the European Society for Translation Studies who responded to a survey organized by EST– shows that some 96 per cent of them have translated or interpreted “on a regular basis,” with translation/interpreting being or having been a paid main or secondary activity for 43 percent of them. The article includes other interesting numbers, inter alia on the duration of such professional activity, with breakdowns by translation and interpreting categories, and on the link between the professional translation or interpreting activity and publication productivity.*

Figures indicate that translation scholars not only have considerable practical experience of translation but also come from a wide range of occupational and cultural backgrounds. Asked about desirable relations between scholarly work and professional practice, respondents indicated benefits for both sides (although a slight majority stressed a unidirectional relationship where scholarly work benefits from professional practice), and teaching was often indicated as the link between the two. However, about a quarter of the scholars indicated that there need not be a relationship between scholarship and professional practice.

This is an interesting reminder for those practitioners who believe ‘theoreticians’ do not know what they are talking about. The percentage of interpreting scholars for whom interpreting has been a main or secondary activity may well be much higher than the 43% of respondents with translators and interpreters merged into a single category. The possibility remains, however, that in view of the evolution of working conditions, some/much of the knowledge and ideas of practitioners turned academics who no longer practice translation and interpreting gradually becomes obsolete. (DG)

Uyanık, Gözde Begüm. 2015. *Spor Çevirmenliğinde Durumların ve Görevlerin Tanımlanması* (Defining the Contexts and Tasks in Sports Interpreting). Unpublished Master's Thesis (Supervisor: Prof. Dr. Alev Bulut). Istanbul: Istanbul University.

**Abstract: As the first graduate study conducted in this field in Turkey, the study sets forth the hypothesis that sports interpreting is a profession which requires expertise and poses its own difficulties. Since sports interpreting is mostly performed in consecutive interpreting mode, the study defines its status within the field of interpreting. It also aims at defining the role of the sports interpreter as well as the status, tasks and requirements of sports interpreting within consecutive interpreting. Major part of the corpora of this study consists of the answers given to the open-ended questionnaire by the participating sports interpreters. Therefore, difficulties faced by sports interpreters have been determined by means of interpreting the data of the questionnaire, and it prepares grounds for the following studies on the subject. (HE)*

Uyanık, Gözde Begüm. 2017. Translation and Interpreting in Sports Contexts. In Ayşegül Angı (ed.) *Translating and Interpreting Specific Fields: Current Practices in Turkey*. Frankfurt am Main: Peter Lang. 19-53.

**Abstract: As a relatively recent field in Translation Studies Research, the study deals with sports translation and interpreting. The research direction is twofold in this study: 1) defining the types of*

translation and interpreting activities as well as sports contexts in which those activities take place, and 2) discussing them as a field of specialization. Therefore, the study tries to conceptualize sports translation and interpreting as a type within the field, and define the roles of the sports translation/interpreter in this specific field. It also suggests strategies for the translation of sports language regarding text types and terminology use by using examples from written materials. (HE)

Varmazyari, Hamid (Allameh Tabatabai'e University, Tehran). 2016. Journal Citations in the *Iranian Journal of Translation Studies*: A Bibliometrical Analysis. *Translation Studies* 14:55. 71-90.

** A study of the relative popularity of 16 international Translation journals in one Iranian TIS (Translation and Interpreting Studies) Journal over a period of 10 years. The author counted the number of citations from each international journal in each issue of the Iranian journal and made general comparisons, without going into branches of TIS, theories or authors. Meta has by far the highest score. It is followed by Target and Across Languages and Cultures. The numbers are small, with on average less than 10 citations from the foreign TIS journals (sixteen of them) in every issue of the Iranian journal, and there are outliers. Under the circumstances, it is difficult to draw conclusions from the statistics, except for the fact that in that particular Iranian journal, there are very few citations from Western journals. Judging by this reviewer's direct contacts with Iranian colleagues, Western authors and theories are rather well-known in Iran. One logical assumption which might be investigated, especially in view of the fact that several investigators into TIS bibliometrics have found that books are cited more often than papers, is that there are more citations of Western books than of Western journals in this (and other) Iranian journal(s). DG*

Villalba Güemes, Irene. 2016. La figura del intérprete, y su progresiva profesionalización, en los conflictos internacionales del siglo XX, Trabajo de Fin de Grado, Universidad de Valladolid.

<http://uvadoc.uva.es/handle/10324/19404>

** A graduation thesis devoted to interpreting in international conflicts.*

* * *

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.

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