

THE CIRIN BULLETIN

Conference Interpreting Research Information Network

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

BULLETIN n°60 July 2020

DOI: 10.13140/RG.2.2.16970.18888

Editor: Daniel Gile (DG)

Contributions were also received from: Rafael Barrango-Droegge (RBD), Ivana Čeňková (IC),
Brenda Nicodemus (BN), Marc Orlando (MO), Franz Pöchhacker (FP)

Editorial address:

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

e-mail: daniel.gile@yahoo.com

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

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

Notes:

1. 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 DG, who takes responsibility for the comments and for any errors introduced by him.
2. The editor believes in the usefulness in research of a distinction between ‘tactics’ (decisions and actions aimed at achieving an immediate goal) and ‘strategies’ (decisions and actions with some planning) – see *CIRIN Bulletin* n°50, July 2015 – and therefore makes this distinction in abstracts and comments written by him. In direct quotes, the authors’ terminological use is respected.

* * *

EDITORIAL

CIRIN reaches the age of 30

This 60th issue of the *Bulletin* marks the 30th anniversary of the CIRIN network, which was set up as an independent body in 1990. *Bulletin* issue n°1, dated February 1991, explains that the basic objective of the network was to disseminate “short pieces of ... information not easily (or not yet) found in the major I/T journals, for the benefit of ... researchers scattered around the world and often unaware of each other's work”.

The *Bulletin* was initially sent in hard copy to I/T schools and individual IRT researchers, including “nodes” who were willing to forward it to researchers who might be interested in research into conference interpreting in their respective countries, and who also sent it information about research events and publications to be included in the *Bulletin*. Access to the *Bulletin* was free, and it has always operated on

a zero-budget basis – but in the first few years of its existence, ISIT, Paris, xeroxed the hard copies which were sent to the nodes and paid postage, and institutional nodes and institutions to which individual nodes were affiliated took care of further copies and of their dissemination in the respective countries.

Starting in December 1998 (*Bulletin* n°17), the editor started posting the *Bulletin* online, using his personal website. Over the years, communication between translation and interpreting-related institutions and between individual interpreters has improved to such an extent that general awareness of research activity and publications in various parts of the world was no longer a problem. However, access to published research is still limited in many countries for budgetary and linguistic reasons, and access to unpublished doctoral dissertations and master's theses is even more difficult. And yet, in conference interpreting, some theses have as much value as many published articles, especially when their authors are intelligent interpreting students who do a good job, often under the guidance of experienced colleagues, but once their thesis is completed, they leave research and move on to practical interpreting without bothering to have their research published.

Thanks to the valuable cooperation of both regular and occasional contributors who send in much information as a complement to the core lists established by the editor, the *Bulletin* seeks to continue offering useful information to researchers. As a general rule, information on upcoming and past research events is no longer offered: there are now too many of those and there are other means of disseminating it. The *Bulletin* provides mostly information on publications and on unpublished theses and dissertations with English summaries and at times micro-reviews or comments by the editor. Editorials and micro-articles on methodological issues are also aimed at drawing the readers' attention to matters or points that the editor feels are noteworthy, especially for newcomers to research or colleagues who have had no formal training in research methods.

Conference interpreting vs. other branches/types of interpreting

One major trend in Interpreting Studies since the beginning of this century is increasing integration of various branches of interpreting in reflection and research. This is partly due to the influence of some research 'institutions' in the field: scholarly societies (starting with EST, the European Society of Translation Studies), summers schools (starting with CETRA) and Translation journals have brought together researchers from all branches of interpreting (and translation) in boards, committees and conferences, and such contacts, which were rather infrequent in purely professional practitioners' circles, served as awareness raisers. We conference interpreters are now more familiar with issues faced by community interpreters and signed language interpreters, in particular 'social' issues, and can see their relevance in our conference interpreting environments as well. We also see an increasing number of publications from countries where 'interpreting' is not as clearly cut into categories as it used to be in Europe. China, which has become a major source of interpreting research publications, is an important example where students are generally trained to become 'interpreters', not conference interpreters as opposed to community interpreters, court interpreters etc. Some of the issues addressed in such literature, such as basic language comprehension issues, are remote from the concern of conference interpreters, but others are not: methodological issues (substantial input can be found in publications on community interpreting, signed language interpreting and written translation as regards ethnological methods and retrospective methods), training in consecutive and simultaneous, tactics etc.

In the *CIRIN Bulletin*, it is becoming increasingly difficult to classify publications listed as part of the conference interpreting section or as another. Editorially, the distinction between the sections is maintained, but has become a general indication of content, not a strict one.

Some statistics (for the conference interpreting section)

A reminder: most of the material for the *Bulletin* is collected by the editor who does not have individual subscriptions to journals and who does not have access to them through his university. He does receive a few journals and some books as a member of editorial boards but relies mostly on academic networks, on internet availability and on contributions sent it by members of CIRIN, in particular the Nodes, and by colleagues for

exploration of recent publications, theses and dissertations. Because of such biases, the fifty to one hundred or so items included in each issue of the *Bulletin* (with occasional surges far beyond these numbers) can by no means be considered an exhaustive list or even a representative sample of the population of publications, theses and dissertations on conference interpreting worldwide. Statistics listed in this section can therefore only be considered rough indications aimed at drawing the attention of readers to what *could* suggest trends. See the short text on sampling at the end of this issue.

In this issue, there is a total of 57 items on conference interpreting, 70% of which report empirical studies, which seems to confirm a well-established trend towards a majority of empirical studies in contemporary research production. Out of the empirical studies, 60% used experimental methodology in the wide sense (not necessarily in the strict cognitive-psychological sense). Journal articles represent 51% of the items. There are also 6 doctoral dissertations, 7 when counting Tang's book, which is the published version of her doctoral study. Note that 13 out of 29 journal articles (45%) were published in journals not known as translation journals. This suggests that bibliometric studies that only explore translation journals would probably miss a substantial part of CIR production, especially the more interdisciplinary part that has to do with language and psychology.

By far the largest 'producer' of research items was China, with 17 items, some of them interdisciplinary and particularly interesting – see the next section. The second highest 'producer' of research is Poland, with 7 items, and there are also 6 items from Brazil. Both countries are relative newcomers to CIR but have become quite active in CIR production these past few years.

As to the topics covered, training is still a strong one, with 15 items. So is interpreting cognition, with 7 items. Note that 6 items address consecutive interpreting, which is far from rare in the focus of CIR, and 5 address directionality, which is still a hot issue.

In the signed language interpreting section, there are 9 items, and in the section on other texts related to interpreting, 16 items, including 2 PhDs and 2 books which are the published versions of PhDs.

Noteworthy in this *Bulletin*

There are many well-designed studies and informative empirical studies among those presented in this *Bulletin*, and readers who take the time to read the micro-reviews will find interesting information, some surprising results (e.g. CHEUNG, 2020), and original ideas and methods. Chinese colleagues with background in linguistics contribute considerably, inter alia with the use of lexical category bias (e.g. JIA and LIANG, 2020), dependency distance, which is linked to cognitive load (JIANG & JIANG, 2020). A particularly interesting idea is found in SHAO and CHAI's use of information chunks kept in working memory as indicators of cognitive load. This is a more accurate indicator than EVS, which does not directly refer to working memory content. ZHOU and DONG offer a potentially very useful scale for self-assessment in consecutive.

Daniel Gile

RECENT CIR PUBLICATIONS

ARTICLES

Albi-Mikasa, Michaela. (Switzerland, ZHAW Zurich). 2020. *Lingua Franca, Interpreting (ELF)*. In Baker, Mona & Saldanha, Gabriela (eds). *Routledge Encyclopedia of Translation Studies*. Third Edition. Abingdon/New York: Routledge. 285-290.

** An article in the Encyclopedia by an author who has devoted much time and effort over the years to the topic. The article stresses the added cognitive pressure that results from the use of non-native English being used by speakers being interpreted.*

Abli-Mikasa, Michaela (Switzerland, ZHAW Zurich). 2020. Note-taking. In Baker, Mona & Saldanha, Gabriela (eds). *Routledge Encyclopedia of Translation Studies*. Third Edition. Abingdon/New York: Routledge. 380-385.

** An up-to-date, concise overview of the topic, including a description of existing approaches. Abli-Mikasa argues in particular that in the way interpreters take their notes, they attempt to alleviate the cognitive pressure which the exercises entail, and observes that available evidence from empirical studies suggest that consecutive notes seem to follow the successive micro-propositions of the source speech as it unfolds. According to her, her Heidelberg School-based approach stresses the text-based nature of notes and is in stark contrast with the Interpretive Theory-based approach which posits deverbalization as the linchpin of note-taking.*

Bartłomiejczyk, Magdalena (Poland, University of Silesia). 2013. Theory of Interpreting. In Chapelle, Carol A. (ed). *The Encyclopedia of Applied Linguistics*. Hoboken, New Jersey: Blackwell Publishing Ltd. DOI: 10.1002/9781405198431.wbeal1209

** This article of 8 pages starts with a historical perspective on the basis of Gile's classification of periods (early writings, experimental period, practitioners' period, renewal period). The author then discusses empirical research into interpreting, stressing the need for external/ecological validity and highlighting the ever-present issue of lack of availability of participants for experiments. She mentions the advantage of observational research in this respect, but also refers to difficult access to data. Finally, she talks about questionnaire-based research, quite popular in interpreting research. The next section of this encyclopedic article is devoted to interdisciplinarity and associated challenges. An informative article for linguists not familiar with research into interpreting.*

Brander de la Iglesia, María & Opdenhoff, Jan-Hendrik (Spain, University of Granada, GRETI - Interpreting and the Challenges of Globalisation). 2014. Retour interpreting revisited: tuning competences in interpreter education. In Garant, Mikel (ed). *Current Trends in Translation Teaching and Learning E*, Volume 1. Helsinki: Department of Modern Languages University of Helsinki. 4-43.

** In this didactically oriented chapter, the authors discuss the issue of interpreting into one's B language and existing ideas and projects, including databases of speeches and procedures for evaluation of their difficulty, as regards its teaching philosophy and techniques. Much work was done on this topic at the University of Granada.*

CHEN, Sijia (China, Southwest University). 2020. The process of note-taking in consecutive interpreting A digital pen recording approach. *Interpreting* 22:1. 117–139.

** An experimental study in which note-taking and target speech production from 22 professional interpreters with Chinese A and English B were analyzed. Each interpreter interpreted in consecutive one speech from English into Chinese and one speech from Chinese into English using a digital pen and a tablet linked to a computer equipped with the software Eye and Pen. This specific technology made it possible to have very accurate time measurements, as well as pen distance (how far the tip of the pen moved across the surface). The sessions were video-recorded, and retrospection was conducted after the experiment.*

On average, participants put about one third of the source speech elements in notes, but the proportion was higher when working from Chinese into English than when working from English into Chinese. Numbers, names and lists were much more frequently noted down, in both directions (more than 97% for numbers, 100% for lists, and about 68 to 69 percent for names. The mean ear-pen span (EPS) was about 2,3 seconds when working from English, and about 2,6 seconds when working from Chinese. Participants took more language notes than symbols and slightly more abbreviations than full words in both directions (but the difference was not significant). They preferred English to Chinese for notes in both directions (according to data from the post-experiment questionnaire they filled out, because English can be written down using phonetic spelling and even misspelling – reviewer's

comment: could this be linked to lowered availability of Chinese characters among the participants, who were living and working in Australia?), especially when working from English into Chinese. In terms of pen distance and EPS, values were lower for language notes than for symbol notes, but participants lagged further behind the speech when using symbols. EPS was significantly shorter for number notes than for language notes. When working from Chinese, participants lagged further behind the source speech than when working from English. Performance, as assessed by the author and two colleagues (with high interrater reliability), when working from English, there was negatively correlated with the percentage of language notes and positively correlated with the percentage of symbol notes. No significant correlations were found in the Chinese into English direction.

This was a well-designed experiment which produced particularly accurate data. Therefore, though the findings tend to confirm existing ideas, do not uncover unexpected phenomena and do not provide clear-cut answers to fundamental questions, the full article definitely deserves reading.

CHEN, Jing; U, Ronrui; ZAO, Xiao. 2019. Interpreting Training in China: Practice and Research. In Han, Z. and Li, D. (eds) *Translation Studies in China*. Singapore: Springer Nature Singapore Pte Ltd. 87-109.

** A very interesting, systematic review of the history of interpreter training and research into interpreter training in China, complete with statistics and with thematic analyses.*

CHEUNG, Andrew K.F. (Hong Kong Polytechnic University). 2020. Interpreters' perceived characteristics and perception of quality in interpreting. *Interpreting* 22:1. 35-55.

** A very interesting experiment: Two groups of speakers of Mandarin were shown a video of President Obama being consecutively interpreted into Chinese by a Caucasian American speaker of Chinese who spoke Mandarin with a foreign accent. A photograph of the presumed interpreter was inserted in the video screen. For one group, it represented a Chinese-looking man, and for the other, a Westerner-looking man. Though there were some critical comments about the accent, the idiomaticity etc. of the interpretation, ratings from this latter group were higher on all five quality ratings used: ease of comprehension of the interpretation, fluency of the interpretation, idiomatic nature of expressions, clarity of the interpreter's accent, qualification of the interpreter. The author gives several potential explanations of the phenomenon, inter alia a positive attitude towards foreigners who invested much time and effort to learn their language and thus gave China recognition from someone who belongs to high-status foreign culture. Whichever the best explanation may be, the findings suggest that the actual perception of quality may be substantially influenced by factors other than informational accuracy, language quality or delivery features.*

Chmiel, Agnieszka; Janikoswki, Przemyslaw; Lijewska, Agnieszka. (Poland, Adam Mickiewicz University in Poznań, University of Silesia in Katowice). 2020. Multimodal processing in simultaneous interpreting with text: Interpreters focus more on the visual than the auditory modality. *Target* 32:1. 37-58.

** Twenty-four conference interpreters interpreted simultaneously with eye-tracking a speech presented orally with text, and with incongruences in numbers, names and control words. No facilitating effect of the text was found in the case of congruence, but a deleterious effect was found in the case of incongruence.*

Interestingly, the more interpreters skipped (did not look at) control items, the higher the informational accuracy of the output turned out to be.

Collard, Camille & Defrancq, Bart (Belgium, Ghent University). 2019. Predictors of ear-voice span, a corpus-based study with special reference to sex. *Perspectives* 27:3. 431-454. DOI: [10.1080/0907676X.2018.1553199](https://doi.org/10.1080/0907676X.2018.1553199)

** The study is based on a parallel acoustic aligned and time-tagged sub-corpus of Ghent University's European Parliament Interpreting Corpus Ghent (EPICG), which consists of plenary speeches and*

their interpretations, both audio and transcripts. Thirty source speeches were randomly selected with Dutch, English, French as working languages, and 15 male interpreters and 15 female interpreters. Gender was determined on the basis of the interpreters' voice. EVS was measured with time tags attached with equivalent lexical items of the same grammatical category at a scale of centiseconds (not milliseconds). It was noted that EVS were very similar across all languages involved, and that in all these languages, the average length of words was of 4 to 5 characters. EVS was measured in reference to the onset of the source and target words. Besides the interpreters' gender, 15 other parameters which could be potential predictors were studied. These included the source and target language, delivery rates, speech/pause ratio, delivery type etc. The mean EVS found was 3.03 seconds, with a range of -1.56 seconds (voiced anticipation) to 16.87 seconds. No gender-related difference was found. Reviewer's comments: This is a thorough, methodologically solid study. As to findings, while the initial hypothesis, based on alleged cognitive advantages of women, was not confirmed, there are many interesting descriptive statistics in the paper. (DG)

Dayter, Daria (Switzerland, Univ. of Basel). 2018. Describing lexical patterns in simultaneously interpreted discourse in a parallel aligned corpus of Russian-English interpreting (SIREN). *FORUM: International Journal of Interpretation and Translation* 16 (2): 241-264.

** A presentation of the SIREN corpus created by the author and a report on initial analyses conducted with it.*

Dayter, Daria (Switzerland, Univ. of Basel). 2020. Collocations in non-interpreted and simultaneously interpreted English: a corpus study. In Lore Vandevoorde, Joke Daems and Bert Defrancq, eds., *New Empirical Perspectives on Translation and Interpreting*, 67-91. London: Routledge.

** The author uses SIREN, a Russian-English corpus of approximately 230,000 words that she created using mainly two data sources, namely the United Nations Web TV and press conferences, briefings and interviews by politicians and public figures that were broadcast with simultaneous interpreting on TV channels that belong to the video news agency Ruptly. She compares the frequencies and association scores of several collocations in the original English or Russian and its Russian or English interpretation respectively, and finds that some collocations are more frequent in the original and some are more frequent in the corpus of interpretation. While this phenomenon can partially be explained by language-specific differences, another potential explanation is a hypothesis put forth in Shlesinger's 1989 study, a form of the "equalizing universal"; in the case of Shlesinger, 'equalization' occurred in the form of interpretations being more on the oral side when speeches tended to be on the written side, and vice-versa.*

de Manuel, Jesús (Spain, Universidad de Granada). 2019. Las herramientas CAIT más allá de la tecnología: el reto de incorporar una nueva didáctica (the tools of computer aided interpreting: beyond technology, new didactics). *Revista Tradumàtica. Tecnologies de la Traducció*, 17, 1-XXX.

<https://doi.org/10.5565/rev/tradumatica.231>

** This paper provides an overview of how Computer Assisted Interpreter Training (CAIT) has evolved within the field of conference interpreting and its contribution to modernizing both teaching and learning the profession. After summarizing the existing literature, it goes on to critically analyze the extent to which technological and pedagogical innovations have shared a common evolution and the challenges that interpreter training will have to face in the future.*

He speaks about various phases in the evolution and gives examples of tools which were developed to help self-training, including tools that made it possible to change the speed of speeches, speech banks, course management tools, virtual learning tools. He also speaks about the evolution of training 'philosophies' towards socio-constructivism in recent years.

DONG, Yanping & LI, Ping (China, resp. Zheijiang Univ. Dept. of Linguistics & Pennsylvania State Univ., dept of Psychology). 2019. Attentional control in interpreting: A model of language control and

processing control. *Bilingualism, Language and Cognition* 1-13.

<https://doi.org/10.1017/S1366728919000786>

**This theoretical paper by a linguist and a psychologist is an interesting conceptual modelization exercise integrating anti-linguistic interference control (“language control”) and attentional resource management during interpreting (“attentional control”). The authors mainly rely on cognitive theories and findings, though there are some references to IS literature. After reviewing existing theories and empirical findings and pointing out uncertainties and weaknesses in existing studies and models, they propose an integrated model in which that anti-linguistic interference control is achieved through focused attention, whereas attentional resource management is achieved through divided attention. Both branches of the model are under the supervision of “attentional control”/“supervisory attentional system”.*

DONG, Yanping; LI, Yinghui; ZHAO, Nan (China, Guangdong University of Foreign Studies (GUFS); UK, University of Essex). 2019. Acquisition of interpreting strategies by student interpreters. *The Interpreter and Translator Trainer* 13:4. 408-425.

** Sixty-six university undergraduate students who majored in English in a foreign studies university in China were asked to interpret in consecutive into Chinese an English speech divided into segments of 2 to 3 sentences (English-to-Chinese) when they had just started a one-year interpreting training program (in the 2nd month of training), and then again after they had finished the training (in the 10th month of training). This was followed by retrospection and individual interviews. The authors found that students tended to use tactics recommended by their teachers to a larger extent at the end of their training, and tactics which teachers recommended should be used with caution or avoided were less frequent. Also, that the use of recommended tactics correlated well with overall improvement of interpreting performance, which was also assessed.*

Franco Morais, Cecília & Marileide Dias Esqueda, Marileide (Brazil, Federal University of Uberlândia). 2019. Domain knowledge in simultaneous interpreting: an exploratory study of students’ interpreting process. *Domínios de Linguagem* 13:2. 604-634.

** Eight undergraduate students, 4 of whom were taking an introductory course in consecutive interpreting, and 4 who had only studied interpreting, were asked to respond to questions about simultaneous interpreting requirements and aptitudes (“beliefs”) and to simultaneously interpret five-minute video. The more advanced group was asked to fill out the same questionnaire two months after the exercise. Both the answers and the performance of the two groups were studied and compared.*

GU, Chonglong & Tipton, Rebecca (UK, Univ. of Liverpool, Univ. of Manchester resp.). 2020. (Re-)voicing Beijing’s discourse through self-referentiality: a corpus-based CDA analysis of government interpreters’ discursive mediation at China’s political press conferences (1998–2017). *Perspectives* 28:3. 406-423. DOI: 10.1080/0907676X.2020.1717558

** A CDA-based analysis of self-referentiality (through ‘We’, ‘China’, ‘our’ etc.) in the original Chinese speeches by China’s Premier and his English consecutive interpretations in a corpus established by the first author. The authors compared the absolute frequency of self-referentiality terms in the source and target speeches, and found that their number was higher in the latter. On this basis, they conclude that interpreters are strongly aligned, ideologically speaking, with the Chinese government, a trend which has been increasing over the years according to corpus statistics. Reviewer’s comment: I would be more convinced of the value of the frequency of self-referential terms as indicators of ideological alignment if the same source speeches were submitted to interpretation by interpreters known to be ideologically non-aligned with the Chinese government, and if the frequency of self-referential terms in their target speeches was found to be lower than that found in the source speeches. (DG)*

Gumul, Ewa (Poland, University of Silesia in Katowice). 2019. Evidence of cognitive effort in simultaneous interpreting: Process versus product data. *Beyond Philology* No. 16/4, 2019: 11-45.

* *In this study which uses a corpus of simultaneous interpretations from English into Polish and vice-versa by 40 Polish interpreting students already used to other investigations by the author, she investigates coincidence between problems related to increased cognitive effort reported in retrospective protocols of simultaneous interpreting trainees and problem indicators (anomalous pauses, omissions in the target text, repairs, grammatical errors, mispronunciations, and disfluencies in the form of hesitation markers and false starts) found in their target speeches. She recalls that in previous research (Gumul 2008), she found that 531 retrospective comments made by the students referred to aspects related to the Effort Models. In this analysis, she takes the same comments and tries to see how the problems reported by students are manifested in the students' SI renditions and whether some of them did not give rise to visible indicators in the renditions thanks to the efficient use of coping tactics and strategies. She finds that indeed this is the case, for a substantial proportion of them.*

For this reviewer, who happens to be the author of the Effort Models that Gumul uses as her general conceptual work, a particularly interesting aspect of the paper are transcripts of several reports by the students, which document deliberate management of attention with tactical omission to spare attentional resources on a more important task (on p.32), deliberate changes in the order of enumerated items with the aim of avoiding cognitive saturation of the Short-term Memory Effort (p.34), fatigue-related omission (p.37-38), cases of mismanagement of processing capacity resulting in loss of language quality (p.38).

Hoyte-West, Antony. (Austria, University of Vienna). 2020. The professional status of conference interpreters in the Republic of Ireland: An exploratory study. *Translation Studies*, DOI: 10.1080/14781700.2020.1745089 <https://doi.org/10.1080/14781700.2020.1745089>

* *This analysis of the professional status of conference interpreters in Ireland takes Joseph Tseng's (1992) 4-phase model of the development of professions as a conceptual framework and semi-structured interviews with 6 conference interpreters working in Ireland as the main source of data. The author's conclusion is conference interpreting can be considered a profession for which there is a real market in Ireland, and that conference interpreter enjoy increasing recognition in Irish society (it is roughly in the 3rd phase of Tseng's model, but not in the 4th phase, where there is full governmental recognition of the profession, autonomy and full control over access to the profession – this reviewer considers that actually, there are few countries if any where the conference interpreting market has reached this 4th phase), with prospects for increased visibility as Irish continues to develop in European Union institutions.*

Note that in the introductory part of the paper, there is an interesting mini-overview of the evolution of Irish (vs. English) as a dominant/national language in history.

JIA, Haibo & LIANG, Junying (China, Zhejiang Univ.). 2020. Lexical category bias across interpreting types: Implications for synergy between cognitive constraints and language representations. *Lingua* <https://doi.org/10.1016/j.lingua.2020.102809>

* *One more interesting exploration of linguistic features in interpreting output as indicators of relative cognitive load by researchers from Zhejiang University (see for instance equally interesting exploration of dependency distance and 'frequency motifs' in Bulletins n°56 & 57 respectively). In this particular study, arguing that verbs carry more important information than adjectives, that interpreters endeavor to maximize information restitution in the target speech and that cognitive pressure causes omissions, they hypothesize that such omissions would affect adjectives more than verbs, something that can be measured on corpora in the form of the 'activity index', which measures the ratio of number of verbs to number of (verbs + adjectives) in the text. They compared ratios in a corpus of 26 simultaneous interpreting speeches, 12 consecutive interpreting speeches, all by professional interpreters working from their Chinese A into their English B, and 12 read out translations – the*

speeches and texts were by Chinese government heads. The authors expected read out translation, which is associated with relatively little cognitive pressure, to have smaller 'activity'. They found a significantly lower relative frequency of adjectives in consecutive which, on the basis of the rationale expounded above, they interpret as suggesting cognitive pressure is higher in consecutive. Moreover, since the interpreters were top-level professionals who were quite familiar with the type of speeches used and were working from their A language, it is likely the pressure occurred during the reformulation stage as opposed to the listening and note-taking stage. Intriguing. One important question is whether this pressure was associated with work into a B language, which would add evidence to the debate on directionality. It will be interesting to see if a replication with interpreters working into their A language yields similar results.

JIANG, Xinlei & JIANG, Yue (China, XI'an Jiaotong Univ. & Xi'an Univ.). 2020. Effect of dependency distance of source text on disfluencies in interpreting. *Lingua* 243. 1-18.

* Another interesting Chinese contribution around cognitive load-related interpreting difficulty of source texts/speeches, via a study of dependency distance (the number of words separating two syntactically dependent words in a sentence) and disfluencies in interpreting (in this case silent and filled pauses, repetitions, repairs). Since higher dependency distance (DD) is assumed to increase the amount of information that needs to be stored in Working Memory during language processing for comprehension, it would presumably also increase cognitive effort in interpreting, and such an increase could be indicated by a larger number of disfluencies in the interpreters' output.

The authors were interested in testing this hypothesis, and, if it were corroborated, in finding out to what extent this effect depended on the syntactic type of dependency (SV subject-verb, SP subject-predicative, ATR antecedent-verb of attributive clause, IT+ predicative-verb of real subject clause, ADV verb-nonfinite verb used as adverbial).

Twenty postgraduate students of translation and interpreting were asked to sight-translate into Chinese 15 English sentences with high maximum DD (more than 7 words) and 15 English sentences with lower maximum DD (less than 7 words).

Disfluencies turned out to be more numerous in the case of long maximum DD. A simple effect analysis showed that significant differences were found only for Subject-Verb, Subject-Predicative and verb-nonfinite verb used as an adverbial. The authors put forward an interesting potential explanation for this difference: SV, SP and ADV are similar in both languages, while the other types of dependency differ and force sight translators to invest more resources in syntactic reshuffling, which dampens the relative net effect of DD. This would suggest that the sensitivity of DD as an indicator of cognitive load is language-pair dependent.

Reviewer's comments: This is a welcome contribution to the body of studies exploring indicators of interpreting difficulty on one hand (in this case a cognitive-load related difficulty), and of cognitive effort on the other. More research is required to get a better grasp of the advantages and limitations of DD as an indicator as compared to other indicators, both 'linguistic' in the wide sense and human (holistic assessments by interpreters of the 'interpreting difficulty' of given speeches). This would include replications with actual interpreting, as opposed to sight translation. (DG)

Jiménez Serrano, Óscar (Spain, Universidad de Granada). 2019. Foto fija de la interpretación simultánea remota al inicio del 2020. *Revista Tradumàtica. Tecnologies de la Traducció*. 17. 59-80. <https://doi.org/10.5565/rev/tradumatica.239>

* This is a professional report, without scientific claims. It presents an overview of remote interpreting, the way interpreters and organizations of interpreters dealt with it, analyzes the advantages and drawbacks of remote interpreting, and reports, on the basis of a short 4-questions questionnaire and of an interview, the views of other stakeholders, including conference organizers, remote interpreting service providers, remote interpreting hubs, as well as sound and interpreting equipment providers, each through one representative. Unsurprisingly, each stakeholder tends to defend its own interests in

stressing either the advantages or drawbacks of remote interpreting. However, interestingly, the conference organizer who responded to the questionnaire and who could be expected to be more or less neutral tends to see remote simultaneous interpreting under a rather negative light, stating that cost savings are the only clear advantage of this particular mode of interpreting and highlighting inter alia the insufficiently advanced and stable status of internet connectivity. In this and many other reviews of the issue, one point that is never mentioned is that besides technological and other threats to quality and increased stress, remote interpreting takes away one major aspect of the attractiveness of interpreting as a profession, namely traveling and physical presence where important/exciting things are happening. How many of us would have chosen interpreting over written translation if we were told that interpreting would be done from home, or at best, from a hub?

It does seem that if remote interpreting is about to replace traditional onsite interpreting, the hub solution, where interpreters sit in real booths next to each other and have technicians available to help when problems come up, will be the best, but still at the cost of considerable loss of attractiveness of conference interpreting.

Kajzer-Wietrzny, Marta. (Poland, Adam Mickiewicz Univ.). 2017. Interpretese vs. Non-native Language Use: The Case of Optional That. In Mariachiara Russo, Claudio Bendazzoli and Bart Defrancq (eds.), *Making Way in Corpus-based Interpreting Studies*, 97–114. Singapore: Springer

Korpala, Paweł (Poland, Adam Mickiewicz University, Poznań). 2016. Interpreting as a stressful activity: physiological measures of stress in simultaneous interpreting. *Poznań Studies in Contemporary Linguistics* 52:2. 297–316.

** This study is part of Paweł's PhD project, which was also completed in 2016 (see Bulletin n°55(2018)). Ten student interpreters about to pass their final exams were asked to simultaneously interpret two speeches from English (their B or C language) into Polish (their A language), each of which was prepared in two versions, a slow one (106 to 107 wpm) and a fast one (143 to 144 wpm), and their systolic and diastolic blood pressure as well as their heart rate were measured at the beginning of the experiment, after the interpretation of the slow speech, after the interpretation of the fast speech and after an interview which followed the interpreting task. Heart rate was significantly higher for fast speeches. Systolic and diastolic blood pressure did not yield statistical differences between slow and fast speeches. In their interviews, the majority of participants mentioned public speaking as the main challenge in consecutive interpreting, which made it more stressful than simultaneous interpreting. The paper also reports on methodological reflections induced by the experiment.*

Korpala, Paweł & Stachowiak-Szymczak, Katarzyna (Poland, Adam Mickiewicz University, Poznań, University of Warsaw). 2020. Combined problem triggers in simultaneous interpreting: exploring the effect of delivery rate on processing and rendering numbers. *Perspectives* 28:1. 26-143.

** In this eye-tracking study, the effect of the speaker's delivery rate on number interpreting accuracy and gaze behavior was investigated. Thirty professional interpreters and 20 student interpreters interpreted two English speeches into their Polish A language simultaneously in slow and fast version while viewing slides which contained essential information and numbers. The accuracy of their rendition of numbers was lower at the fast speech rate, and fixation counts were higher. The professionals' accuracy was higher than the students' under both conditions.*

Leal Lobato, Ana (Denmark, Univ. of Aarhus). 2019. The (Inter)cultural Missing Link in Conference Interpreting. *Hermes* 59:1. 91-108.

** In this paper, the author analyzes the AIIC website and various publications about interpreting to assess the presence and views of culture among conference interpreters. She points out rightly that in the conference interpreting professional and research literature, references to culture are succinct and are not discussed extensively and in depth, for instance using scholarly definitions and theory. Is this*

enough to demonstrate a lack of awareness or reflection on cultural aspects in the conference interpreter's professional environment or in conference interpreter training institutions? This reviewer doubts that, as interpreters are aware not only of cultural aspects associated with nationalities and ethnic groups (and are very much aware that not all French speakers are French, English speakers are British, Spanish speakers are Spanish etc.), but also of specific cultural aspects of employer organizations and of their own social groups of interpreters, and at least some trainers do their best to prepare students for them.

Lenglet, Cédric & Michaux, Christine (Belgium, University of Mons). 2020. The impact of simultaneous interpreting prosody on comprehension. *Interpreting* 22:1. 1-34.

* *Listeners were asked to listen to the French rendition of a 20-minute lecture in German, either a simultaneous interpretation or a read-aloud version of the transcript by the same interpreter. The simultaneous interpreting version was found to be more monotonous with more pauses, more hesitations and a more irregular speech rate. Analysis of the results of a comprehension questionnaire which the listeners were asked to complete did not produce evidence of a significant difference under the two conditions.*

Loreto Sampaio, Glória Regina (Brazil, Pontifícia Universidade Católica de São Paulo). 2019. Intérprete em formação: requisitos básicos, estratégias para o desenvolvimento das primeiras habilidades e abordagens avaliativas (Interpreter-to-Be: Basic Requirements, Preliminary Skills Development Strategies, and Evaluation Approaches). *Letras & Letras* (Uberlândia, Brazil). 35:2. 118-138.

* *A general overview of conference interpreter training requirements and steps, mostly following the "Paris School" approach (Seleskovitch and Lederer)*

Okoniewska, Alicja M. (France, ISIT, Paris). 2019. Simultaneous Interpretation of Political Discourse: Coping Strategies vs Discourse Strategies. A Case Study. In Jullion, Marie-Christine; Clouet, Louis-Marie Clouet; Ilaria Cennamo, Ilaria (eds). *Les institutions et les médias. De l'analyse du discours à la traduction*. Milano: Edizioni Universitarie di Lettere Economia Diritto. 135-152.

* *A critical discourse analysis of naturalistic speeches from a parliamentary debate on gender pay gap that took place at the European Parliament Plenary Session on the 1 March 2017. The author looked at five interventions in English, Spanish, French and Italian respectively and their interpretations into Polish and at ideological discourse strategies they used (e.g. polarization between contrasting elements, victimization of a party or element, generalization, emotionality and others - Van Dijk, 2006) and how these were rendered. It is not clear where "coping strategies" come in ('coping' generally refers to behavior to confront difficulties).*

Pagura, Reynaldo José (Brazil, PUC-SP). 2012. Conference Interpreting in Brazil: A Brief Historical Overview and Some Future Trends. *Anglo Saxonica* 3:3. 315-332. (in a special issue of the journal edited by Anthony Pym and Alexandra Assis Rosa devoted to Translation Studies)

* *Not so recent, but of historical interest. Largely based on interviews conducted by the author within the framework of his doctoral work (Pagura 2010, listed in Bulletin n°42). Pagura's narrative starts with the 1947 Pan-American Conference promoted by the Organization of American States, during which interpreting was apparently provided by Vernon Walters, who, at the time, was an assistant military attaché at the US embassy in Rio de Janeiro, and with the international conference on hospital administration during which interpreting was also required, IBM equipment was brought in, and a polyglot who later became a conference interpreter, Carlos Peixoto de Castro, gave it a try. Somewhat later, Edith van de Beuque, a Brazilian of French origin who had been trained as an interpreter at Georgetown University and others formed an informal group of conference interpreters who dominated conference interpreting in Brazil for the next two decades. In 1969, another Georgetown graduate, Maria Candida Bondenave, put together the first interpreter training program in Brazil, at*

PUC-Rio de Janeiro. Pagura talks about competing groups, about AIIC's influence, and outlines the role of many personalities in the early years of conference interpreting in Brazil.

Pagura, Reynaldo José (USA, University of Illinois). 2019. An overview of assessment in interpreting. A conversation with our colleagues in language testing. *Letras & Letras* (Uberlândia, Brazil). 35:2. 139-160.

** An interesting overview and discussion of challenges in interpreting assessment, which cover conference interpreting, community interpreting (including health care interpreting) and court interpreting. The author also takes language testing as a reference to make some points. Pagura notes in particular the need to pre-train raters, to ensure both inter-rater and intra-rater reliability. Also noteworthy in terms of role expectations as linked to quality perception are his references to an Australian study on quality in community interpreting as seen by community interpreters, in which major features good interpreters include honesty, politeness and humility, a Canadian study in which health care workers expect interpreters to point out clients' lack of understanding, and an Austrian study in which 62% of the respondents among health care workers and social workers expected interpreters to explain cultural references and meaning and to formulate autonomous utterance when asked to do so by the provider.*

REN, Wen & HUANG, Juan. 2019. Interpreting Studies by Chinese Scholars. In Han, Z. and Li, D. (eds) *Translation Studies in China*. Singapore: Springer Nature Singapore Pte Ltd. 135-162.

** A good historical overview.*

Russo, Mariachiara (Italy, Università di Bologna, Campus di Forlì). 2020. La didattica dell'interpretazione di conferenza oggi. (Conference interpreter training today). In *Hispanismo y didáctica universitaria: cuestiones y perspectivas*, Centro Virtual Cervantes. pp. 107-116.

https://cvc.cervantes.es/literatura/aispi/biblioteca_06.htm for the whole collective volume,

https://cvc.cervantes.es/literatura/aispi/pdf/bib_06/06_107.pdf for the paper.

** A general overview of (relatively) recent changes in conference interpreter training, in particular those associated with recent technology (such as internet and remote interpreting), with the Bologna agreement that reduced drastically the number of contact hours in Italian universities but also led to some innovations, including courses in theory, the academization of interpreter training which gave it academic respectability, and with changes in the marketplace, in particular with increased frequency of remote interpreting.*

SHANG, Xiaoqi & XIE, Guixia. (China, Shenzhen Univers., Shenzhen and Sun-Yat-Sen Univ., Zhuhai resp.). 2020. Aptitude for interpreting revisited: predictive validity of recall across languages. *The Interpreter and Translator Trainer*, DOI: 10.1080/1750399X.2020.1790970

**Fifty-two participants from MTI (Master in translation and interpretation) programs from four major universities in China passed two across-language recall tests (on English and Chinese speeches of 3 minutes) at the beginning of the program and two consecutive interpreting tests (on speeches of 5 minutes delivered in 3 segments in the English into Chinese and Chinese into English directions) after one year of training. Both recall and consecutive were assessed by 4 raters on four criteria: fidelity, language quality, coherence and fluency. Correlation analysis and multiple linear regression analysis show that the candidates' recall performances and their consecutive interpreting performances demonstrated moderate to high correlations in both directions and recall across languages could predict the candidates' subsequent performances in consecutive interpreting in both language directions.*

Reviewer's comment: what seems to have been tested under "recall" is not 'recall' in the psychological sense of the term, but a combination of recall and oral self-expression ability. (DG)

SHAO, Zhangminzi & CHAI, Mingjiong (China, Zhejiang Gongshang Univ. & Shanghai International Studies Univ.). 2020. The effect of cognitive load on simultaneous interpreting

performance: an empirical study at the local level,
Perspectives DOI: [10.1080/0907676X.2020.1770816](https://doi.org/10.1080/0907676X.2020.1770816)

** This particularly interesting study examines the possible effect of load imported across sentences (from one sentence to the next sentence) on SI performance. The indicator of cognitive load chosen for this study was the number of 'information chunks' held in working memory, as operationalized through human assessment: 'chunks' were sequences of words or other elements of meaning as assumed to be stored and retrieved whole from memory at the time of use. Three judges were invited to identify chunks in 33 sentences (the 'critical sentences', which were judged to contain information important for the comprehension of the speech) in an authentic English speech. The interrater agreement rate was high, which makes the method promising. Examples of 'chunks' identified by the authors are 'Ivy League', '4.0', 'flawless resume', 'great recommendation', 'all the right stuff', 'State school', 'fair amount of job hopping', 'and odd jobs', 'like cashier and singing waitress'.*

Nine professional interpreters were asked to interpret the speech (a total of 74 sentences), which was rated as fairly easy by three independent assessors, into Mandarin, their A language. The SI performance of the 9 interpreters for the 33 'critical sentences' was assessed for information fidelity ("accuracy and completeness of information").

Interestingly, a small negative correlation was found between imported load from the sentence just before the critical sentence and information fidelity in the critical sentence when the critical sentence was easy (as determined beforehand), and virtually no correlation was found when the critical sentence was difficult. The authors did not measure the difficulty of the sentences which exported cognitive load into the critical sentences. Unsurprisingly, they did find a correlation (moderate) between the 'current load' accumulated from the time the speaker started uttering the critical sentence and the time the interpreter started uttering his/her interpretation of that sentence.

The authors infer from these findings that imported load does not affect performance of the simultaneous interpretation of the sentence into which it is imported, but that the cognitive load accumulated from the time the speaker starts uttering the sentence and until the interpreter begins uttering his/her interpretation of the sentence (the EVS) does. To this reviewer, this conclusion is only justified if the EVS is the same whether there is imported cognitive load from the previous sentence or not. If this is not the case, wouldn't the reasonable default assumption be that finishing the processing of the chunks still waiting to be interpreted from the previous sentence after the speaker has started a new sentence will lengthen the EVS and therefore cause more cognitive load to be accumulated from the new sentence before its uttered interpretation can start? To this reviewer, how much cognitive load was imported from the previous sentence (how many chunks) may or may not matter. What does matter is how long its processing takes, and for various reasons, one cannot assume that the number of chunks stored in working memory is strongly correlated to the time it takes to finish interpreting them.

Be it as it may, the idea of using these information chunks as identified 'manually' by human assessors is original and innovative. Its relevance is corroborated by the authors' finding that starting with a cognitive load of 4 chunks, performance deteriorates markedly, whereas it is stable when moving up from 2 to 3 chunks. Incidentally, the authors found that the interpreters' cognitive load approaches 4 chunks at high frequency, which, they say, supports the Tightrope Hypothesis "to some extent".

This intriguing study calls for replications, in particular with control of the difficulty of sentences exporting load into the next sentence, but more importantly with some testing of the reliability of human identification of chunks and of the threshold value of four information chunks as regards simultaneous interpreting performance. Depending on the results of these replications, the 'chunk method' could be a very convenient indicator of cognitive load. (DG).

SHEN, Mingxia & LIANG, Junying (China, Zhejiang Univ.). 2019. Self-repair in consecutive interpreting: similarities and differences between professional interpreters and student interpreters. *Perspectives* <https://doi.org/10.1080/0907676X.2019.1701052>

**6 student interpreters and 6 professional interpreters interpreted an 8 minutes long Chinese speech divided into 9 segments into English in the consecutive mode, and their self-repairs were investigated. Immediately after the task, retrospective interviews cued by recordings of the output were conducted. 326 self-repairs were identified, 201 by students and 125 by professional interpreters. The authors classified them into categories, investigated the motivations indicated by the interpreters, and compared frequencies. They conclude from the analysis that professionals pay more attention to semantic reproduction and “are more proficient in syntactic structure conversion” (in the abstract), or “in syntactic transfer and reformulation, as well as in conversion between active and passive voice” (in section 5.2.2 on motivations for self-repairs through restarts). To this reviewer, this is not quite clear. If the authors are alluding to speech production skills as such, this would mean that the students’ level of mastery of English is very remote from the level of mastery of B languages required from students in selective conference interpreter training programs in the West. If the authors are referring to conversion and ‘transfer’ from Chinese sentence structures into corresponding English sentence structures, this would imply that they view interpreting as a transcoding or form-based linguistic conversion, which would be in stark opposition to the view commonly held by conference interpreters that interpreting is about understanding speech segments, building a mental model of what they mean and what their function is, and then reformulating them on that basis, transcoding being generally limited to lexical items and recurrent standard phrases. While under high cognitive pressure, in simultaneous, more transcoding on larger sentence segments and even full sentences may be more frequent, it is not clear why this should be the case in consecutive, where reformulation is done on the basis of notes which are pointers rather than verbatim transcripts, and on the basis of memory of the content of the speech, the exact syntactic structure of source speech sentences having been forgotten.*

Silva, Christiano Sanches do Valle (Brazil, PUC Rio). 2020. O uso da autoavaliação no desenvolvimento da expertise em interpretação (The use of self-assessment in the development of expertise in interpreting). *Letras & Letras* (Uberlândia). 35:2. 104-117.

** A reform conducted at PUC Rio in 2016, which reduced substantially the number of contact hours with conference interpreting students led to the quest for more efficient didactic approaches and techniques to compensate the quantitative loss in teaching hours. One of the ideas that emerged was to develop self-assessment skills among the students, not only for self-assessment per se, but also to create common language between students and teachers with respect to assessment. The paper presents a form for self-assessment by students working in the consecutive mode with two categories, substance and form, and assessment on a Likert scale for quality parameters in each category.*

Strobach, Tilo; Becker, Maxi; Schubert, Torsten; Kühn, Simone (Germany, Medical `School Hamburg, Humboldt University of Berlin, University Medical Center Hamburg–Eppendorf, Hamburg, 4Max Planck Institute for Human Development, Berlin). 2015. Better dual-task processing in simultaneous interpreters. *Front. Psychol.* 6:1590. doi: 10.3389/fpsyg.2015.01590

** The authors set out to see whether persons with experience in simultaneous interpreting, who presumably have good skills in performing and coordinating multiple tasks in the booth, would be able to transfer these skills to dual tasks (of the psychological refraction period or PRP type – unrelated to simultaneous interpreting) in a lab environment. Via the German association of interpreters and translators, they recruited 53 translators and interpreters and divided them in two groups, one having experience in simultaneous interpreting and the other, the control group, without such experience. Out of these 53 persons, 4 dropped out. The remaining 49 participants performed auditory and visual RT tasks in single-task and dual-task trials. In the auditory task, they were presented with sine-wave sounds of low, middle or high frequency and were asked to respond with different fingers depending on*

the sound pitch. In the visual task, they were presented with triangles of 3 different sizes and were also asked to respond with different fingers depending on the size. Participants performed single-task tests, in which only one type of stimulus was presented to them, and dual-task tests, in which both types were presented to them. Intervals between the presentation of stimuli were 50, 100 and 400 ms. Response times and error rates were measured. In the dual tasks, participants with experience in simultaneous interpreting had shorter reaction times than control participants.

Reviewer's comment: this is another psychological test by outsiders to interpreting who seek to measure cognitive effects of experience in interpreting.

XIONG, Hao; ZHANG, Ruiqing; Zhang, Chuanqiang, Zhongjun, WU, He Hua and WANG, Haifeng (China, Baidu Inc., Beijing). 2019. DuTongChuan: Context-aware Translation Model for Simultaneous Interpreting. arXiv:1907.12984v1 [cs.CL], 30 Jul 2019.

** The authors present a context-aware translation model for simultaneous interpreting with automatic speech recognition and information unit boundary identification. According to them, by controlling the granularity of information units and the size of the context which is analyzed, they get a good trade-off between latency and translation quality. In particular, the latency of translation between English and Chinese is less than 3 seconds most of the time.*

ZHOU, Jinhua & DONG, Yanping (China, Respectively Guangdong Univ. of Foreign Studies, Zhejiang Univ.) 2019. Developing a note-taking fluency scale for consecutive interpreters (in Chinese) 周金华、董燕萍 (2019). 口译笔记熟练度量表的开发. 《外语教学与研究》51(6): 929-941). *Foreign Language Teaching and Research* 6. 925-937.

** An original and interesting contribution. The authors developed an instrument measuring self-reported note-taking proficiency. The idea is simple, but the fine-tuning and testing make all the difference. The final version of the scale has 4 "dimensions", respectively coordination of note-taking vs. listening, note-taking speed vs. speech delivery speed, decision making on how to note, ease of reading notes during the reformulation stage (these descriptor-tags are this reviewer's, not the authors'), with a total of 21 statements distributed between the 4 dimensions. For each statement, respondents have to react on a 6-point Likert scale of agreement-disagreement. The score for each dimension is the mean Likert-scale value for the statements it consists of, and the total proficiency score is the mean Likert-scale value for all 21 statements. Examples of statements are: "When I listen carefully, I can't take notes well" (dimension 1), "I take notes so slowly that I can't keep pace with the speaker" (dimension 2), "I don't know what to note" (dimension 3), "I can understand what the symbols in my notes mean" (dimension 4). Scores turned out to be correlated with consecutive interpreting class performance, with motivation and with the number of hours of practice per week. A potentially very useful tool for training if used at various times in the course of training in consecutive insofar as it could make easier assessment of the students' overall proficiency as well as individual strengths and weaknesses profile and thus be a good tool for individual guidance.*

Ziobro-Strzpek, Joanna (Poland, Krosno State College). 2019. Simultaneous Interpreting as a Demanding Strategic Operation – the Issue of the Interpreter's Experience. *Studia Pigioniana* 2. 145-164.

** The paper starts by reviewing ideas about the cognitive demands of simultaneous interpreting and the topic of expertise, then moves on to a discussion of tactics ("strategies"), and in particular omissions, which are treated as a deliberate tactic (p. 155). It then moves on to an empirical study with 10 professional interpreters and 10 student interpreters with Polish A, English B and German C who were asked to interpret two speeches, one from Polish into English, and the other from English into Polish. Omissions, additions and self-corrections were compared with reference to students vs. professionals and to directionality.*

M.A. AND GRADUATION THESES

From Charles University, Prague, June 2020. Contributed by Ivana Čeňková

Bačkovská, Tat'ána. 2020. *Hodnocení kvality simultánního tlumočení ze španělštiny do češtiny na příkladu autokorekce (Self-correction as an Indicator of Quality Assessment in Simultaneous Interpreting from Spanish into Czech)* (in Czech). MA thesis, Charles University, Institute of Translation Studies. Supervisor: PhDr. Petra Mračková-Vavroušová, PhD.

** The author set out to find out what effect self-correction has on quality perception by listeners who are not familiar with the content of the original speech. She also tried to examine the influence of stress on self-correction and to determine if being under stress leads to a lower level of self-correction, or if it stimulates the interpreters. An experiment was conducted with students interpreting simultaneously from Spanish into Czech and questionnaires were used to elicit data (IC)*

Koutská, Anna. 2020. *Převod pasiva v simultánním tlumočení na konkrétním česko-německém materiálu (The Translation of the Passive Voice in Simultaneous Interpreting Using Czech-German Material)*. (in Czech). MA thesis, Charles University, Institute of Translation Studies. supervisor: PhDr. Petra Mračková Vavroušová, PhD.

** This thesis examines the transfer of passive diathesis from German to Czech during simultaneous interpreting. The analysis is based on the records and transcripts of European Parliament Plenary sessions. Its focuses on three aspects 1) preserving or changing of the diathesis 2) expression of the agent 3) interference. The initial passive diathesis is mostly preserved. The target speech in Czech language contains more passive diathesis than common written or spoken Czech. If the agent in the original speech is expressed, in most cases it is preserved in the target speech. In cases where the agent in the original speech is not stated and is expressed only implicitly, in the target speech it is expressed directly. The occurrence of interference can be identified through the overall high frequency of passive diathesis in the target speeches compared with common written or spoken Czech. Most of the choices made by interpreters are examples of a positive language transfer. (IC)*

Mendelová, Ivona. 2020. *Vývoj tlumočení ve Finsku (Interpreting in Finland: a Historical and Educational Perspective)*. MA thesis, Charles University, Institute of Translation Studies. Supervisor: PhDr. Petra Mračková Vavroušová, PhD.

** This thesis examines the development of conference interpreting in Finland, using conference interpreting in the European Union as an example. Its primary aim is to outline the changes in interpreting in Finland that emerged in 1995 upon the country's accession to the EU. It also describes the current situation and the potential future of Finnish within the EU. Finally, this research explores training on conference interpreting at the university level, as well as the current status of the Finnish interpreting market. A comparison between the current status of the Czech interpreting market in relation to Finnish is also presented. The first chapter introduces salient personalities involved in interpreting in Finland. The following chapter deals with the development of interpreting in Finland, with an emphasis on conference interpreting and training of conference interpreters. One subsection of this chapter is devoted to discussing a special course on conference interpreting offered at the University of Turku. The next chapter describes how Finland's membership in the EU changed interpreting services in the European Parliament, the European Commissions, and the Court of Justice of the EU. This chapter explores interpreting from and into Finnish in the European Commission in greater detail. The chapter also highlights the status and potential future of Finnish in EU institutions. The final chapter describes the current status of the Finnish interpreting market, including information about Czech interpreters whose working language is Finnish. The main contribution of this thesis is the data collected from semi-structured interviews and e-mail communication with chosen individuals, as*

well as questionnaires completed by Finnish interpreters of the European Commission. While data was collected from a limited number of respondents, this research introduces new and crucial data that enrich the existing knowledge about the development of interpreting in Finland. The study also helps to specify the status of Finnish and its future within the EU. This thesis demonstrates new information about the history of interpreting in Finland, offering a new perspective on the topic. (IC)

Novotná, Dominika. 2020. *Případová studie: Srovnání tlumočení na Norimberských procesech (1945–1946) a na Mezinárodním trestním tribunálu pro bývalou Jugoslávii (1993–2017)* (A Case Study: Comparison of Interpreting at Nuremberg Trials (1945–1946) and at the International Criminal Tribunal for the Former Yugoslavia (1993–2017)) (in Czech). MA thesis, Charles University, Institute of Translation Studies.

Supervisor: Prof. PhDr. Ivana Čeňková, CSc.

* *The thesis compares interpreting at international criminal tribunals as it is now and as it was in the past, taking as a case study the Nuremberg Trials and the International Criminal Tribunal for the former Yugoslavia in The Hague. The thesis provides a historical overview, describes characteristics of interpreting in such settings, defines the role and position of an interpreter in the past and now and focuses on possible changes in interpreting triggered by societal changes. It uses existing documents and published sources as well as a questionnaire survey with 6 professional interpreters, who worked at the tribunal in The Hague.*

Pohludková, Alena. 2020. *Převod mluvních aktů ohrožujících tvář na příkladu simultánního tlumočení projevů v Evropském parlamentu* (The transfer of face-threatening acts in simultaneous interpreting of speeches from the European Parliament). (in Czech). MA thesis, Charles University, Institute of Translation Studies.

Supervisor: PhDr. Petra Mračková Vavroušová, PhD.

* *This thesis looks into how simultaneous interpreters work with face threatening acts (FTAs). For this purpose, we investigated how FTAs that we identified in speeches given by native Spanish speakers at the European Parliament's plenary sittings are interpreted into Czech and English. This paper was inspired by the study of Cédric Magnifico and Bart Defrancq from the University of Ghent "Impoliteness in Interpreting: A Question of Gender?" in which they carry out a similar research. In their study the authors research the simultaneous interpretation of French speeches given at the European Parliament's plenary sittings into English and Dutch in order to find out whether interpreters really engage in face work – by face work they mean mitigating (potential) FTAs. In this study, we aimed at answering a more general research question: "How do simultaneous interpreters handle face threatening acts when interpreting at the European Parliament's plenaries?" Researching the interpretation of FTAs into two target languages, moreover, can show whether face work is influenced by the cultural norms used in the community of the target language. Even though some of our findings come close to those of Magnifico and Defrancq's, some are considerably different. Magnifico and Defrancq found out that the English booth when interpreting FTAs from French follows different norms to the Dutch booth. Our findings, on the other hand, show that both the Czech and the English booths handle FTAs when interpreting from Spanish very similarly. We argue that the differences in face work identified between the Czech and the English booths can be better explained by the different nature of the target languages rather than by the cultural norms of the language communities. (IC)*

Žáčková, Barbara. 2020. *Tlumočení pro média v České republice* (Interpreting for the Media in the Czech Republic) (in Czech). MA thesis, Charles University, Institute of Translation Studies.

Supervisor: PhDr. Petra Mračková Vavroušová, PhD.

* *This master's thesis describes media interpreting in the public service media in the Czech Republic – on both Czech Television and Czech Radio. The theoretical part presents media interpreting research as a distinctive part of interpreting research, including types of media interpreting, the role of the*

interpreter, the question of stress and quality of media interpreting and media interpreting in various countries. It also looks at the history and public service of Czech Television and Czech Radio and in particular programs in these media. The second part of the thesis maps interpreted programs and types of interpreting in the public service media in the Czech Republic and the working conditions of the interpreters. The research is based on semi-structured interviews with seven active media interpreters and on archive materials of Czech Television and Czech Radio. (IC)

Other MA theses

Bayraktar Özer, Özge. 2017. *Complementarity between linguistic and extralinguistic knowledge in simultaneous interpreting.* MA thesis, Hacettepe University Graduate School of Social Sciences Department of Translation and Interpretation, Ankara.

** In this one group pre-test post-test design experiment, 4th year and graduate students of interpreting were asked to interpret two groups of speeches in three different subject areas. The first group of the speeches included a high level of words unknown to the participants and the second group of the speeches included subjects unknown to the participants. Following a pre-test, a three-week LK and ELK complementarity awareness-raising training period was followed by a post-test. The students' performances improved in speeches with many words unknown to them, but not in speeches with missing extra-linguistic knowledge.*

De Oliveira Ribeiro, Marina. 2019. *Análise de omissões praticadas pelos intérpretes na interpretação ao vivo no Emmy Awards 2018.* Monografia apresentada ao Curso de Tradução do Instituto de Letras e Linguística da Universidade Federal de Uberlândia como requisito parcial para a obtenção do título de Bacharel (BA thesis) em Tradução.

** The author looks at 5 examples with 11 omissions in interpretation by two Brazilian interpreters performed for TV for the 2018 Emmy Awards and speculates on the question which are errors and which are tactical.*

LIN I-hsin Iris. 2011. *The Impact of Non-Native Accented English on Rendition Accuracy in Simultaneous Interpreting.* MA thesis, National Changhua University of Education, Taiwan.

** An interesting, well written and rather well-designed empirical study (with the limitations associated with lack of availability of human resources which the author mentions herself) which looks at an important topic, that has gathered much attention in the last few years, in particular with numerous papers by Michaela Albl-Mikasa of ZHAW, Zurich.*

The author asked 37 graduate students of interpreting who had received training in simultaneous interpreting for at least one semester (divided into 4 groups of 9 and one group of 10 persons) to interpret into their Chinese A the same English speech recorded by a non-native speaker under one of 4 conditions: phonemic deviations from native English speech (essentially mispronounced vowels and consonants in words), prosodic deviations from native speech (including misplaced pauses, words stressed on the wrong syllable, incorrect intonation), both phonemic and prosodic deviations, no deviations. The accuracy of the Chinese renditions was assessed by 2 professional interpreters who rated the accuracy of the rendition of the 21 sentences of the speech as 23 units (the first two sentences were divided into two units each), each with a Likert scale of 1 to 5. The two raters were trained, and their assessments had high inter-rater reliability. Statistics were used to determine the effect of deviations on the accuracy of renditions. A post-task questionnaire filled out by the students after the task helped further identify problems during the task. Statistical results indicate that both phonemic and prosodic deviations had a deleterious effect (a large effect) on accuracy, that the effect of prosodic deviations was stronger than the effect of phonemic deviations, and that the combined effect of phonemic and prosodic deviations was stronger than the separate effect of each.

The author notes that the participants' evaluation of their comprehension in percentages of the source speech was generally better than their actual accuracy. She also used the well-known Flesch Reading Ease score as a general indicator of difficulty, but notes that in terms of source speech difficulty, neither expert judgment nor interpreting performance is always consistent with the Flesch Reading Ease score. She notes that syntactically complex sentences were most difficult to interpret. Another interesting finding is that /r/ was the only manipulated phonemic unit among vowels and consonants that caused miscomprehension – when it was derhotacized, not when it could be confused with the /l/ sound. As regards prosodic issues, wrongly stressed words did not prevent comprehension, but lack of pauses at appropriate moments did, as well as falling intonation in enumerations.

As indicated in the beginning of this review, there are some methodological limitations and issues in this study, and in particular small sample size (and apparently not randomly selected), a sample of students rather than professionals, a non-native speaker of English who presumably had her own accent, the lack of an attempt to assess the magnitude of phonemic and prosodic deviations from non-accented English. If the magnitude of each was different, it would not make sense to say that prosodic deviations were more deleterious than phonemic deviations. It may be very difficult to quantify such deviations, but at least an attempt could have been made using a couple of native speakers of English and asking them for a holistic assessment. But as indicated earlier, the author is aware of these limitations and issues, and did the best she could with the resources she had. This study definitely deserves to be replicated with professionals and solutions to some of the challenges.

Ramírez López, Francisco Javier. 2013. *Could interpreting abilities affect training method?* Tesis de licenciatura, Universidad Veracruzana (Mexico).

** This thesis is an empirical study on the advantages (or lack thereof) of teaching consecutive before simultaneous. Its author, an undergraduate student, was interested in interpreting but reports that he could not find any information on interpreting at his university, let alone interpreting courses, and had to rely on external sources to find relevant literature. He did find a substantial number of publications and basically understood the main principles of Interpretive Theory and of the Effort Models, both of which are used in this study as an overall conceptual framework, as well as ideas underlying interpreter training. He also identified a very central issue in conference interpreter training, namely the question of whether teaching consecutive before simultaneous is really useful. For all of this, he should be commended. He should also be commended for setting up an experiment in an attempt to find answers to the question. As could be expected, this is a beginner's experiment, with many weaknesses (which will not be analyzed here), but his initiative as an undergraduate student with no background and very few resources at the start is impressive, and some of his ideas are quite interesting. He organized an interpreting workshop with two groups of students with no previous background in interpreting: one was trained in consecutive, and one in simultaneous. At the end of the workshop, he had the group which was trained in consecutive do a simultaneous interpretation, and the group which was trained in simultaneous did a consecutive interpretation. During the workshop, he noted that there was gradual improvement in the skills of all students. In the 'consecutive group', the highest scores were reached for listening skills and the lowest for note-taking skills. In the 'simultaneous group', the highest scores were reached for anticipation and lowest for attentional resource management. In the final test, grading by two experienced professional interpreters showed better scores (the items to score were fidelity, logical coherence, fluency, public speaking presence and adaptation to features of the audience) for the 'consecutive group' doing simultaneous than for the 'simultaneous group' doing consecutive.*

OTHER

Cammoun, Rawdha; Davies, Catherine; Ivanov, Konstantin; Naimushin, Boris. 2009.

Simultaneous Interpretation with Text. Is the Text 'Friend' or 'Foe'? Laying Foundations for a Teaching Module. Unpublished Seminar Paper, MAS – Master of Advanced Studies in Interpreter Training, Ecole de Traduction et d'Interprétation, University of Geneva.

** This 11-year old 'seminar paper' is a 161 page research report on a survey among interpreters, conducted by 4 professional interpreters cum trainers, about the use and perceived advantages and drawbacks of having the texts when conducting simultaneous with text under various scenarios (having it a long time before the conference, shortly before the conference, just before the speaker starts reading the text, and after the speaker has started reading it). While the ideas and data generated about attitudes, preparation techniques and actual use of texts in simultaneous with text add little new information, it is interesting to find how widespread certain ideas about simultaneous with text are through the responses of professionals with a rather large spectrum of working languages, though sample size is relatively small (50 responses). Also interesting are the literature review, which includes references from Russia, the overview of teaching practices in various schools from various parts of the world (including Brazil, China, Japan, Lebanon, Nigeria, Russia), and some interviews. For a seminar paper, the report is substantial, and represents a lot of work, for which the 4 authors should be commended. Methodologically speaking, one limitation of the data was is they come from self-reports, which may or may not reflect reality. If the authors had had more time (and perhaps financial resources to compensate professional interpreters for their time), perhaps they could have engaged in some experimenting as well to assess the truthfulness of such reports, by engineering simultaneous with text under diverse scenarios and actually observing (perhaps by filming them) the professional interpreters' actual behavior.*

DOCTORAL DISSERTATIONS

Cavallo, Patrizia. 2019. *Reelaboração de um modelo de competência do intérprete de conferências.* Doctoral dissertation, Universidade Federal do Rio Grande do Sul, Brazil.

** On the basis of existing translation and interpreting competence models developed in the literature, the author attempted to construct a valid five-dimension interpreter competence model to be used for training purposes, which, she says, is based on work by Kutz (from Leipzig, Germany), Albl-Mikasa (from ZHAW, Switzerland), Kalina (Germany) and Gile. She then used it as a conceptual framework to analyze eight training programs, taking on board the South American environment.*

The dissertation includes an analysis of curricula from interpreter training programs in different parts of the world, and makes a distinction between interpreting competence and interpreter competence.

Kalderon, Eliza. 2017. *Neurophysiologie des Simultandolmetschens: eine fMRI-Studie mit Konferenzdolmetschern.* Doctoral dissertation. Mainz: Gutenberg Qualify.

** An interesting, thorough work. The author's main research question was whether there were functional neurophysiological differences in professional interpreters having German A and Spanish B depending on directionality, B into A or A into B (p. 4). She also wished to draw conclusions applicable to interpreter training (p.13,90).*

Her study was conducted with the help of Christoph Krick, a neuroradiologist from Homburg. 12 professional interpreters with German A and Spanish B (learned after the age of 16 – p.102) were fMRI-scanned while doing simultaneous interpreting, silent simultaneous interpreting (without overt articulation and voicing) in both directions as well as shadowing and silent shadowing in both languages and 'plain' listening. The duration of each task, performed while they were lying on their back with their head in the scanner, was between just over one minute and just below three minutes. The speeches were fairly general authentic speeches by German President Gauck and Spanish Prime Minister Rajoy.

Kalderon found significant neurophysiological differences between shadowing and interpreting as well as directionality-dependent mental strategies, and in particular more phonetic-related neural activity when working into the B language.

Like all neurophysiological studies on interpreting, this study has limitations, and the author is aware of most of them. For instance, 'working conditions' were remote from actual work in the booth, the comparability of the German and Spanish speeches was relative, only one type of speech was studied, the interpreters were all late bilinguals, only two languages were studied. It is therefore difficult to draw generalizable conclusions from the data obtained in this single study. However, the very fact that the author managed to enlist the collaboration of an outsider-expert and conduct this highly technical neurophysiological study is impressive. Moreover, she did systematically endeavor to design and implement her study as well as she could with the resources and under the constraints she had, as is clear from the detailed explanations she gives in her dissertation on the choices made at each step. Finally, besides a useful review of a selection of existing neurophysiological studies on interpreting, she offers interesting information and explanations on the anatomy and functions of the human brain, including the various types of memories identified so far and on mental representation of language.

Porlán Moreno, Rafael. 2017. *Elaboración de unidades didácticas específicas para la formación de intérpretes de conferencias mediante la integración de material multimedia procedente de la realidad profesional.* Tesis doctoral. Universidad de Granada.

** Taking the Effort Models as a general conceptual framework, the author starts with the idea that interpreting authentic speeches can be very difficult for students because they represent a high cognitive load, and that the problem could be alleviated by providing them with advance preparation through a briefing.*

He uses the psychological term 'memory priming', though in psychology, the term refers to the presentation of priming stimulus just before presenting another stimulus, and the facilitating effect is subconscious, and in the author's didactic method, what probably happens is that declarative information is built up and stored in an organized way in long-term memory before the interpreting task is performed.

What the author actually does is prepare students by providing them with information on the speaker and the subject matter (a speech by Noam Chomsky rated as difficult by trainers), including terminology via a briefing session (no details are provided), and then compares the simultaneous interpreting performance for this speech of 10 groups of translation and interpreting students from Cordoba University, 10 groups of interpreting students from Granada University who had selected specialization in interpreting and had benefited from more contact hours with trainers, and 10 professional interpreters who were not provided with the same information.

The author developed an interesting assessment method, centered on the presence of information units of interest in the target speech and on the comparison of interpreting tactics between students and professionals.

The mean score was 86.2% of the maximum for the professionals (range: 71.58 to 96.06%), 47.96% for Cordoba students (25.73-62.56%), 61.74% for Granada students (45.02-79.05%).

The full corpus of transcripts of the participants' performance is available, which makes further analyses by other researchers possible.

SHAO Zhangminzi. 2018. *Local cognitive load in simultaneous interpreting —a study based on English to Chinese simultaneous interpreting.* (in Chinese) Doctoral dissertation. Shanghai International Studies University.

** See the paper by SHAO & CHAI (2020) in the articles section.*

SU, Wenchao. 2019. Eye Tracking Translation Styles in Chinese-English Sight Translation. Doctoral dissertation in linguistics, Department of English, University of Macau.

<https://search.proquest.com/openview/c8f076325516acb19316612dd48304ab/1?pq-origsite=gscholar&cbl=18750&diss=y>

** In this very systematic study, SU looked at translation styles (in this case, trends in eye/gaze behavior of 13 novice and 9 professional interpreters (advanced MA students and recent graduates with less than 1 year experience respectively) when they performed sight translation of 4 6-sentence extracts of Chinese political speeches (from a collection of speeches of Premier Xi Jinping) from Chinese into English after a preparation stage. She used eye-tracking measures (including Total Task Time, Eye Voice Span, Fixation Count, Fixation Duration, First Fixation Duration, Saccade Amplitude and Pupil Dilation), and indicators of interpreting outputs (including Production Errors, Disfluencies and Omissions). Using such indicators, she determined what words or text segments were problematic ('problem triggers') and how they were rendered in the target sight translation. Interpreters demonstrated different gaze behaviors in preparation and in actual sight translation, but overall, they showed a similar trend in their gaze behavior patterns across the two stages, particularly as regards fixation duration and pupil dilation. Their eye-voice span was similar to the ear-voice span in simultaneous interpreting. Locally, interpreters had long fixations on words with Chinese features and four-character expressions in preparation, which were anticipated to be the primary cause of difficulty. They continued to exhibit relatively long fixations on around 30% of potential problems in actual sight translation. Interpreters' reading-speech coordination was affected by translation problems. Different behavioral styles of sight translation were also identified. Compared to novices, professionals' problem-solving behaviors were more efficient during both the preparation and the actual sight translation. Professionals read larger context than novices without sacrificing output fluency, and they seemed to rely more on their working memory than novices right before oral rendition. Language-pair specificity had an effect on gaze behaviors in sight translation. In terms of methodology, this study is valuable in demonstrating that eye tracking can be used as a reliable method to identify translation styles, contributes to the understanding of eye-movement behaviors and the cognitive processes in sight translation and provides empirical evidence to confirm our intuitive understandings of the differences between novice and professional interpreters.*

SUN, Haiqin. 2012. *The Influence of Density of Special Knowledge in the Speech Content on the Interpreter's Deverbalization Performance.* (in Chinese). Doctoral dissertation: Shanghai International Studies University.

BOOKS

TANG, Fang. (Guangdong University of Foreign Studies). 2018. *Explicitation in conference interpreting.* Amsterdam/Philadelphia: John Benjamins.

** This published version of the author's 2014 Phd dissertation presents a systematic and thorough analysis of the literature on explicitation in translation and interpreting, a personal typology, and an experiment investigating explicitation in consecutive among Chinese interpreters and interpreting students working between Chinese and English both ways. Two aspects of note-taking are investigated more specifically: the type of explicitation notes and their motivations. Tang's typology of explicitation takes as its conceptual framework Halliday's three basic functions of language (ideational, textual and interpersonal) and is developed into experiential, interpersonal and textual explicitation, with specific criteria for each. This may not have been an optimal choice, both because this typology is rather abstract and difficult to understand in spite of the examples given in the book, and because later, when she goes into the analysis of all cases of explicitation in her corpus, she finds that categories overlap*

frequently. Another conceptual consideration is that shifts in consecutive rendition of speeches may be due to factors other than those found in ordinary use of the language, so that taking Halliday's functions of language as a basis for this classification was hazardous from the start. The author recognizes the existence of occurrences of omissions (which could be cases of implicitation under certain conditions and for various tactical reasons), but specifies that in this work, she does not address them, the focus being on explicitation.

Tang's typology of causes ("motivations") for explicitation includes 5 items: Gaining time ("Time management" – when interpreters seek to gain time to recall the original information, to decipher notes or finding appropriate reformulation of an idea), recognizing notes or figuring out how to reformulate an idea), "gap-filling" (a failure in understanding, remembering or expressing the original message), clarifying, reinforcing (the speaker's attitude), "note-taking" (the explicated information was not part of the source speech, but was made explicit when the interpreter reconstructed the speech from memory and notes). Again, looking at examples, this typology is not without its problems, in particular as regards the attribution of 2 causes for the same occurrence of explicitation.

In the empirical part of the study, 12 interpreters and 12 interpreting students with Chinese A and English B interpreted one speech from Chinese into English and one speech from English into Chinese. Retrospection was cued by transcripts of the source speeches and audio recordings of the subjects' interpretations.

In the many examples from the corpus that Tang provides in her book, quite a few seem to be not so clearly in line with her definition of explicitation, in particular as regards the requirement to add information: repetitions, corrections, errors are numerous.

Because of these uncertainties, it is difficult to assess the value of the statistical comparisons and other findings.

... AND BEYOND CONFERENCE INTERPRETING

SIGNED LANGUAGE INTERPRETING

Articles

Cramer, Julia. 2020. Theaterdolmetschen 2.0 – Wie kann das Dolmetschen im kulturellen Bereich bestmöglich gestaltet werden? Bewährte Ansätze als Best Practices und Entwicklungsmöglichkeiten. *Das Zeichen* 114/2020. <https://ggkg.online/das-zeichen/>

* *The author is a Hamburg-based signed language interpreter, who also has English as a working language and who specializes inter alia in theatre interpreting. In this eye-opening article published in a newsletter devoted to sign language and Deaf communication, she explains the idiosyncrasies of theatre interpreting and sketches out some best practices. The following are a just few features that this reviewer found particularly enlightening in Cramer's explanations, both in terms of the interpreter's role and in terms of working arrangements and conditions. They may sound self-evident when one thinks about them once they have been explained, but do people think about them without this or another awareness-raising exercise?*

Cramer points out that communication in a theater setting is different from usual communication situations, as the 'meetings' are not designed to generate exchange of new information between the persons concerned. Texts are more or less set in advance, and because of the visual dimension of theatre plays, synchronicity in interpreting is particularly important, which requires solid advance preparation. Also because of the visual dimension of plays, the physical positioning of the interpreter also requires a lot of thought, since Deaf spectators need to keep looking at the actors' positions and

body language and at the same time see the interpreter signing. Somehow, interpreters need to blend in, both in physical positioning and in attire. In other words, ideally, they should not be considered external service providers, but part of the team, and participate in rehearsals. The author advocates extensive advance thinking and preparation on the part of the organizers of theatre events, and in particular preparatory dialogues with Deaf advisors.

Finally, in this paper, the ideology which considers that interpreting – in this case theatre interpreting – should aim to give equal rights/opportunities to barrier-free cultural experience, comes up again explicitly, as in many papers, theses and dissertations by signed language interpreters. To this reviewer, this may be the most fundamental feature that distinguished signed language interpreting from spoken language interpreting, more so than technical and linguistic aspects of interpreting.

In Roy, Cynthia & Winston, Elizabeth A. (eds). 2018. *The next generation of research in interpreter education. Pursuing Evidence-Based Practices*. Washington D.C.: Gallaudet University Press.

Winston, Elizabeth A. 2018. Introduction. xi-xxi

** A thought-provoking introduction, especially in the first part. Winston refers to the “superstition and myth” associated with education practices based on the principle “that’s how I was taught” and expresses her pleasure at seeing the evolution of interpreter education towards research, evidence and practice. She also welcomes the nascent efforts of mixed methods research as a replacement to “quantitative dogma, where numbers and statistics rule”. When evaluating practices, relevant parameters are the theories on which they are based, the status of institutions and individuals that use them, the existence of research evaluating them. In addition, practical questions are important: are they easy to use? Can they be applied in a variety of environments? Are there methods to ensure appropriate use by trainers? Are there associated materials? Are they feasible in terms of resources? Each of these questions is a challenge in itself, and they apply to spoken language conference interpreter training practices just as well as to signed language interpreter training practices.*

Harrelson, Paul; Marks, Annie; CHAN, Yi Hin. 2018. Applying Adult Learning Theory to ASL-English Interpretation Role-Play Activities. In Roy & Winston (eds). 1-18

** A conceptual analysis establishing links between three adult learning theories (situated learning theory, social learning theory, experiential learning) and role-play in the ASL-English interpreting classroom and defining a “spectrum of authenticity” of practices, going from classroom lectures and reading to internship and professional experience.*

Roger, Jeremy. 2018. Exploring Deaf Interpreter Education: Narratives from Practitioners and Students. In Roy & Winston (eds). 19-47.

** The purpose of this study was to identify and differentiate existing practices in Deaf interpreter education as seen by Deaf interpreting students and professional interpreters. Six working Deaf interpreters were interviewed, and three Deaf interpreting students were asked to reflect on their academic experience and point out the most and least effective practices. Many comments are reported. On the whole, there seems to be dissatisfaction with both training and the status of Deaf interpreters in general.*

Bates, Kimberly S. 2018. Anxiety and Self-Efficacy in Novice Interpreters: Examining the Impact of SMART Goal Setting and Mastery Rehearsal Scriptwriting. In Roy & Winston (eds). 48-73.

** Self-efficacy is defined as “people’s beliefs about their capabilities to produce effects” (Bandura, 1994). Three volunteers received a one-time training on SMART goal-setting and Mastery Rehearsal script-writing techniques as a way to enhance self-efficacy and reduce anxiety and their mean scores on measures of Specific Self-Efficacy and Interpretation Classroom Anxiety were studied before and after the intervention. Two of the three volunteers also submitted weekly goals,*

scripts and self-reflection journal sheets for any work performed during the duration of the intervention. Results are discussed.

Boeh, Kimberley A. 2018. Practitioners' Perspectives on Mentoring. In Roy & Winston (eds). 74-101.

** This is a summary of the author's MA thesis (see Theses section). 443 signed language interpreters and 4 interpreting students) from the US and Canada were asked about mentoring, which is comparable to apprenticeship of internship in other practice professions in a 31 question online survey. Among the findings:*

- An overwhelming number of practitioners think mentoring is highly beneficial for entry-level interpreter and for veteran interpreters as well.*
- Opinions varied about compensation for mentoring.*
- Opinions varied about how many years of experience were necessary to become a mentor and whether mentors should be certified.*

Fitzmaurice, Stephen. 2018. Teaching to Self-Assess: Developing Critical Thinking Skills for Student Interpreters. In Roy & Winston (eds). 102-122.

** Interestingly, in the interest of developing critical thinking skills, the author's educational program at Clemson University stopped giving direct feedback to students on their interpretation and started grading students on the efficacy of their self-assessment. A comparative analysis of the Educational Interpreter Performance Assessment (EIPA) ratings of students who received direct feedback indicated that the ratings of the former were significantly higher.*

Thesis

Boeh, K.A. 2016. Mentoring: Fostering the profession while mitigating the gap. Master's thesis, Western Oregon University, Monmouth. Available at <http://digitalcommons.wou.edu/theses/26>

** See the paper by the same author in the articles section.*

OTHER INTERPRETING RELATED PUBLICATIONS

Afolabi, Segun. 2020. *La traduction et l'interprétation au Nigéria*. Paris : L'Harmattan.

** The author was a translator and conference interpreter and translator trainer in Nigeria for several years. In 2018 he completed a doctoral degree at Laval University, in Canada where he now lives.*

This book is the published version of his doctoral dissertation, reports on the status of translation and interpreting in Nigeria and suggests strategies for optimized professional translator and interpreter training.

Albi-Mikasa, Michaela. 2019. Interpreters' Roles and Responsibilities. In Angelone, Eric, Ehrensberger-Dow, Maureen & Massey, Gary (eds). *The Bloomsbury Companion to Language Industry Studies*. London: Bloomsbury, 91-114.

** A welcome open-minded overview and discussion of the complex issue of the roles and responsibilities of interpreters in various settings. Inter alia, while acknowledging that conference interpreting and community interpreting tend to differ in the dominant applicable norms about roles, the author argues convincingly, with some support from empirical evidence, that even conference interpreters, who tend to work under the so-called conduit norm, do not necessarily follow it blindly, being aware of their role as facilitators of communication between interlocutors who do not necessarily share the same culture. This view does not change the fact that cognitive issues are more*

salient in conference interpreting and social and psychological issues are more salient in community interpreting, but opens the way to some gateways in research on these two branches.

Albl-Mikasa, Michaela. 2019. Acting upon background of understanding rather than role. Shifting the focus from the interactional to the inferential dimension of (medical) dialogue interpreting. *Translation, Cognition & Behavior* 2:2. 241-262.

** This paper argues, with evidence from a corpus of 19 interpreter-mediated doctor-patients encounters, that for the success of interpreting, it is important for interpreters to have not only knowledge of the relevant languages and some technical medical knowledge, but also knowledge of institutional procedures in doctor-patient interactions so that they can understand correctly what the aim of each step of these interactions is and are less likely to interfere through inappropriate interpretation, which includes omissions of verbal segments the purpose of which they fail to see, and other sub-optimal processing of the verbal exchanges. To this reviewer, this seems to be an important point indeed which deserves awareness-raising, but it is not clear why awareness of the interpreter's role is not equally important.*

Albl-Mikasa, Michaela & Ehrensberger-Dlow, Maureen. 2019. ITSELF: (E)merging Interests in Interpreting and Translation Studies. In Dal Fovo, E. & Gentile, P. (ed). *Translation and Interpreting Convergence, Contact and Interaction*. Oxford: Peter Lang. 45-62.

** An overview of challenges associated with the increasing and now widely generalized use of English as a Foreign Language by authors and speakers from the viewpoint of translators and interpreters, the focus being on the additional cognitive load that ELF entails when processing these source texts and speeches by non-native speakers of English. The overview includes references to the existing literature on the subject and a call for further research.*

Angelone, Erik (Kent State University). 2015. A Corpus-Based Comparison of Self-Reflection Modalities in Process-Oriented Translator Training. In **Cui, Ying & Zhao, Wei** (Shandong University, Weihai, China). *Handbook of Research on Teaching Methods in Language Translation and Interpreting*. Hershey PA: IGI Global. 346-361.

** On a small corpus of the author's 6 MA students completed translation and self-reflection analysis tasks on a total of 8 short general language texts using IPDR logs (IPDR – Integrated Problem and Decision Report, is a tool designed by Gile in 1979, a particular kind of translation diary) and screen recording summaries, and the two were compared. Screen recording summaries tended to produce more discussion of lexis, while IPDR logs tended to focus on macrolevel-oriented procedures. Screen recordings seem to hold greater potential as an editing tool for self-revision and other-revision. DG's comments: An interesting but somewhat surprising comparison. IPDR was designed as a process-oriented tool to help students implement certain methodological principles and to help trainers ascertain that they did and have a better chance of putting them back on track if they did not, not as a product-oriented tool to be used for revision or editing. Also, the content of IPDR probably depends to a very large extent on the methodological guidance given by trainers to translation students, and should be very trainer-dependent. Generalizing on the basis of a sample of students who were trained by the same teacher(s) is somewhat hazardous.*

CUI, Qiliang. 2019. MTI Programs: Teaching and Learning. In: Yue F., Tao Y., Wang H., Cui Q., Xu B. (eds) *Restructuring Translation Education*. Springer, Singapore. 41-54.

** An informative paper on the status of MTI programs in China and on issues they face. A survey elicited 4102 filled out questionnaires from 205 MTI programs. 591 questionnaires were filled out by teachers, and 2849 by students.*

Di Mango, Daniela. 2018. *The role of theory in translator training*. Tübingen: Narr Francke Attempto Verlag.

** This rather thick volume (440 pages of densely written text), are the published version of the author's PhD? It is largely devoted to literature reviews, in particular on translation competence, but the core empirical study is an attempt to investigate whether differences in translation competence can be identified between students with and without training in theory (p.172). A total of 30 students were recruited from three translation programs which differed in whether and when they had training in theory, who were asked to translate a general text of 250 words from English into their native German while thinking aloud. Pre- and post-task questionnaires were included in the design. The translation output and the filled-out questionnaires were analyzed. According to the author, differences in the translation competence of the groups were found, but none seems to have been directly caused by training in theory. The only possible impact of theory had to do with the students' concept of translation – and it was marginal.*

DG's comments: A lot of work was invested in this study and in the analysis of various indicators of translation quality and competence. However, finding out about the effect of theory on translation competence requires much more control than was designed into the study (major potential confounds included features of the students in the groups that were compared, potentially different teachers with different personalities and teaching styles), speaking of 'theory' in general is not enough, as there are different theories and different ways of teaching them and integrating them into practical translation exercises, and chances of identifying significant differences would have been much higher if predictions had been made about what kind of theoretical components were likely to change in specific behavior patterns of students when encountering specific problems in specific types of text. The very generic approach adopted here with a generic concept of theory and a general text did not optimize the chances of picking up a strong enough signal above the noise of variability.

Gile, Daniel (ESIT, Université Paris 3 – Sorbonne Nouvelle). 2019. From communication to quality in interpreting and translation: A didactic view/ da comunicação à qualidade em interpretação e tradução: uma visão didática. *Letras & Letras* (Uberlândia, Brazil) 35:2. 219-245.

** This bilingual text (the translation into Portuguese was done by **Marileide Dias Esqueda & Flávio de Sousa Freitas**) is a condensed and updated version of chapter 3 of *Basic Concepts and Models for Interpreter Training* (2009, John Benjamins). The abstract in English reads as follows: "Professional translation and interpreting act on texts and speeches as a communication service in specific social interaction contexts. When assessing its quality, the relevant human actors and their intentions and other parameters of the communication situation need to be taken on board. Variability in their positions and ability to assess various quality parameters makes quality assessment a composite construct with a certain amount of subjectivity."*

HAN, Ziman & LI, Defeng (eds). 2019. *Translation Studies in China*. Singapore: Springer Nature Singapore Pte Ltd

** A valuable document. Two chapters from this collective volume are listed in this Bulletin.*

LEE Hyang Marina Lee, CHO Hye-jin and CHOI Eun-sil (Korea, Hankuk University of Foreign Studies, Ewha Womans University, Busan University of Foreign Studies). 2020. A comparison between the professional backgrounds of translation scholars in South Korea and Europe. *Forum* 18:1. 45-67.

** A replication of Torres-Simón, Esther and Anthony Pym. 2016. "The professional backgrounds of translation scholars. Report on a survey." *Target* 28 (1): 110–131, a European study which sought to find out if TIS scholars have practical experience in translation and interpreting, and which found that 96% of them did.*

In this welcome Korean inter-university initiative, the authors replicated the survey in Korea and assume that they managed to get responses (80 of them) from most of the active Korean TIS scholars. They found that on the whole, Korean TIS scholars are younger than respondents to the European

survey, with a higher proportion of women (85% vs 70% in the European sample). Sixty percent of them had had translation as a primary activity and 24% as a secondary activity or as part of their main activity. The most common primary translation activity among Korean respondents was consecutive interpreting (67.9%). The vast majority of PhD holders in TS among them did their doctoral studies at Hankuk and Ewha. 81.2% of the respondents had a formal degree in translation, and 32.5% had a PhD in TS. Another interesting finding in the Korean sample was that respondents who thought there was a link between theory and practice saw the advantages of practice for theoretical work rather than the other way around. Food for thought.

Ordóñez-López, Pilar & Agost, Rosa (University Jaume I, Spain). 2015. An Empirical study of Students' Views on Theoretical Subjects: The Role of Theory in Translation Degrees at Spanish Universities. In **Cui, Ying & Zhao, Wei** (Shandong University, Weihai, China). *Handbook of Research on Teaching Methods in Language Translation and Interpreting*. Hershey PA: IGI Global. 324-345.

** This is chapter 17 of a very interesting handbook on translator and interpreter training. The study was conducted within the Group for Teaching Innovation in Translation Theory at University Jaume I in Castellón, Spain, during the academic year 2012-2013. More than 900 responses, mostly to questionnaire-based face-to-face interviews, were obtained from 902 undergraduate students and 26 postgraduate students from 4 Spanish Universities. Contrary to the authors' expectations and to a widespread opinion among translators and interpreters, a large proportion of the students considered theoretical subject matters to be essential, and only 2.6% declared they were unnecessary. 43.6% considered that Translation Theory should be a core subject, and 34.1% that it should be compulsory. Most students considered that it should be taught in the early years of training rather than in the later years. About half preferred such subjects to be taught in a face-to-face format, and only 5.9% preferred online training. Unsurprisingly, they considered that the most valuable competences they wished to develop through training in Theory was the ability to deal with problems and solutions. In the words of the authors, a "surprisingly high proportion of respondents (63.6%) consider Translation Theory to be of a medium-high degree of usefulness", and usefulness was generally valued higher in the early years of the degree.*

Schaeffer, Moritz; Huepe, David; Hansen-Schirra, Silvia; Hofmann, Sascha; Muñoz, Edinson; Kogan, Boris; Herrera, Eduar; Ibáñez, Augustín; García, Adolfo. 2020. The Translation and Interpreting Competence Questionnaire: An Online Tool for research on translators and interpreters. *Perspectives* 28:1. 90-108.

**The authors introduce the Translation and Interpreting Competence Questionnaire (TICQ), an online tool for collecting relevant quantitative and qualitative data. The instrument comprises three sections, the first covering demographic data and aspects of language history and multilingual abilities, and the second and third translation and interpreting competence, respectively. A stringent validation procedure based on data from 284 participants (including item reliability estimations, principal component analyses, and multigroup discriminant function analyses) showed that the TICQ can robustly classify subjects in terms of their actual status (laymen, students, professionals) in the translation and interpreting communities –with an accuracy of roughly 80%. The TICQ is available in three languages, is fully customizable and can be administered online, locally or in pen-and-paper format.*

Silva, Christiano Sanches do Valle (PUC Rio). 2013. Questões de poder e ideologia nos estudos e na prática da interpretação. MA thesis, Pontifícia Universidade Católica do Rio de Janeiro, Departamento de Letras.

** Based on the perception that a conflict exists between neutrality and agency in Interpreting, this work discusses role, power and ideology in various interpreting settings, with a literature review, a few case studies and a discussion.*

Tiseliu, Elisabet & Albi-Mikasa, Michaela. 2019. Cognitive processes in dialogue interpreting. *Translation, Cognition & Behavior* 2:2. 233-239.

** A short text which highlights the (rather obvious) fact that dialogue interpreting entails cognitive processes. The authors claim (p. 234) that dialogue interpreting is as cognitively challenging as other types of interpreting...such as consecutive and simultaneous interpreting, but without explaining or presenting evidence in support of this intriguing statement. One interesting point made in the text is that dialogue interpreters in an immigrant context are said to have very asymmetrical language knowledge and very low proficiency in the majority language, which could impact the cognitive load which they face. An aspect worth investigating. Dialogue interpreters in an immigrant context may also have to adapt to low level of language mastery by their immigrant clients (Ineke Creeze, personal communication), which would also impact cognitive effort in both production and comprehension.*

WONG, Vicky. 2020. *The role of preparation using case-related materials in court interpreting.* Doctoral dissertation, University of New South Wales, Australia.

** Asking any professional to carry out their duties without any prior preparation seems inconceivable, yet that is what currently happens to court interpreters in Australia, where they are expected to interpret accurately without the benefit of any prior preparation materials. This unrealistic expectation stems from the misunderstanding about the interpreting process from those who use interpreting services.*

This PhD thesis is the first experimental court interpreting study to investigate the effect of preparation using case-related materials on interpreting accuracy, employing expert witnesses' oral testimonies based on authentic criminal trials. It provides empirical evidence to substantiate court interpreters' plea for case-related materials necessary for them to abide by their Code of Ethics and the courts' requirement to interpret truly and faithfully.

Adopting a multi-disciplinary, mixed methods approach, the study draws on legal, interpreting and social research methods, triangulating findings from quantitative and qualitative analyses of survey and experimental data.

The findings of the national survey of court interpreters reveal that their preparation practices fall short of aspirations—while an overwhelming majority support adequate preparation, almost half report they only prepare on rare occasions or never do so. The respondents' narrative responses indicate that the lack of access to case-related materials is a main reason. There is also a general lack of requests for case-related materials from court interpreters, who do not feel confident enough to make such requests.

The experiment focuses on the accuracy of propositional content. Statistical results show an overwhelming effect of preparation, demonstrating a higher level of interpreting accuracy after preparation using case-related materials. A qualitative analysis of the interpreted renditions provides an insight into the increased accuracy of renditions of certain types of content that are prone to interpreting errors, such as specialized terminology, enumerations and numbers.

The study concludes that case-related materials are crucial for adequate preparation, for court interpreters to carry out their professional duties and achieve interpreting accuracy—in the interests of the administration of justice and mitigation of potential risks of adverse legal consequences. Court interpreters' access to case-related materials is a crucial enabler of effective court interpreting. (MO)

XU, Han. 2019. *Investigating lawyer-interpreter working relations and their impact on the effectiveness of interpreted legal interviews in Australia*. Doctoral dissertation, University of New South Wales, Australia.

** Lawyer-client interviews constitute an important stage in the legal process. However, largely due to their private nature, limited studies have been conducted to investigate this particular legal setting. Even less is revealed as to how they are conducted in a multilingual context where an interpreter is present. With the aim to add to the existing knowledge of interpreted interviews, this thesis investigated how interpreting is practiced in the legal setting by examining lawyer-interpreter working relations and their impact on the effectiveness of interpreted lawyer-client interviews.*

Within a theoretical framework that examines the two professionals' working relations from their interactions and mutual perceptions, a mixed research method was used to collect data at the Legal Aid Commission in the state of New South Wales (Legal Aid NSW), Australia. Specifically, the study included observations of interpreted lawyer-client interviews, involving face-to-face and telephone interpreting, post-observation interviews with the observed lawyers and interpreters, and an online survey of a wider audience of lawyers and interpreters.

The findings show that lawyers generally knew how to work with interpreters in most respects: they spoke directly to their clients; they actively coordinated the turns at talk; and they rarely asked interpreters to perform tasks that go beyond the interpreter's ethical role. However, the effectiveness of their interviews was often impaired when they worked with untrained interpreters who sometimes acted outside their ethical role. In comparison, trained interpreters with a higher accreditation level generally had a clearer understanding of their professional role and were better at meeting their ethical requirements. In addition, the findings also reveal that when lawyers and interpreters worked over the telephone, their interactions were more similar than different compared to when they worked face-to-face. Although telephone interpreters faced more challenges due to technical issues and a lack of visual interaction, lawyers' active coordination, such as feeding interpreters with visual cues, counteracted some of the constraints.

These findings suggest that to establish sound working relations between the two sets of professionals, in addition to the lawyers knowing how to work with interpreters, it is critical for interpreters to be professionally trained and to act ethically to achieve effective interpreted communication. (MO)

* * *

Cognitive load vs. cognitive effort – and motivation – in interpreting (and translation)

Daniel Gile
(CIRIN Bulletin n°60)

Over the past few decades, a large number of IS researchers have shown sustained interest in cognitive load and its measurement. Many seem to view cognitive load and cognitive effort as interchangeable. I should like to argue that a distinction between the two is desirable.

‘Cognitive load’ is a *conceptual metaphor* associated with the perception that many human activities, especially target-oriented ones, require some ‘mental effort’ to be successful, *more or less* effort. ‘Cognitive load’ seems to correspond to the ‘amount’ of ‘mental effort’ which is *required* to complete the task successfully.

It can also be conceptualized as the proportion of attentional resources *required* to complete a task, though such a definition is not without its problems, because this proportion can vary inter-individually and even intra-individually.

Gile and Lei (2020) make a distinction between this *requirement* on one hand, and the attentional resources *actually devoted to the task*, which they call *cognitive effort*, on the other.

Investigators can manipulate cognitive load in relative terms, for instance by increasing source speech delivery rate, by adding noise, by making speeches syntactically more complex, on the assumption that this will make interpreting more ‘difficult’, i.e. more effort will be required from the interpreters if they are to complete the task successfully. What will then be measured is the degree of success achieved by the interpreters (e.g. overall quality ratings, numbers of errors, omissions and infelicities etc.), or indicators of cognitive *effort* (behavioral or physiological).

In such cases, it is not cognitive load which is measured. It makes sense to consider that output quality and physiological parameters are correlated with cognitive effort and that cognitive effort is correlated with cognitive load, but these correlations can become weak, especially when cognitive load is high, inter alia because the effort invested by individuals can be strongly dependent on motivation and strategic behavior. When encountering difficulties, they may give up on high success standards (insufficient motivation), or ‘save’ their efforts for another task (tactical or strategic behavior).

Gile’s Tightrope hypothesis, which suggests that ‘cognitive saturation’ explains a majority of errors, omissions and infelicities in both consecutive and simultaneous interpreting, includes two cases: either cognitive load is too high for all the processing on a speech segment to be completed successfully, or interpreters give up on devoting all of their attentional resources to the task. At this time, such strategic or tactical behavior cannot (or at least has not) been measured directly, though ample qualitative evidence is available in retrospective reports, inter alia in Gumul’s work.

What are the factors that make interpreters (and translators) devote more or less attentional resources to their task when the going gets rough? The amplitude of the effect of motivation needs to be investigated. If it turns out that it does indeed have a large effect, some didactic and professional implications are obvious.

Be it as it may, investigators need to remember that generally, when they study the interpreting product under given conditions and assess its quality, or when they measure physiological parameters, they measure indicators of cognitive *effort*. How reliably cognitive effort can be taken as an indicator of cognitive load, especially on the high end of the scale, remains to be determined.

Reference

Gile, Daniel and Lei, Victoria. 2020. Translation, Effort and Cognition. In Alves, Fabio & Jakobsen, Arnt Lykke (eds). *The Routledge Handbook of Translation and Cognition*, p. 263-278) “cognitive load” is used to denote the cognitive pressure that a process imposes by virtue of environmental and task-specific factors, while “cognitive effort” refers to the effort actually expended by the Translator when performing the task.

A few points about sampling in translation and interpreting studies

Daniel Gile
(*CIRIN Bulletin* n°60)

This text is just a primer. It does not go into the technical details that can be found in specialized research methods books.

Most studies in TIS (Translation and Interpreting Research) seek to explore features of a ‘population’ (a population of translation students, a population of professional interpreters, a population of speeches or texts, a population of errors, a population of behavioral patterns such as tactics, strategies etc.).

In the overwhelming majority of cases, researchers cannot study all ‘members’ of these populations and have to rely on samples taken from these populations. How valuable these samples are depends on

two major questions: *how much information* is available from their study, and *how well they reflect* the features of the population from which they were drawn.

The amount of information available from samples depends to a substantial extent on sample size. In a sample of one, or two, or three texts, or students, or translation tactics, or professionals, it is not likely you will find information about all the features found in the respective populations you are interested in. But, depending on what exactly you are focusing on, it is quite possible that when you reach sample sizes of 100 or so, sometimes less, increasing them further will bring you practically no new information.

How well samples reflect the populations from which they were drawn depends not on sample size (unless they are almost as large as the populations), but on the sampling method. The main enemy of faithful representation of a population by a sample is bias, when something in the sampling method makes it likely that the sample will contain more of a certain feature (or less of a certain feature) than the population. If bias is present, such over-representation or under-representation of this feature (and other associated features) will not go away even if your sample size is 1,000 or 10,000. Perhaps the example that comes most immediately to the mind of researchers in TIS is studies with interpreting students when it is difficult to get hold of professional interpreters. No matter how large the sample of students, many features in their behavior are likely to be more numerous, and other features less numerous than the same features in the behavior of professionals. The resulting image of the population of interpreters as produced by the sample is thus distorted. Since one very fundamental feature of scientific research is *caution* with inferencing and claims, making claims on ‘interpreters’ on the basis of findings on students is not justified.

One way to avoid bias is to use *random sampling*, a method which basically (in somewhat oversimplified words) ensures that every individual in the population has the same probability of being drawn into the sample. Such samples can still over-represent or under-represent certain features of the population, but not in a systematic way. This means that if random samples are taken repeatedly from the same population, in some these features will be over-represented, and in others they will be under-represented, but if many are drawn, the number of those over-representing the features will end-up being very close to the number of those under-representing them, and the average between them will correspond to the true proportion in the population.

Random sampling is possible if a list of all members of the population is available and if all individuals in the list that the sampling procedure will select are willing to cooperate and available. In other words, it is possible in corpus studies, but generally not in studies on humans. When dealing with human populations, researchers do their best to draw samples that seem as representative as possible to them, and ideally only make cautious inferences on the basis of their observations and measurements, but always on a tentative basis. Such inferences gain more strength when replications produce similar or compatible findings, but it is difficult in most cases to gain certainty status. This is not a fundamental problem if one accepts the idea that research produces (ideally) solidly observed and measured data but only proposes successive conceptual and theoretical approximations on the basis of the widening corpus of data – not The Truth.

Finally, though ultimately, we may wish to explore the features of the population of translators, or interpreters, or translated texts, or tactics and strategies, or errors, omissions and infelicities, or linguistic features of translationese or interpretese worldwide, when we do empirical research, including research on corpora, we draw samples from sub-populations only: the sub-population of Chinese interpreters, the sub-population of translators working in a certain language combination etc. Even if a sample drawn from such a sub-population is random (as can be the case in corpus studies), it will produce unbiased information about this sub-population, not about the global population of translators, interpreters, texts etc. And features in this sub-population may differ significantly from features in other sub-populations. Before extrapolating from one to the other, replications in all sub-populations concerned are required.

* * *

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.

Attention: Addresses are updated regularly, so please refer to the latest issue for addresses most likely to be correct.

For **Argentina:** Victor Hugo Sajoza Juric (vsajoza@gmail.com), National University of Córdoba, Argentina.

For **Australia:** Marc Orlando - (Marc.Orlando@mq.edu.au), Macquarie University, Sydney & Jim Hlavac - (Jim.Hlavac@monash.edu) Translation and Interpreting Studies, School of LLCL, Monash University, Clayton 3800 VIC, Australia

For **Austria:** Franz Pöchhacker - Center for Translation Studies, University of Vienna, Gymnasiumstr. 50, A-1190 Wien, Austria
Franz.Poechhacker@univie.ac.at

For **Chile:** Gertrudis Payàs - Escuela de Lenguas y Traducción, Facultad de Artes y Humanidades, Universidad Católica de Temuco, Avda. Alemania 0422, Temuco, C.P. 4810296, CHILE payas@lagerta.com

For **China (Hong Kong):** Andrew Cheung - Department of Chinese and Bilingual Studies, Hong Kong Polytechnic University, Kowloon, Hong Kong profakc@gmail.com

For **China (Shanghai):** Ailing (Irene) Zhang - Graduate School of Interpretation and Translation, Shanghai International Studies University, 550 Dalian Road (W), Shanghai 200083, P.R.China azhang@shisu.edu.cn

For the **Czech Republic:** Ivana Cenkova - Charles University, Institute of Translation Studies, UTRL FF UK, Hybernaska 3, 110 00 Praha 1 Czech Republic tel 42 02 216 195 13 fax 42 02 216 195 28 IVANA.CENKOVA@ff.cuni.cz

For **Denmark:** Helle V. Dam, School of Communication and Culture, Aarhus University, Jens Chr. Skous Vej 4, DK-8000 Aarhus C, Denmark. hd@cc.au.dk

For **Egypt:** Sania Sharawi-Lanfranchi - 4, El-Saleh Ayoub, Zamalek 11 2 11, Cairo Egypt saniasharawi@gmail.com

For **Estonia:** Margus Puusepp - Vallikraavi12-15, 51003 Tartu, Estonia. mpuusepp@hotmail.ee

For **Finland:** Yves Gambier - University of Turku - Centre for Translation and Interpreting, School of Languages and Translation Studies FI- 20014 Turun Yliopisto Finland - yves.gambier@utu.fi

For **France:** Daniel Gile - 18, rue Alexandre Guillemant, 92190 Meudon, France daniel.gile@yahoo.com

For **Greece:** Anastasia Parianou - Ionian University, Megaro Kapodistria, 49100 Corfu, Greece parianou@ionio.gr

For **Ireland:** Michael Cronin – Trinity College Dublin, The University of Dublin, Ireland croninm8@tcd.ie

For **Italy:** Deborah Giustini: deborah.giustini@manchester.ac.uk

For **Japan:** Akira MIZUNO - a-mizuno@fa2.so-net.ne.jp

For **Mexico:** CESLAA (Dra Georganne Weller), Tlaxcala 78-501, Col. Roma Sur, México, D.F. 06760 Mexico gemavaniki@yahoo.com

For **Nigeria:** 'Segun Afolabi asegunlabi@yahoo.com

For **Poland:** Bartłomiejczyk, Magdalena - Univ of Silesia, Institute of English, ul. Zytunia 10, 41-205 Sosnowiec, Poland:
magdalenabartlomiejczyk@hotmail.com

For **Portugal:** Manuel Sant'ago Ribeiro - Rua Correia Teles, 32 R/ch PT - 1350-100 Lisboa Portugal, tel: + 351.91.754.7414
msr@aiic.net

For **Romania:** Daniel Dejica - Dpt of Communication and Foreign Languages, Politehnica University of Timisoara, Str. Petre Ramneantu nr. 2, ASPC, A2014, Timisoara, Romania, daniel.dejica@upt.ro

For **Slovakia:** Pavol Šveda – Comenius University, Faculty of Arts, Gondova 2, 814 99 Bratislava, Slovakia. pavol.sveda@uniba.sk

For **Switzerland:** Michaela Albl-Mikasa - ZHAW Zurich University of Applied Sciences, School of Applied Linguistics, Theaterstr. 15c, P.O. Box 8401 Winterthur Switzerland michaela.albl-mikasa@zhaw.ch

For **Turkey:** Hande Ersöz-Demirdağ - Yildiz Teknik Üniversitesi Fen- Edebiyat Fakültesi Batı Dilleri Ofisi: B1018, Davutpaşa Cad no: 127, 34210 Esenler/İstanbul Turkey, tel: +90 212 449 15 58 handeersoz@hotmail.com

For the **UK:** Jemina Napier - Heriot-Watt University, Edinburgh, Scotland, j.napier@hw.ac.uk

For **Uruguay:** Maria Julia Sainz - Facultad de Derecho/Traductorado, Universidad de la Republica, Bvar. Artigas 210 11.300 Montevideo, Uruguay tel/fax (598 2) 711 54 56 - e-mail: mjsainz@adinet.com.uy

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

ITS VALUE DEPENDS ON MEMBERS' CONTRIBUTIONS.