

# ***THE CIRIN BULLETIN***

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

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

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

Notes:

1. The mini-abstracts may be followed by the initials of the contributor 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 CIR 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 quotes, the authors’ terminology prevails.

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### ***EDITORIAL***

#### **Quality of research as an inclusion criterion?**

When scanning the CIR literature for the *Bulletin*, besides excellent publications which are a pleasure to read because of what they offer, and other publications which may have this or that weakness but still offer a contribution to CIR, I occasionally encounter papers and theses which, in my admittedly subjective view, should never have found their way into a journal, or accepted as theses. Should they be included in the *Bulletin*?

I have resisted the temptation to exclude them for two reasons: firstly, while I take the liberty of adding evaluative comments to micro-reviews in many cases, preferably with indications about strong

points, and sometimes about weaknesses, I do not feel I am qualified to or wish to take on the role of a certifying body or a censor, except when I am aware that a text was plagiarized, something which has only happened once so far, or if I have strong moral objections, which has not happened so far. A second reason is that CIRIN is about informing the research community of existing research, especially as regards 'rare' texts and texts that are not easy to access. Some of the articles and theses that demonstrate low scholarship quality come from countries where there is no established TIS research tradition yet, and no guidance is directly available to beginners. The very fact that they were completed is an indicator of the existence of interest in CIR in the relevant countries or universities, and I believe it is not unreasonable to hope that the level of scholarship of their authors and colleagues will improve over time. Nevertheless, the inclusion of texts as entries in the *CIRIN Bulletin* should not be taken as the result of qualitative editorial screening in the same way as scientific journals only publish papers after they have passed a peer reviewing process.

On a more positive note, in this issue, to draw the reader's attention to entries that I found particularly interesting for one reason or another, I have indicated them by the symbol >>>.

### **CIRIN Bibliography**

Besides the *Bulletin*, a CIRIN Bibliography for entries published from the year 2010 on is now available from this site as an Excel sheet. It will be updated at least twice a year, roughly at the same time as new issues of the *Bulletin* will be posted. It is a working document, which indicates the entries, the year of publication/defense), and the CIRIN Bulletin issues in which (most of) the entries are micro-reviewed). I have found the Excel format convenient for bibliometric analyses, especially when further annotations are added. In my personal version of the bibliography, several more columns are annotated with further classifications into categories and keywords.

I may be able to add entries for the years 2000 to 2009 in the near future.

Note that on the CIRIN site, this bibliography has replaced the 'links to online TIS journals' page, which offered information that I could not update regularly and which I believe colleagues can now find easily on their own.

### **Some statistics (for the conference interpreting section)**

In this issue, there are 76 CIR entries (besides entries for signed language interpreting and for other interpreting-related entries), including 49 papers, 20 MA theses and 2 graduation theses, 3 doctoral dissertations, including one post-doctoral *Habilitationsschrift* which was also published as a book, and two other books. Besides countries which are usually represented in the *CIRIN Bulletin*, there are entries from Chile, Indonesia, Iran, Kenya, Lithuania, Malaysia, Romania and Russia. All were published (or defended, in the case of theses and dissertations) after 2010. Five older entries, which I found noteworthy for historical reasons or because they come from 'rare countries', at least for that period, were also included. Unsurprisingly, as in previous issues, as regards countries, the most prolific contributor to this issue is China, with 15 entries (20% of the entries). Interestingly, the second contributor is Brazil (7 entries), where CIR activity seems to be picking up.

As to themes, as has been the case in previous issues, training is the most frequent topic. Cognitive issues are also central in many entries, though the word 'cognitive' is not necessarily in the title or list of keywords. The third very popular theme is tactics ("strategies"). These rather stable trends over the past decade can be interpreted as an indicator of a lasting shift from general conceptual frameworks and prescriptive writings that were prevalent in the 1970s and 1980s to a more 'descriptive' approach, which aims at understanding and describing what actually happens in the field.

This is also associated with another stable trend, that of a move towards empirical research of one form or another. In this issue as in previous issues, about half of the entries which could be classified as

empirical or non-empirical report empirical work of one kind or another. Note that corpus analysis is becoming popular (5 entries in this issue).

Again, these statistics are indications and should not be taken as coming from a representative sample.

### **Signed language interpreting**

I invite readers from CIR to look at the Signed language interpreting section. Most of the time, signed language interpreters work in community settings, not in conference settings, and they have problems with the mastery of the relevant signed languages during and immediately after training which we generally do not have, but we spoken language conference interpreters have much to learn from this research community which is client/user centered, not interpreter-centered, asks good practical questions and often addresses interesting methodological issues in empirical research. Some of their questions, approaches, methods and findings are not directly applicable to spoken language conference interpreting, but even when this is the case, reading about them can help us take some distance from our usual position and reconsider them.

### **A promising interdisciplinary project from Zurich**

In the last section of this *Bulletin*, note an entry reporting on a promising interdisciplinary project from Zurich, on cognitive load (very relevant to conference interpreting as well) and English as a *lingua franca*, a topic that has been salient in Michaela Albl-Mikasa's research for a number of years now, as well as a thought-provoking article on TIS epistemology as seen from the vantage point of researchers into public service (community) interpreting and translation.

Daniel Gile

## **CIR PUBLICATIONS**

### **ARTICLES**

**Aguirre Fernández Bravo, Elena.** 2019. Metacognitive self-perception in interpreting. *Translation, Cognition & Behavior* 2:2. 147-164.

*\* The ability of interpreters to engage in metacognitive activity enabling them to self-assess the changing purpose of their task and subsequent strategies can play a pivotal role in their global attainment levels. This paper argues that developing a high degree of metacognition can be key, not only for the expert's interpreting performance, but also for the trainees' learning processes, helping them develop a more accurate professional self-concept and better self-regulation techniques. The study, carried out with 199 interpreting trainees, tested a tool to assess self-perceived metacognition levels. The measurement tool was developed on the basis of previous relevant academic contributions to the overlapping fields of Education, Interpreting and Psychology. According to the results of a factor analysis, self-perceived metacognition in interpreting trainees can be viewed as made up of four dimensions: self-knowledge perception, consolidation of one's own set of criteria, development of a macro-strategy, and task-focused flow. [Source: abstract in journal] (TSB)*

**Bartłomiejczyk, Magdalena** (University of Silesia). 2007. *Introspective methods in conference interpreting research.* In *Arabski, J. (ed). Challenging Tasks for Psycholinguistics in the New Century. Proceedings of the 7th Congress of the International Society of Applied Linguistics.*

*\* In this paper, the author reviews the advantages and limitations of several retrospection methods and reports on her own experience and data on the basis of her 2004 doctoral dissertation (Bulletin n°29) with 36 students interpreting from English to Polish and Polish to English with immediate retrospection, which she finds appropriate for the purpose of identifying tactics (“strategies” in her words).*

**Belenkova, Nataliya** (Peoples’ Friendship University of Russia). 2016. Different approaches to training interpreters: historical view and contemporary implementation. *IJAEDU- International E-Journal of Advances in Education* 2:6 December 2016. 432-435.

*\* In this rather idiosyncratic paper, the author links language learning and teaching (“linguo didactics”) to learning interpreting, with ideas such as “Traditionally interpreting skills are trained starting from the level of separate words... of one or two syllables”, and “Gradually the unit for interpreting increases to a word with more syllables, then two words, afterward to a word combination etc. At this level, grammar is not taken into consideration, grammar patterns are viewed as a lexical unit”. Then students start to be trained in interpreting sentences or short utterances”. Though the author cites some of the conference interpreting literature, the content of this short text is quite remote from conference interpreter training as it is generally described and discussed.*

**Bóna, Judit & Bakti, Mária** (Eötvös Laurand University & University of Szeged, Hungary). 2020. The effect of cognitive load on temporal and disfluency patterns of speech. Evidence from consecutive interpreting and sight translation. *Target* 32:3. 482-506.

*\* Twelve interpreting students just before graduation with Hungarian A gave an extemporaneous presentation in Hungarian on English as a lingua franca with preparation, interpreted in consecutive and sight-translated into Hungarian a transcript of a spoken English extract (2 minutes long on video) of an interview on the same topic, and took part in an interview in Hungarian in which they were asked to speak spontaneously about interpreting tasks. Audio recordings were made of their performance in each task. The authors measured their speech rate, average articulation rate for the whole excerpt, articulation rate for each speech segment, total duration of silent and filled pauses and number of pauses per 100 syllables. The frequency and types of disfluencies (filled pauses, filler words, whole-word repetitions, part of the word repetition, broken words, prolonged sounds and revisions were also measured, as well as the frequency of disfluency clusters.*

*For 75% of the participants, the fastest speech rates were noted for spontaneous speech, then extemporaneous speech, then consecutive, then sight translation. The same ranking applies to global articulation rates. Other comparisons were made with the other disfluency variables and are presented in the paper.*

*On the whole, on the basis of the disfluencies measured, the authors consider that the two tasks which required language-switching, i.e. consecutive and sight translation, entailed higher cognitive load than the two which required no language-switching. Sight translation was associated with the slowest speech production, with the largest number of pauses and the highest number of disfluencies in general.*

**Braun, Sabine**. 2001. ViKiS – Videokonferenz mit integriertem Simultandolmetschen für kleinere und mittlere Unternehmen. (Video-conferencing with integrated simultaneous interpreting for small and medium-sized businesses). In: Beck, U. & Sommer, W. (Hrsg). *LearnTec 2001. 9. Europäischer Kongreß und Fachmesse für Bildungs- und Informationstechnologie*. Karlsruhe: Schriftenreihe der Karlsruher Kongreß- und Ausstellungs GmbH, 263-273.

*\* This is one of the early reports on videoconferencing with simultaneous interpreting and is of renewed relevance in the present Covid-period, which seems to have generated a major shift towards remote interpreting. In this report, which in this particular case focuses on the use of*

*videoconferencing for small and medium-sized businesses, technical limitations, and in particular sound quality and transmission delay are salient. According to questionnaires filled out, participants seem to adapt rather rapidly, whereas things are more difficult for interpreters. Over the last twenty years, technology has progressed markedly, and it would be interesting to see whether under present technological conditions, sound quality and voice transmission delay are now acceptable to interpreters. It would also be interesting to see whether they feel less discomfort at working from a remote location and thus more remote from/less involved in the event (note that according to the author, the less salient presence of the interpreters is perceived as positive by the delegates!).*

**Cavallo, Patrizia** (Universidade Federal do Rio Grande dos Sul, Brazil). 2017. Necessidades terminológicas dos intérpretes vs. as dos tradutores: análise de três produtos terminográficos multilíngues (Interpreters' vs. Translators' terminological needs: analysis of three multilingual terminographical glossaries). *Cadernos do IL*, Porto Alegre, n.º 54, outubro de 2017. p. 47-65.  
\* *A comparison of three multilingual glossaries on environment as terminological resources for translators and interpreters.*

**CHAO, D.** 2014. An Empirical Study of Interpreting Quality with Interpretive Theory and Teaching Strategies. *Theory and Practice in Language Studies* 4. 2466-2471.

**CHENG, Yuezhen.** 2010. On the Composition of Business English Interpreting Competence from the perspective of Gile's Interpreting Model. *Journal of North China Electric Power University*, 110-114.

>>>**Collard, Camille** (Ghent Univ); **de Franck, Bart** (Ghent Univ); **Przybyl, Heike** (Saarland Univ). 2018. Interpreting into an SOV Language: Memory and the position of the Verb. A Corpus-based Comparative Study of Interpreted and Non-mediated Speech. *Meta* 63:3. 695-716.

\* *A particularly interesting study which innovates by documenting the existence of one type of restructuring of source speech sentences in the course of their translation into target speeches, namely shortening the 'verbal brace', presumably to lower the pressure on working memory. This tactic was identified and measured empirically in interpretation between French and German on one hand, and French and Dutch on the other. This tactic is sometimes associated with 'extraposition', i.e. placing elements which normally would come before the verb outside the 'verbal brace', after the verb.*

*The authors provide illustrations with subordinate clauses such as:*

..., **dass** wir den Dialog **fortführen** mit Russland  
(...that we continue the dialog with Russia)

*"mit Russland" would normally be placed before "fortführen", in which case the verbal brace would span 5 words, but in the target speech, it was placed after the verb, and the verbal brace only spanned 3 words.*

*Here are the authors' explanations, taken and slightly edited from the abstract of the article: In Dutch and German subordinate clauses, the verb is generally placed after the clausal constituents (Subject-Object-Verb structure) thereby creating a 'middle field' (or 'verbal brace'). This makes interpreting from SOV into SVO languages particularly challenging as it puts extra pressure on Working Memory. Producing SOV structures requires high cognitive effort; for instance, the grammatical properties of the subject of the sentence need to be kept in Working Memory in order to ensure the correct subject-verb agreement across a span of 10 or 20 words. Speakers therefore often opt for a strategy called 'extraposition', placing some elements after the verb in order to shorten the brace. In simultaneous interpreting, where cognitive pressure is higher, it may therefore be assumed that interpreters will shorten the verbal brace to a larger extent than original speakers.*

*In this study, the authors looked at a corpus of interpreted and original European Parliament speeches – when interpreted, the source language was French – and compared the lengths of verbal*

*braces as well as extraposition in Dutch and German subordinate clauses in the target speeches. Results from scrutiny of 3461 subordinate clauses confirm that interpreters working into both languages shorten the brace more than original speakers. The study also shows that German interpreters use extraposition more often than original speakers, but Dutch interpreters do not. Dutch and German interpreters appear to use extraposition partly because they imitate the clause word order of the source speech, showing that, in this case, extraposition can be considered an effort-saving tool. The authors say nothing about the linguistic acceptability of the result for German and Dutch-speaking delegates.*

**Cortés González, T.** 2017. Falta de competencia comunicativa en el aula de interpretación: métodos docentes para abordar una situación compleja y común. *Redit* (11), pp. 1-15.

*\*Twelve interpreting teachers at an undergraduate translation and interpreting program at the University of Granada were asked by interview (unstructured) what they thought of their students' level of mastery of their B language, namely English, French, German and/or Arabic and how they saw their own role as regards language skills enhancement. The sample was small, especially so for each B language, but on the whole, the teachers found that most of the students had insufficient mastery of their foreign language, and most of them said they devoted some time to language skill enhancement though they felt this was not part of their role as interpreting teachers.*

**Dailidėnaitė, Alina & Volyneć, Juliya** (University of Vilnius, Lithuania). 2017. Source language interference with target language in conference interpreting. *Vertimo Studijos* n°60. 36-49.

*\* Four students worked (simultaneously interpreting?) in two directions (from English into Lithuanian and from Lithuanian into English). Their output was scrutinized for linguistic interference, which was then categorized and assessed as regards its seriousness in each case. Inter alia, in this very small sample of 2<sup>nd</sup> year students (it is not clear from the text whether they were in an undergraduate or graduate program), more interference was found when working into English. There are some places in the text which are not clear, in particular when the authors mention “phraseological translationese”, i.e. word-for-word translation, which the authors claim, is a “new type of lexical interference” that has not been observed by other researchers (?), and then talk about “interpreting phraseological translationese”.*

**de Gouvêa Julia e Hellmuth, Silva** (University of Heidelberg). 2017. Antecipação de colocações – uma estratégia para a interpretação simultânea do alemão para o português. *Tradução em Revista*, 23, 2017.2

*\* The author explains the importance of anticipation when simultaneously interpreting collocations from German into Portuguese, with some comparative linguistics information about the structure of the two languages.*

**Díaz-Galaz, Stephanie & López, Constanza** (Pontificia Universidad Católica de Valparaíso, Chile). 2016. La omisión en interpretación simultánea: ¿fallo involuntario o estrategia comunicativa? (Omission in simultaneous interpretation: involuntary failure or communicative strategy?) *Onomazein* 33: 427–455. [10.7764/onomazein.33.11](https://doi.org/10.7764/onomazein.33.11)

*\* Onomazein website abstract (slightly edited): Simultaneous interpreting (SI) involves concurrent discourse processing operations in two languages, in real time and in an immediate context. Omission of information is frequent and may vary from complete loss of information to the deletion of selected items viewed as redundant or irrelevant. Some theoretical approaches ascribe omission to involuntary failures in the distribution of cognitive resources for discourse processing; while others claim that omission is a deliberate strategy of interpreters, aimed at adapting their speech to the information requirements of their audience and thus compliant with norms of professional performance. This study*

*explores the cognitive-discourse factors associated with omission of difficult segments in an English-Spanish SI and the circumstances in which it was more frequent. The results indicate that a number of cognitive and contextual factors interact to 1) cause the involuntary interruption of the interpretation process, with the consequent loss of information and 2) trigger the strategic decision to omit information. Some of these factors are lack of prior knowledge, problems in the decodification/comprehension of the source speech, application of interpreting norms, among others. These results are discussed in relation to the theoretical and empirical framework, as well as the implications of these findings to interpreter training and interpretation quality assessment.*

**Díaz-Galaz, Stephanie** (Pontificia Universidad Católica de Valparaíso, Chile). 2020. *Listening and comprehension in interpreting. Questions that remain open.* Translation and Interpreting Studies. The Journal of the American Translation and Interpreting Studies Association.

DOI: <https://doi.org/10.1075/tis.20074.dia>

*\*Publisher's abstract:*

*The study of skilled listening comprehension shows that listening is a complex, dynamic, and interactive process that enables listeners to understand a message and respond adequately to the requirements of communicative interaction. Individual factors, such as language proficiency, working memory capacity, and previous knowledge, interact in the listening process and performance. Moreover, skilled listeners deploy controlled strategies directed at making the best use of their abilities to achieve a specific communicative goal. However, our understanding of individual variables, such as language proficiency, topic-specific knowledge, and the strategies that interpreters use when listening for interpreting, remain mostly unexplored. This article presents listening comprehension as a goal-directed activity and articulates recent research on individual factors involved in listening comprehension with current conceptions of comprehension for interpreting. This review identifies relevant gaps in our understanding about the comprehension process in interpreting.*

**Emi Emilia, Susi Septaviana R., Hobir Abdullah** (Indonesia University of Education). 2011. A fresh look at students' note-taking in consecutive interpreting: A case in Indonesia. *Lintas Bahasa Jurnal Kajian Penerjemahan (Translingua - Journal of Translation Studies)* 15:1. 1-22.

*\* This is a progress report on a two-year study on 30 students' note-taking problems in a liaison interpreting course at the English department of a State University in Indonesia. Interestingly, this study shows that contrary to a common belief among conference interpreters, "true consecutive" (on segments of several sentences, with note-taking) is also done in liaison interpreting. In the literature review, references are mostly taken from conference interpreting, and the Effort Model for consecutive interpreting is presented to readers.*

*Data were collected through observation, the analysis of students' notes and transcripts of video-recorded interpreting practices, based on scenarios given on different topics in the classroom, and through individual interviews with the students. The students, who were in their 7<sup>th</sup> semester out of 8 in the English department of a State University in Bandung, West Java, were divided into 3 groups: high achievers, "mid-achievers" and low achievers, so as to investigate the problems for these different levels of achievement. There was quite a difference between the groups, with high achievers being able to do satisfactory consecutive interpretation, while low achievers were below the required level.*

*As to the problems observed and mentioned, they are classical and include taking too many notes, with too many symbols, competition for attention between listening and note-taking, inability to read notes.*

>>>**Fantinuoli, Claudio.** (Johannes-Gutenberg Univ. Mainz) 2017. Speech recognition in the interpreter workstation. In *Proceedings of the Translating and the Computer 39 Conference*. London: Editions Tradulex. 367-377.

\* *An overview of how CAI programs can assist interpreters in the booth, especially for terminology and numbers using Automatic Speech Recognition (ASR). According to the author, recent advances in Artificial Intelligence have considerably increased the quality of this technology towards meeting requirements such as speaker independence, short reaction times and recognition accuracy. He also acknowledges that regardless of these features of ASR, the use of such tools in the booth may add cognitive load to already high load interpreters experience in the booth. Fantinuoli presents a prototype and some tests which show it has a 100% accuracy rate for numbers and an error rate of only 5% on single words.*

*DG's comments: Interesting paper by someone who has developed specific expertise in the field and is apparently leading more development and research work in Gernersheim and elsewhere.*

**Ghiselli, Serena** (University of Bologna, Italy). 2020. Interpreting expertise and mind: working memory and selective attention in conference interpreter training. *Language and Mind – Proceedings from the 32nd International Conference of the Croatian Applied Linguistics Society*.

\* *Twenty-five interpreting students and 19 translation students took TOMAL tests (Tests of Memory and Learning), a dichotic learning test, a Flanker test and a Stroop task at the beginning of their (graduate) program, at the end of the first year and at the end of their Master's course.*

*Data analysis showed that in none of the tests interpreting students had a statistically significant advantage over translation students, which does not corroborate the idea that working memory and selective attention improve through interpreter training.*

*DG's comment: Interesting. But the control group was made up of translation students. It would be interesting to see the same kind of analysis with a control group that does not engage in translation-like activities.*

**Gile, Daniel**. 2020. 认知负荷模型在口译教学中的建构 (The Effort Models of Interpreting as a Didactic Construct) (Translated into Chinese by **B. Lei**). *翻译界(Translation Horizons)* 11. 1-24.

\* *This paper starts with explanations about the didactic background which prompted Gile to develop the Effort Models. It then describes briefly the Models themselves and provides clarifications on the choices made for didactic purposes (for instance, if nowadays, many presentations are made with PowerPoint slides, does it make sense to discriminate between 'plain simultaneous' and simultaneous with text, or why the Effort Models include no 'Translation Effort', i.e. direct language-to-language translation). The applications of the Effort Models and related Models (i.e. the Gravitational Model of Linguistic availability) are discussed, in particular when analyzing strategies and tactics, note-taking in consecutive, the language-specificity of interpreting and directionality. Towards the end of the paper, Gile discusses uses of interpreting models in general and argues that Seleskovitch's triangular model of interpreting and translation, Chernov's probabilistic prognosis model and the Effort Models are primarily didactic approximations, as opposed to models such as Gerver's, Moser's or Seeber's which aim at describing processes as accurately as possible in a more classical scientific orientation. The two categories should not be confused. Though both have some didactic value and some scientific value, the balance between the two is quite different depending on whether they are primarily didactic or primarily 'scientific' in the traditional sense.*

**Goldsmith, Joshua** (University of Geneva). 2017. A Comparative User Evaluation of Tablets and Tools for Consecutive Interpreters. *Proceedings of the 39th Conference Translating and the Computer*, pages 40–50, London, UK, November 16-17, 2017. *AsLing*

\* *For this study, basically a user survey, a list of relevant features of Tablets and Tools was derived from the interviews with practitioners reported in Goldsmith & Holley (2015). Eleven practicing tablet interpreters were asked to rank the importance of each of these features by means of a questionnaire.*

*One respondent was excluded when it turned out she worked mostly as a translator (full time), not as an interpreter. Responses were averaged to derive a weighting coefficient for each feature, allowing features to be ranked based on their importance. The questionnaire distributed to practicing tablet interpreters was used to select the tools that were evaluated for this study – this was considered to be a reliable indicator of the leading tools on the market. Finally, all features were assessed on a yes/no basis depending on whether or not a given application offered a given feature; a final score for each tool was calculated by multiplying the weighting coefficients by all available features and averaging the total values.*

*Nine of the 10 respondents used an iPad. Most of them used Apple Pencil, and a few used Surface Pen. Respondents also listed several note-taking applications they used, and talked about the features they expected these tools to have and about their relative importance.*

**>>>Gumul, Ewa** (University of Silesia in Katowice). 2020. Retrospective protocols in simultaneous interpreting: Testing the effect of retrieval cues. *Linguistica Antverpiensia*, New Series: Themes in Translation Studies, 19, 152–171.

*\* Another interesting original study by Gumul, this one with practical methodological value: she compared the merits of retrospection using a transcript of the source speech or the recording of one's target speech as cues. Thirty-six trainee interpreters, interpreted a speech in the SI mode and performed autonomous self-retrospection immediately afterwards. They were divided into two groups: group A, which was exposed to a source-text transcript as the retrieval cue during retrospection, and group B, which relied on target-text recordings. Verbosity, informativeness and accuracy do not display statistically significant differences between the two experimental conditions, though on the basis of a questionnaire they filled out, participants seemed to prefer cueing through a transcript of the source speech.*

**Horváth, Ildikó.** (Eötvös Lóránd University). 2010. Creativity in interpreting. *Interpreting* 12: 2.146-159.

*\* The author looks at creativity as it is discussed in psychology, and then sent by email a two item questionnaire about creativity (Is interpreting creative? Y/N, and What do you think creativity is?) to 45 Hungarian A interpreters. Generally, responses indicated that creativity in interpreting resides in the creative nature of their linguistic solutions to translation problems. The author argues that creativity should be seen with a wider view.*

**HU, Minxia** (College of Foreign Languages and Cultures, Sichuan University, Chengdu, Sichuan). 2020. The Impact of Rote Repetition on Simultaneous Interpreting Performance: An Exploratory Study (in Chinese). *Modern Linguistics 现代语言学* 8:2. 261-272.

*\*English abstract posted on the journal's website*

<https://www.hanspub.org/journal/PaperInformation.aspx?paperID=35296>

*Rote repetition is the foundation of K. Anders Ericsson's deliberate practice system. In this pilot study, the author attempted to provide empirical evidence of the effect of rote repetition on simultaneous interpreting (SI) performance and compares the scores of two professional interpreters and seven student interpreters in five rounds of rote repetition, with and without advance preparation. The preliminary results show that 1) the quantity and quality of the interpreted output exhibited a general upward trend with more repetition; however; 2) the interpreters soon hit a bottleneck or even regressed, esp. in the prepared scenario; 3) rote repetition affected the quality of the output more than the quantity; 4) the interpreters benefited more from repetition in the unprepared condition; 5) the less skilled interpreters reaped more rewards from repetition. Most participants showed strong*

*psychological resistance to this approach of practice, though it might be considered an alternative strategy for advance preparation.*

**Injoque-Ricle, I., Barreyro, J. P., Formoso, J., and Jaichenco, V. I.** 2015. Expertise, working memory and articulatory suppression effect: their relation with simultaneous interpreting performance. *Adv. Cogn. Psychol.* 11. 56–63. doi:10.5709/acp-0171-1

**LEE, Sang-Bin** (Hankuk University of Foreign Studies, Seoul, Korea). 2018. Exploring a relationship between students' interpreting self-efficacy and performance: triangulating data on interpreter performance assessment. *The Interpreter and Translator Trainer* 12:2. 166-187, DOI: 10.1080/1750399X.2017.1359763

*\* Interpreting Self-Efficacy (ISE) is the belief one holds about one's own interpreting capabilities. The author checked the correlation between an ISE scale developed for interpreting by himself and actual performance in consecutive interpreting among junior and senior undergraduate students enrolled at Hankuk University in an interpreting program. The two were found to be correlated.*

*DG's comment: If the students were juniors and seniors and taking an advanced course in consecutive interpreting, they must have received feedback from their teachers in previous years. Is this not likely to have influenced their ISE, and was there any reason to believe there would be no correlation?*

**>>>Lesch, Harold** (University of Stellenbosch, South Africa). 2010. A descriptive overview of the interpreting service in Parliament. *Acta Academica* 42:3. 38-60 ISSN 0587-2405.

*\* In this very interesting paper, the author situates the parliamentary interpreter's role in the context of multilingual South Africa, and in particular the 2003 Language Policy Implementation Project. Among other interesting facts, he reports that until 1994, the only interpreting service provided at the South African Parliament was interpreting between English and Afrikaans, but with the implementation of the Language Policy Plan, in 2004, interpretation had to be provided for many more languages, including African Sign Language, and up to more than 200 interpreters were to be appointed. Note that interpreting is only part of their activity, which also covers other language-related activity, including translating, transcribing and terminological development – hence their designation as 'Language practitioners'. Training was a problem because of the lack of facilities, but the author reports that at his university in Stellenbosch, both technical resources and trainers having national African languages as their native language are available. Lesch reports that regular and occasional users of interpreting services at Parliament do not necessarily know how to use such services, which generates a negative perception of simultaneous interpreting. He also reports about often less than ideal quality of the output provided by interpreters who have to work into their second, or sometimes their third African language and about less than ideal working conditions, which are not very different in nature from those encountered in other national settings. Among other points that he makes, he talks about the role of English which is most often used, even by non-native speakers, about the prestige associated with being able to speak in English, notes that speeches in Parliament are often recycled speeches made by someone other than the speaker. He concludes by saying that "one needs to caution that there is still room for improvement before interpreters will receive the desired professional recognition and a quality service can be assured".*

**>>>Lesch, Harold & Grové, Karen** (Stellenbosch University, South Africa). 2018. Interpreting services in the Western Cape Legislature. *Translation and Interpreting Studies* 13:2. 250–268. issn 1932-2798 | e-issn 1876-2700.

*\* An interesting complement to Lesch 2010 (above – there have been other publications by the same author in-between). In this article, the authors look at the standards of interpreting services in the Western Cape Provincial Legislature/Parliament to examine the concept of quality in interpreting, and*

report on the views of stakeholders. Interviews were conducted with two senior full-time 'language practitioners' at the legislature, two freelance interpreters, and three end-users. In addition to interviews, questionnaires were administered to freelance interpreters and end-users of the interpreting service. In total, 42 questionnaires were distributed and 24 were returned. Lastly, on-site visits to observe the parliament were made to better contextualize the data.

The content of this paper shows what can happen in conference interpreting when training is absent or insufficient and when working conditions are not satisfactory, and justifies the core actions of professional bodies such as AIIC.

**LI, Xiangdong** (Xi'an International Studies University, Xi'an). 2013. Are Interpreting Strategies Teachable? Correlating Trainees' Strategy Use with Trainers' Training in the Consecutive Interpreting Classroom. *The Interpreters Newsletter* n°13. 105-128.

\* This study aimed to check whether students' use of tactics is related to their teaching in the classroom. Forty-one 3<sup>rd</sup> year undergraduate trainees who had had 6 months of training in sight translation and consecutive and three of their teachers participated in the study. They were asked to consecutively interpret a general political speech of about two and a half minutes from English, their B language, into Chinese, their A language. Retrospection was used to collect data on participants' memories of their interpretation, problems and decisions immediately afterwards, while they were reading a transcript of the source speech and listening to a recording of their own interpretations. From the data, limited to the analysis of the verbalizations of 25 students whose accuracy and delivery score in the task were rated as 85 and above, 16 tactics were identified, and their relative frequencies were calculated. Three of the students' teachers filled out a questionnaire in which they were asked if they had taught the corresponding tactics in their classes. Omission, were by far the most frequent: 21%, as opposed to 14% for parallel reformulation, 11% for changing order, 10.3% for additions, 8.9% for stalling, 6.9% for approximation, 6.2% for syntactic compression and approximation, and less than 5% for the remaining tactics. Teachers indicated they had taught most of these tactics, but not repetition, incomplete sentence, no repair and transcoding, because they considered that they were damageable to the quality of the output and to the credibility of the interpreter. The correlation between mentions of the tactics and their teaching by the teachers was found to be moderate.

**Li, Xiangdong** (Xi'an International Studies University). 2014. Sight translation as a topic in interpreting research: Progress, problems and prospects. *Across Languages and Cultures* 15:1. 67-89. DOI: 10.1556/Acr.15.2014.1.4

\* A mix of critical literature review and prescriptive comments. The literature review is sometimes self-contradictory, and misrepresents reality and the views of at least one author. The discussion of limitations of experimental research makes one wonder if the author has a real understanding of the principles underlying this approach and its complementarity with naturalistic research, in this case observational research.

LI also makes recommendations on how to teach sight translation, but after focusing throughout the paper on research into ST and arguing that it is unsatisfactory, it is a bit strange to read recommendations that are not backed by research without an explanation.

**Li, Xiangdong** (Xi'an International Studies University, Xi'an). 2015. Designing a sight translation course for undergraduate T&I students: From context definition to course organization. *Revista Española de Lingüística Aplicada* 28:1. 169-198. DOI: 10.1075/resla.28.1.08li

\* This article discusses the design of a sight translation course as a stepping stone for interpreting courses in an undergraduate program. Graves' course development model (2000) is adapted to serve as the framework of course design. Drawing on findings from previous research and in an 'ecumenic' attitude which combines fundamental language-independent sense-based teaching and language-

*dependent, component-based teaching, and taking on board various factors, including the affective needs of students, the author describes the five initial elements of course design: context definition, articulation of beliefs, content conceptualization, goals and objectives formulation, and course organization. Overall, the design and methods as described are full of positive ideas and suggestions.*

**LIU, Tianlin** (School of Foreign Languages, Renmin University of China, Beijing). 2020. Elimination of Interpretation Obstacles under the Guidance of Gile Model. *Journal of Contemporary Educational Research* 4:6. 1-7.

>>>**Monacelli, Claudia** (Università San Pio V, Roma). 2010. Pragmatic shifts in interpreter-mediated public speeches. In A. Pettorino, A. Giannini & F. M. Dovetto (eds). *La comunicazione parlata III (Spoken communication III)*, Vol.1, Napoli : Università degli Studi di Napoli L'Orientale. 493-512.

\* *One of several thought-provoking texts by the same author who has been highlighting a very interesting point for translation and interpreting theoreticians: target speeches are not necessarily 'equivalent' versions of source speeches not only because of errors and omissions, but because interpreters sometimes take a pragmatic distance from the speeches to protect their "professional survival" in view of their constant vulnerability (e.g. being unable to interpret the speeches to high standards, possibly being blamed for acts, including speech acts, of the speaker) and sometimes to reduce the threat to the face of delegates who listen to them. This takes many forms that Monacelli lists, along with several examples from an authentic corpus, with an analysis strengthened by the interpreters' own statements – interestingly, out of 13 interpreters who were asked, 3 refused to have their performance scrutinized, which arguably corroborates their feeling of vulnerability which sometimes gives rise to shifts aimed at mitigating face threats. Diriker had also highlighted similar phenomena in a small corpus, but her examples were more extreme and could be interpreted as unprofessional behaviour on the part of the interpreters, while Monacelli's examples arguably remain within what will be considered professional behaviour.*

**Neagu, Adriana & Georgescu, Renata**. 2020. Riding the High-Tech Wave: Conference Interpreting and the 'Geeky' Edge. In Neagu, Adriana (ed). *The Translator, the Interpreter and the Dialogue of Languages in the Digital Age*. Cambridge Scholars Publishing. 36-52.

\* *An overview of the positive and negative impact of ICTs on interpreter training and practice.*

**Nechita Maria Larisa, Milcu Maria Elena** (Lucian Blaga Sibiu, Romania). 2020. Stratégies efficaces pour bien interpréter les expressions formelles. *Professional Communication and Translation Studies* n°13. 95-104.

\* *A prescriptive article which stresses the importance for conference interpreters to choose the right level of politeness as a function of the target audience.*

>>>**Pignataro, Clara**. 2012. Terminology and Interpreting in LSP Conferences: A Computer-aided vs. Empirical-based Approach. In Kellett Bidoli, Cynthia (ed). *Interpreting across Genres: Multiple Research Perspectives*. EUT Edizioni Università Di Trieste. 125-140.

\* *The author, who accepts the Tightrope Hypothesis, according to which interpreters work close enough to cognitive saturation to be vulnerable to problem triggers (inter alia) which locally increase cognitive load, focuses on technical terms and on pre-modified noun phrases (PNP), which consist of multi-word terms and are problematic when interpreting specialized discourse from English into Italian for two reasons: firstly, they most often require re-ordering the components and thus increase load on Working Memory; secondly, in Italian, the logical links between the components of the PNP need to be specified, and in the English original, often, they are not. The author gives several examples., such as:*

*'First post-partum ovarian follicle wave = prima ondata follicolare ovarica nel post-parto'.*

*Hence the importance of alleviating cognitive pressure by reading conference documents in advance and preparing glossaries. PNPs were extracted from authentic texts from a veterinarian conference manually on one hand, and with the help of the Wordsmith software on the other. The lists turned out to be comparable, but the author believes that the manual procedure has a cognitive advantage as it is produced in a way that facilitates structuring the information with the context. On the other hand, Wordsmith helps save time.*

*This was a preliminary study. This reviewer is not aware of a publication reporting on the second stage of the project.*

**Prandi, Bianca** (Johannes Gutenberg Universität Mainz/Germersheim). 2015. The use of CAI tools in interpreter training: a pilot study. In *Proceedings of the 37 conference Translating and the Computer*, pages 48–57, London. Editions Tradulex.

*\* In this paper, the author explains the design of an experiment she intends to conduct for her doctoral work. The idea is to compare the effects of the use of glossaries prepared with InterpretBank, with Word and with Excel. A welcome idea, very practical.*

**Prandi, Bianca**. 2017. Designing a multimethod study on the use of CAI tools during simultaneous interpreting. In *Translating and the Computer* 39, London.

**Sanches do Valle Silva, Christiano** (PUC-Rio de Janeiro). 2020. Um olhar sobre a evolução histórica dos Estudos da Interpretação no Brasil (Looking at the history of Interpreting Studies in Brazil). *Tradução em Revista* 28:1. 87-116.

*\* An overview of the history and evolution of interpreting studies in Europe and beyond, moving to China and then to Brazil.*

**Septaviana Rakhmawati, Susi** (Universitas Pendidikan, Indonesia). 2016. The role of moving images in the conference interpreting classroom. *Indonesian Journal of Applied Linguistics* 5:2 (January 2016). 262-271.

*\* In this case study with 3 beginning conference interpreting students, participants first looked at a Video in English with subtitles, and then summarized it in the same language. They were then asked to sigh-translate the running text into Indonesian. Finally, they were asked to interpret the same video when looking at the video – or not. The students, who were still in their third year of English studies, used visual information such as lips movement, running text on video, moving images, and the speakers' gestures in their interpreting processes. Nothing surprising, and it is difficult to draw inferences from this case study. This article is another example out of several in this issue in the Bulletin that shows that the AIIC conference interpreter training model, which assumes that a prerequisite for admission to conference interpreter training programs is full mastery of their working languages, is far from universal.*

**Shirinzadeh Bojnourdi, Seyed Alireza; Tengku Sepora Tengku Mahadi; Mohammad Sadegh Kenevisi** (Universiti Sains, Malaysia). 2013. The Relationship between the Simultaneous Interpreters' Speed of Speaking in their Native Language and the Quality of their Simultaneous Interpretation from English into their Native Language. *International Journal of Applied Linguistics & English Literature* ISSN 2200-3592 (Print), ISSN 2200-3452 (Online) Vol. 2 No. 6; November 2013.

*\* The authors examined the correlation between the simultaneous interpreters' speed of speaking in Persian, their native language, and the quality of their simultaneous interpretation from English into Persian. Thirty simultaneous interpreters participated in the study. Two different tests were designed: one for evaluating the quality of the simultaneous interpreters' work – no details are given about the*

source speech features – and the other for assessing the speed at which they spoke in their native language, that is, Persian. This was done through an interview, during which their answers were recorded and then analyzed for speed.

The quality of the simultaneous interpretations was assessed on the basis of criteria defined by Kurz: fluency of delivery, logical cohesion, sense consistency, completeness of information, correct grammar and correct terminology, each on a scale from 1 to 5. A significant relationship was found between the interpreters' speed of speaking and the quality of their interpretation.

**SONG, Shuxian & CHEUNG, Andrew K. F.** 2019. Disfluency in relay and non-relay simultaneous interpretation: An initial exploration. *Forum* 17 :1. 1–19.

>>>**SONG, Suxian & LI, Dechao** (School of Translation Studies, Qufu Normal University, Rizhao, China; Department of Chinese and Bilingual Studies, The Hong Kong Polytechnic University). 2020. The Predictive Power of Cognitive Fluency for the Development of Utterance Fluency in Simultaneous Interpreting. *Frontiers in Psychology* · August 2020. DOI: 10.3389/fpsyg.2020.01864  
\* This study investigates the predictive power of cognitive fluency as regards utterance fluency development. Subjects were 28 MA-interpreter training program students, one double A and 27 Chinese A, English B. Indicators of cognitive fluency were lexical access, linguistic attention control, and working memory capacity. Indicators of utterance fluency, measured through simulated SI tasks under conditions of low and high input rates, were speech rate, mean length of run (MLR), phonation time ratio (PTR), the mean number of silent pauses (SP mean), and the mean number of disfluencies (DF mean). The participants, who had consecutive interpreter training behind them, interpreted two speeches, one with a high input rate (140 wpm) and the other with a low input rate (120 wpm), at the beginning of simultaneous interpreter training and after 13 weeks. The predictive power of cognitive fluency for SI utterance fluency development was only demonstrated under high cognitive load, for the efficiency of cognitive processes involved in target speech production, with a significant effect of working memory capacity.

DG comments: Another truly interdisciplinary study, combining bilingualism and foreign language research on one hand, and interpreting studies on the other. Note that the investigators endeavored to make the SI task as close to real interpreting as possible. A follow-up with the same students at the end of their training programs, or even after graduation, would be welcome, to check the predictive power of the same variables over the whole training period and beyond.

**Sorrentino, Gianluca.** 2020. Multimodality in conference interpreting: a case study into additional ways of improving overall prospective and professional interpreters' performance. *Illuminazioni* (ISSN: 2037-609X), n. 52, aprile-giugno 2020. 59-86.

\* The author highlights the possibilities for pre-conference collaboration between interpreters through the sharing of relevant information using modern ICTs, including dedicated software.

**Vasheghani Farahani, Mehrdad & Najafabadi Farahani, Mohammad** (Islamic Azad University, Tehran). 2017. How interpreters tackle cultural gaps in the interpretation process: A descriptive study. *International Journal of Research Studies in Education* 6:4. 3-14.

\* Another rather idiosyncratic paper. Fifteen participants (or 28 – this is not clear from the text, since the authors mention 15, but there were apparently 15 men and 13 women) interpreted consecutively speeches from English into Farsi (Persian) and vice-versa, and their techniques were scrutinized. These were derived from a classification developed by Delabattista for translation and included “substitution” (finding a matching and close expression), “repetition” (direct transfer of words from the source speech to the target speech), “deletion” (what is generally referred to as ‘omission’ in the

literature), “additions” and “permutation” (rearranging sentences. Unsurprisingly, the most popular technique was “substitution”. Unfortunately, the authors did not define or illustrate “cultural gaps”.

**Vermeiren, Hildegard** (Universiteit Gent). 2016. Interpretar del neerlandés (L1) al español (L4) - Propuestas pedagógicas (Interpreting from Dutch (L1) into Spanish (L4) - Pedagogical Proposals). *CLINA* 2:2. 91-114.

*\*As its title indicates, this paper makes recommendations for training student interpreters to work from Dutch A into Spanish when their initial mastery of the language is weak. But the principles apply just as well to all language skill enhancements for interpreting trainees.*

**Vianna, Branca**. 2005. Simultaneous interpreting: A relevance-theoretic approach. *Intercultural Pragmatics* 2-2. 169–190.

*\* The author explains relevance theory and then looks at various aspects of interpreting through the principles of relevance theory.*

>>>**Wallmach, Kim** (University of South Africa). 2004 ‘Pressure players’ or ‘choke artists’? How do Zulu simultaneous interpreters handle the pressure of interpreting in a legislative context? *Language Matters*, vol 34. 179-200.

*\*The simultaneous interpretations from English into Zulu of 4 competent interpreters during two sittings of the Gauteng Provincial Legislature, South Africa, were analyzed in a corpus established by the author. Wallmach found evidence to suggest that the use of loan words which would normally be avoided by the interpreters in particularly difficult speech segments indicates is a reaction to higher cognitive load and supports the Tighrope Hypothesis. She also considers that the use of the word -ke in Zulu helps interpreters manage their attentional resources.*

>>> **WANG, Weiwei<sup>1</sup>; XU Yi<sup>1</sup>; WANG, Binhua<sup>2</sup> and MU, Lei<sup>1</sup>** (GUFs<sup>1</sup> and University of Leeds<sup>2</sup>). 2020. Developing Interpreting Competence Scales in China. *Front. Psychol.* 11:481. doi: 10.3389/fpsyg.2020.00481

*\* In this very interesting and systematic paper, the authors explain in detail how the China Standards of English (CSE), the Chinese counterpart to the Common European Framework of Reference (CEFR), which were published in 2018, were developed after 4 years of nation-wide government-funded research and validation. The CSE include descriptor-referenced interpreting competence scales. Within the CSE, the construct of interpreting competence, which encompasses cognitive abilities, interpreting strategies, and subject-matter knowledge but also considers performance in typical communicative settings, was developed through (a) the analysis of existing interpreting training syllabuses, curricular frameworks, rating scales, and professional codes of conduct; (b) the analysis of existing literature on interpreting performance assessment, competence development, and interpreter training and education; and (c) data on assessing interpreting competence and typical interpreting activities, which were collected from interpreting professionals, trainers, and trainees and fine-tuned and validated through a large-scale survey, group interviews and workshops as well as the presentation of videos of student performance to teachers who were asked to discuss them. The corpus used contained 9,209 ‘descriptors’ of interpreting competence, and was streamline into 369 final descriptors, which are worded in plain language that trainers and students can understand without going into the acquisition of technical or scientific terminology. All of the teachers surveyed were teachers of English or translation and interpreting. Out of the students surveyed (about 30,000), only 3% (about 900) were T/I majors. Nine interpreting competence levels were described, on a basis similar to the Australian NAATI accreditation system. Levels 5 and 6 apply to dialogue interpreting. Level 7 introduces consecutive with notes. Only the two uppermost levels, which refer to [advanced]*

*consecutive and to simultaneous interpreting respectively, are relevant to conference interpreting as it is defined/described by AIIC.*

*Comments by DG:*

- 1. The scale of the operation is most impressive, and shows the capability of the Chinese to enlist massive participation and plan and conduct systematically and thoroughly a very large project.*
- 2. Much care was taken to enlist the participation of all stakeholders, including teachers, students and interpreting practitioners during different stages of the process, including data acquisition, assessment and fine-tuning of wordings. The tool is thus relevant to practitioners as opposed to an ivory-tower academic construct, though this reviewer has some reservations as to the ability of teachers and assessors to take on board all 369 final descriptors. Perhaps the number of descriptors relevant at each level is much smaller, making them more manageable.*
- 3. The inclusion of interpreting competence scales in standards for English competence shows that in China as in many other countries, interpreting is still viewed basically as one aspect of language proficiency (in spite of the fact that the descriptors also refer to technical competence components that are not related to language mastery per se).*
- 4. In China as in some other countries, no formal clear-cut distinction seems to be made between conference interpreters and interpreters working in other settings. Differences are viewed as consisting essentially of competence levels.*
- 5. Thinking about conference interpreting as it has been practiced until the Covid-19 crisis by members of AIIC and other interpreters and interpreter trainers who followed the same norms, a detailed list of competence 'descriptors' such as the list developed in China seems to be of limited practical value, because requirements were rather consensual and transmitted by trainers and senior colleagues within the conference interpreting system. However, the present crisis, including its economic and technological implications, might well change the overall layout of the interpreting landscape in many countries and force a sizable proportion of conference interpreters to also work in other settings. If this were to happen, an overall system describing the competences at different levels and for different settings for trainers, recruiters and other stakeholders might well become relevant.*

**Yamada, Hiroko.** 2018. Validity of Note-taking for New Consecutive Interpreting Learners: An Empirical Study of University Interpretation Courses. *Theory and Practice in Language Studies* 8. 1387-1396.

**XING, Jiawei.** 2010. Research on the Relationship between Cognitive Ability and Interpreting Ability. *Journal of Shenyang Normal University*, 86-88.

**ZOU, Shanshan.** 2015. The Enlightenment of Gile's Comprehension Equation to Interpreters. *Journal of Zhengzhou Aeronautical Industry Management College*, 86-88.

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

**Achieng, Maureen.** 2018. *The challenges and coping strategies of interpreting into B and/or C-language: a case of interpretation into Chinese by Kenyan interpreters.* Master's thesis, University of Nairobi, Kenya.

*\* A questionnaire was filled out by 42 respondents who were either freelance or in-house interpreters. In addition, two short speeches (1,5 minutes) were interpreted into Chinese by 4 interpreters whose performance was analyzed. It is not clear whether this was done in simultaneous or consecutive and whether the respondents were conference interpreters or not.*

*The author found the usual attitudes when working into B (in this case, Chinese was a C language for the interpreters who had Ki-Swahili and English as A and B languages), the usual problems and the usual coping tactics.*

**ARAÚJO, Denise de V.** 2017. *Os cursos de formação de intérpretes no Brasil e as melhores práticas da Associação Internacional de Intérpretes de Conferência: um caminho para a profissionalização.* MA thesis, Pontifícia Universidade Católica do Rio de Janeiro, Departamento de Letras.

*\* On interpreter training in Brazil and AIIC best practices as references for professionalization.*

**Bačková, Tat'ána.** 2020. *Hodnocení kvality simultánního tlumočení ze španělského do češtiny na příkladu autokorekce (Self-correction as an Indicator of Quality Assessment in Simultaneous Interpreting from Spanish into Czech).* MA thesis, Charles University, Prague.

*\* This thesis deals with the quality assessment of simultaneous interpreters done by clients not familiar with the original speech, with special regard to self-correction, the aim being to find out what effect self-correction has on listeners who are not familiar with the content of the original speech. It also tries to shed light on the influence of stress on self-correction: does stress lead to a lower level of self-correction, or does it stimulates the interpreters?*

*DG's comment: As is the case in many Czech theses, the abstract written by the students suggests that the study was a promising one, but does not indicate anything about the findings.*

**Biagini, Giulio.** 2016. *Printed glossary and electronic glossary in simultaneous interpretation: a comparative study.* Master's thesis, Università degli studi di Trieste.

**Cabral Perdigão Nascimento, Priscila.** 2012. *A Memória na Interpretação Simultânea: Uma Análise do Sistema da Memória e de seu Papel no Desempenho da IS (Memory in simultaneous interpreting: an analysis of the memory system and its role in the development of SI performance).* MA thesis, PUC-Rio de Janeiro.

*\* A literature-review based theoretical discussion of the role of memory, in particular working memory, as a central concept in the analysis of processing capacity requirements in simultaneous interpreting, and the presentation of tactics recommended by various authors and various techniques and exercises that are assumed to reduce the likelihood and frequency of memory overload.*

**de la Torres Salceda, M<sup>a</sup> Lourdes.** 2017. *La aplicación de herramientas tecnológicas a la interpretación consecutiva. Cleopatra: la aplicación para el entrenamiento en automatización de símbolos.* Master's thesis, Universidad Pontificia de Comillas, Madrid.

*\* In this creative thesis, the author proposes the idea of a smartphone application, a game which proposes symbols for consecutive and then offers a number of concepts that they are supposed to represent. In order to 'win', players will have to choose the right concept among 4 possibilities. She believes that playing with this application will help automate the use of symbols in consecutive interpreting. The concepts are drawn from authentic speeches after a lexicometric analysis, and the symbols are proposed for consecutive. Players can change both the concepts and the symbols.*

**FENG, Ruyuan.** 2014. *The Enlightenment of Gile's Comprehension Equation to the Improvement of interpreter's Ability—An Interpretation Report of IBM CSC Yinchuan Project in 2013.* Master's Thesis, Yinchuan University.

**Fuentes Morales, Xènia.** 2020. *Contrastive analysis in note taking for interpreting studies.* BA thesis, Facultat de Traducció i d'Interpretació, UAB Barcelona.

\* *The author reviews the literature on consecutive and comments on consecutive interpretation by 5 of her classmates of an English speech into Spanish.*

**Goldsmith, Joshua & Holley, Josephine.** 2015. *Consecutive Interpreting 2.0: The Tablet Interpreting Experience*. Unpublished MA thesis. University of Geneva.

\* *The following abstract is extracted, with a few minor editorial changes, from a description in Goldsmith 2017, presented in this issue. This pilot study represented the first stage in a multiphase mixed methods research project aiming at (1) mapping the field of tablet users (for consecutive interpreting) and (2) developing an instrument to evaluate the various tools and technology available in this field. Through six in-depth interviews with professional interpreters working in a wide variety of settings, Goldsmith and Holley carried out the exploratory sequential design phase of this project, collecting and analyzing qualitative and quantitative data with a view to later developing an instrument (Creswell & Plano Clark, 2011; Creswell, Plano Clark, Gutmann, & Hanson 2003). After deriving a set of inductive codes and analyzing the in-depth interviews using NVivo™, they present a set of features to consider when assessing new and existing tablets, applications and styluses to determine their potential effectiveness.*

**KAO, Yu-mei.** 2014. *A Comparison of Expert and Trainee Interpreters' Intelligibility and Comprehension of Foreign-accented Speech*. MA thesis, Graduate Institute of Translation and Interpretation, National Taiwan Normal University.

**KUO, Tien-chun.** 2012. *Perceived Intelligibility and Processing of Foreign-accented English Speech: Professional vs. Trainee Interpreters in Taiwan*. Graduate Institute of Translation and Interpretation, National Taiwan Normal University: M.A. thesis.

**Lepistö, Maija.** 2020. *Bilingualismus unter Dolmetscherinnen: Eine explorative Untersuchung zur Darstellung Bilingualer in der Dolmetschwissenschaft*. MA thesis, University of Turku.

\* *The aim of the master's thesis is to emphasize how different concepts and definitions of bilingualism are used in conference interpreting research (CIR). In studies researching inter alia cognitive resources and working memory of interpreters, bilinguals are mainly used as control groups, which are measured with varying parameters. Twenty publications from the CIRIN Bulletin were compared. Some inconsistencies were found, presumably because bilingualism is not extensively analysed, the results of CIR studies show some inconsistencies. (YG)*

**LI, Xiaohong.** 2015. *Understanding Barriers in Consecutive Interpreting from Gile's Effort Model and Comprehension equations*. Master's Thesis of Fujian Normal University.

**LI, Xue.** 2017. *A Report on Interpretation of Sino-African Communication Project from the Perspective of Gile's Comprehension Equation*. Master's Thesis of China Foreign Affairs University.

**Maricou, Jozefien.** 2018. *L'interprétation en relais: Étude comparative de la qualité d'interprétations directes et indirectes sur la base d'un corpus*. Master's thesis, Ghent University.

**Millner, Julia.** 2016. *Inkonsistenter visueller Input beim Relaisdolmetschen*. Master's thesis, University of Vienna.

**Moravcová, Helena.** 2012. *Relaisdolmetschen von PowerPoint-Präsentationen: Eine Fallstudie*. Master's thesis, University of Vienna.

**Ouattara, Kader.** 2018. *Investigating effects of syntactic interference in interpretation: a case of sight translation from English to French*. MA thesis, Center for Translation and Interpretation, University of Nairobi, Kenya.

\* *The author looked at syntactic interference during sight translation of medical discharge instructions. The main objective was to analyze the effect of syntactic interference on the quality of the interpretation performed by inexperienced professional interpreters; in this case, 3 recent graduates of conference interpreter training programs with less than one year of experience having French as their A language and English as their B or C language sight-translated a medical discharge text of 478 words. The study also looked at sight translation and translation strategies applied during the interpretation.*

*DG's comments: Judging by the transcripts shown in the thesis, the linguistic quality of the French sight translations was poor to such an extent that it is difficult for a native speaker of French to see when problems were arguably due to interference (often lexical rather than syntactic) and when they reflected poor mastery of French (or perhaps an African version of the language).*

**Portella, Juliana Giordani Duarte.** 2014. *A interpretação como processo criativo (Interpreting as a creative process)*. Monografia de Conclusão do Curso de Especialização em Formação de Intérpretes de Conferência, CCE, Pontifícia Universidade Católica do Rio de Janeiro.

\* *A discussion of creativity in various aspects of interpreting. Essentially based on a literature review.*

**Rojas Moralo, María Inmaculada.** 2020. *La influencia de la documentación en la interpretación de un discurso especializado*. MA thesis, Universidad Pontificia Comillas, Spain.

\* *Six MA interpreting students were divided into two groups of 3 and were asked to interpret in consecutive the first five and a half minutes of a medical Youtube speech on remyelination for multiple sclerosis from English into Spanish. Group one was given some documentation on the topic of the speech about 30 minutes before the exercise, and Group two was not given any. Students also had to fill out a pre-interpreting and a post-interpreting questionnaire, the former inquiring about their previous knowledge of the topic and their state of mind, and the latter about their post-interpretation feelings. In the documents provided to Group 1 students before the exercise, there was general information about multiple sclerosis and a glossary with the main specialized terms used by the speaker in the extract (he used 18 terms). There was much intra-group variability, but overall, five out of the 6 students missed substantial information and did not use correctly most of the technical terms (the one who did much better than the others had previous knowledge of Multiple Sclerosis), and Group 1 did better than Group 2. Clearly, this experiment could be criticized on a number of points, the sample is of course very small and the level of difficulty of the speech was probably too high, but this is an interpreting student's MA thesis, not a study done by a student specializing in research, and the general concept of the design could be improved and generate interesting findings.*

**Svoboda, Štěpán.** 2020. *SimConsec: the Smartpen Technology in Interpreting*. MA thesis, University Palackého, Czech Republic.

\* *The aim of this thesis was to add to our knowledge base in the area of SimConsec by investigating whether a smartpen can help interpreters deliver a better performance.*

*Three professional interpreters and four advanced interpreting students interpreted two short comparable speeches, one in traditional consecutive and one with a smartpen. Their performance was evaluated by 35 Czech native speakers with little to no knowledge of English using the following criteria: fluency of delivery, voice and intonation, quality of expression, clarity and cohesion. The audience preferred conventional consecutive, which also received higher overall ratings.*

*In addition, source-target correspondence was assessed by the author and two other students of interpreting. SimConsec with a smartpen turned out to increase source-target correspondence, which confirms the results of previous studies.*

**Venzo, Tobias.** 2020. *Die Qualität einer Dolmetschleistung aus der Userperspektive. Eine translationssoziologische Betrachtung und Modellierung (Interpreting performance quality from the users' perspective. A translation sociology view and model).* MA thesis, Leopold-Franzens-Universität Innsbruck.

*\* A theoretical analysis of how users perceived interpreting performance. The author stresses relativity, multidimensionality, complexity, quality as a social construct in his analysis of the existing literature. He uses Luhmann's system theory as well as Bourdieu's concepts to construct an abstract, but interesting model of quality to bring all this complexity together into a coherent whole.*

## DOCTORAL DISSERTATIONS

>>>**Barbosa, Diego Mauricio.** 2020. *Implicações do uso de estratégias linguísticas de solução de problemas na interpretação simultânea: língua portuguesa língua brasileira de sinais em contexto de conferência. (Problem-solving linguistic strategies in simultaneous interpreting in a conference setting: Portuguese into Brazilian Sign-Language).* Unpublished doctoral dissertation, Universidade Federal de Santa Catarina, Programa de pós-graduação em estudos da tradução, Florianópolis, Brazil.

*\* This is a dissertation on signed language interpreting in a conference interpreting setting, hence its presence in this section. For details, see the signed language interpreting section.*

**Behr, Martina.** 2019. *Dolmetschen: Komplexität, Methodik, Modellierung.* Berlin: Frank & Timme GmbH

*\*A post-doctoral Habilitationsschrift. Published as a book in 2020. See the entries in the Books section.*

>>>**Kajzer-Wietrzny, Marta.** 2012. *Interpreting universals and interpreting style.* Doctoral dissertation, Adam Mickiewicz University, Poznań.

*\* The author set out to check if three 'translation universals', namely simplification, explicitness and normalization apply to speeches produced by interpreters, and to what extent their salience depends on the individual interpreters' 'style'. There were two separate analyses, all based on EPIC, the multilingual European Parliament corpus: a macro-analysis of a corpus of interpretations by 16 to 28 interpreters (depending on the language combination) and translations into English from French, Spanish, German and Dutch to determine general tendencies, and to check the individual style issue, a micro-analysis of the case of 2 English A European Parliament interpreters with an analysis of their performance and a comparison of their interpreting performance and their spontaneous speaking style in English, obtained through open interviews with questions about the European Parliament. In its research questions and approach, the study is therefore quite original.*

*The author found no clear corroboration of the applicability of the three translation universals to interpreted target speeches. Interestingly enough, she did find evidence suggesting that the two interpreters' 'style' differed depending on the source language. But in the case of this doctoral dissertation, the findings are less interesting than the author's approach and writing style: the text is very rich in specific analyses, and especially in clear presentations of definitions, of methodological options and of reasons for choices made, in comprehensive discussions of the findings, with various potential explanations – too rich to be described in this micro-report – and in a thoughtful discussion*

of the limitations of the study. The literature review is also comprehensive and particularly clear, and is a very readable introduction to universals, what they mean, how they are investigated per se.

In other words, this reviewer (DG) considers that the author demonstrated much careful reflection in this study, an example to be followed.

Because of the generally high quality of this dissertation, a question and two reservations deserve to be highlighted:

1. The author is very much aware of discussions about the nature of 'translation universals' in the literature, and chose what this reviewer considers an extreme definition which takes 'universal' literally: it does not allow intrinsic translation-related trends if any to disappear in specific circumstances. I am in favor of another definition, which interprets 'universal' as a fundamental trend, which may or may not be visible in translations and interpretations produced. I believe this could be more useful in opening up avenues for investigation of the reasons why such trends exist and of various laws governing them. To justify this view, I propose to look at the concept of gravity (in physics), which I would consider a 'universal' law, at least on this planet; the fact that in some circumstances, objects seem to escape it would not challenge the fundamental force of gravity.

2. The author used voice recognition software to recognize speeches interpreted by the same interpreters in EPIC. This makes sense methodologically, but I wonder whether permission was sought from the interpreters for this operation, and if not, whether there is an ethical problem.

3. Finally, about statistical significance: on page 85, the author explains that the *p*-value points to the "degree of probability that the generalizations inferred from the results yielded by the sample are wrong". This is an unfortunate, unclear wording, in a dissertation which is remarkably clear most of the time. What a 'significant' *p* value, say  $< .05$  or  $< .01$  indicates, is that on the basis of data from the sample, the probability that the null hypothesis is true is less than 5% or 1% respectively, i.e. it is a strong indicator of a 'false negative', meaning that it is more likely that the alternative hypothesis (of a difference between the samples based on some feature such as treatment to which they are submitted) is true.

## BOOKS

>>>Behr, Martina. 2020. *Dolmetschen: Komplexität, Methodik, Modellierung*. Berlin: Frank & Timme GmbH

\*This book is the published version of Behr's post-doctoral Habilitationsschrift, defended in 2019. It starts with theoretical reflection about the links between the complexity of interpreting associated with its numerous determinants and their interactions, and follows up with a practical test of a specific modeling software.

According to Behr, simultaneous interpreting has yet to be modeled satisfactorily because of its complexity. She suggests that the way to overcome the challenge is to adopt a systems-theoretical approach in such research, as operationalized by the iModeler software by Consideo.

She refers to Heidemarie Salevsky's ideas and list of dimensions of Translation (factual, social, temporal, operative and cognitive) and to Vester's Sensitivity model, a piece of software designed to model complex systems, and then focuses on Consideo's iModeler which is (claimed to be) able to handle interactions between more than 4 distinct variables, something which the human brain cannot do, and which can be updated when new findings emerge. She uses the iModeler for simultaneous interpreting.

An original contribution, with very interesting ideas.

Bosch March, Clara. 2012. *Técnicas De Interpretación Consecutiva*. Granada: Comares.

\* *A book on consecutive interpreting techniques. CIRIN does not have access to the book, which was cited in the bibliography of another publication.*

**Nolan, James.** 2020. *Essays on Conference Interpreting*. Bristol: Multilingual Matters.

\* *This book condenses the important lessons learned at key points during the author's 30-year career as an intergovernmental conference interpreter and trainer, seeking to define what constitutes good interpreting and how to develop the skills and abilities that are conducive to it, as well as fostering practices and technologies that help to maintain high professional standards. The book places interpreting in its historical context as a time-honoured discipline and discusses the effect of modern technology on translating and interpreting, identifying areas where it is most useful (electronic communications media, broadcasting) while stressing the importance of professional education and training of linguists (TSB)*

## ... AND BEYOND CONFERENCE INTERPRETING

### SIGNED LANGUAGE INTERPRETING

#### Articles

>>>**Nicodemus, Brenda & Emmorey, Karen** (Gallaudet Univ. & San Diego State Univ. resp.) 2013. Directional asymmetries in spoken and signed language interpreting. *Bilingualism: Language and Cognition* 16:3. 624-636.

\* *A large web-based Survey Monkey survey (N = 1,359) of both spoken language interpreters ("unimodal") and American Sign Language ("bimodal") interpreters in the USA confirmed that the former preferred to work into their A language and the latter preferred to work into their B language (generally ASL). This second preference was stronger in novice ASL interpreters than in experienced ASL interpreters. The authors also looked at the influence of and interaction with other variables, e.g. self-perceived language production and comprehension proficiency, training and work experience. They suggest interesting explanations for this preference.*

*DG's comments: this issue of directionality is central in research into spoken language conference interpreting as well. It is a pity that in the sample of spoken language interpreters, the authors did not identify and analyze specifically the influences and interactions in the case of conference interpreters and community interpreters, or better yet, conference interpreters, court interpreters and community interpreters. Results might have been different for the three groups.*

**Pires Pereira, Maria Cristina & Sorgetz Rodrigues de Vargas, Camila** (Universidade Federal do Rio Grande do Sul, Brazil). 2020. A tradução à vista nos concursos para tradutor e intérprete de libras: estudo de caso (sight translation in civil service examination for libras sign language translators and interpreters: a case study). *Cultura e Tradução*, v.6 n.1 (2020) ISSN: 2238-9059

<http://periodicos.ufpb.br/ojs2/index.php/ct>

\* *This study aims to examine the use of sight translation in civil service examinations for sign language translators and interpreters (TILS) through a case study, the civil service examination 02/2018 for TILS of the State University of Rio Grande do Sul (UERGS). An online questionnaire was sent to 11 successful candidates, and 9 complete responses were received. Data analysis indicates that, in this particular case, the use of sight translation was not adequate as a selection tool for TILS.*

>>>**Wehrmeyer, Ella** (North-West University, South Africa). 2019. Linguistic Interference in Interpreting from English to South African Sign Language. In R. Hickey (Ed.), *English in Multilingual South Africa: The Linguistics of Contact and Change* (Studies in English Language, pp. 371-393). Cambridge: Cambridge University Press. doi:10.1017/9781108340892.018

*\*Starting with the ideas that most Deaf signers are functionally bilingual, often learning the sign and spoken languages at the same time and that interlingual transference is common in bilingual signing communities, but that proficient users of South African Sign Language (SASL) strongly resist borrowing, Wehrmeyer scrutinizes language interference in a corpus of news bulletins interpreted into SASL by two interpreters from a South African TV channel ranked as having the best interpreters by Deaf informants. In the corpus, she finds that while English-based syntactic constructions used seldom violate SASL syntactic patterns, they inhibit the frequencies of natural SASL constructions. In addition, 10% of the annotated clauses could not be included in the analysis because they were incoherent, displayed an illogical signing order, pidginized, or had an erratic prosody, and about 6% of the sentences analyzed in the corpus followed the English sentence word for word. According to Wehrmeyer, this shows that the interpreters' ability to produce coherent SASL sentences is compromised by the English sentence structure and the fast pace of the source speeches. Mouthings, which accompanied close to 69% of the sign tokens analyzed, almost invariably used English words and interfered with natural mouth gestures. Even widely known signs with little or no dialectal variants were mouthed. Six percent of all sign tokens were fingerspelled words and letters. The author's conclusion is that the main interference features are the high frequency of mouthings and subject-foregrounded syntactic constructions. To a lesser extent, lexical borrowing occurred in the form of fingerspelling and metasigns. By contrast, brow actions and functions were found to be mostly resistant to English interference.*

*\*DG: This interesting corpus-based analysis suggests that language interference is far from negligible in signed language interpreting, despite claims that the difference of modality between spoken and signed languages reduced the risk of interference. It is interesting to see that the author attributes this to high cognitive load during interpreting.*

>>>**Wehrmeyer, Ella**. (North-West University, South Africa) 2020. Additions in simultaneous signed interpreting. A corpus-driven grounded study. *Translation and Interpreting Studies*. <https://doi.org/10.1075/tis.18053.weh>

*\* Using a corpus of approximately 4 hours of English news broadcast simultaneously interpreted into South African Sign Language (SASL) by two experienced CODA hearing interpreters (SASL is one of their native languages), the author identifies additions, operationalized as target speech segments which convey information which is not found in the source speech, and classifies them into categories using grounded theory. These categories include (linguistically induced) explicitation, e.g. explicitation of the position, size, shape, movement and direction of motion of object which are required by sign languages and are not necessarily indicated in the source speech – with a reference to Leeson (2005:60). Wehrmeyer comments, with a reference to Stratiy (2005), that this can lead to erroneous information). Addition categories also include summaries or conclusions, explanatory information, new information that cannot be deducted from the original utterance or context. Contextual information was also added, as well as evaluative comments, and new information and communication with the audience. This is interpreted by Wehrmeyer as showing the interpreters' non-neutral stance as proactive members of the Deaf community who look out for their interests.*

*She also claims that omissions, language and information errors and language infelicities in the segments that follow additions are due to cognitive overload – this is what Gile refers to as 'exported load' in a cascade effect. In the discussion section, the author interprets the findings as showing that interpreters act as information gatekeepers in a manner comparable to dialogue interpreters in spoken languages, and that they sometimes function as independent participants in the communicative events*

who give instructions, flag potential problems, add evaluative comments, and offer their own information.

DG: A very interesting paper that highlights similarities between spoken language interpreting and signed language interpreting, including cognitive mechanisms that have been described for spoken language conference interpreting by Gile in the 1980s and 1990s.

## Theses

>>>**D'Auria, Michele.** 2019. *L'interprète en langue des signes face aux termes – Analyse qualitative des procédés mis en œuvre pour faire face aux absences d'équivalences terminologiques en milieu scolaire.* MA thesis, University of Geneva, Switzerland.

\* A serious study of interpreting tactics used when facing terminological gaps in the French to French Sign Language (French-speaking Switzerland variant) combination. The author analyzed SL interpretations of classes in Mathematics, Economics and Law in a Swiss tertiary institution, comparing the output by 3 interpreters to the input and looking at tactics used when specialized French terminology did not have standard lexical signs in the relevant sign language. This thesis includes interesting discussions around the categories of tactics listed in the literature, about the nature of terminology, and about methodological issues that arose as the study was being conducted.

**Pereira Pires Costa, Mairla.** 2020. *Interpretação educacional (libras-português): subjetividades a partir dos discursos dos intérpretes.* Master's thesis, Universidade Federal de Santa Catarina, Florianópolis, Brazil.

\* The author interviewed 9 educational interpreters who work in public schools and collected first-hand reports on their experience, attitudes and feelings. Inter alia, these reports suggest that the participants felt they had a 'pedagogical' responsibility towards the students, which is not quite in line with what is often expected from interpreters.

**Williams, Lindsey.** 2020. *A New Lens: The Lived Experiences of Interpreters with Disabilities.* MA thesis, Saint Catherine University, St. Paul, Minnesota.

\* A thought-provoking, serious thesis about disabilities, in this case ASL interpreters with disabilities. The author is a disabled ASL interpreter herself. Most of the text is devoted to a literature review and to a discussion of various aspects of disability as a concept, as a perception by people with and without disabilities, as a social phenomenon. A central concept in the thesis is 'ableism', "a system of oppression" according to the author, an attitude that is prevalent in society with respect to the distinction between 'able' and 'disabled' people. There is also an empirical part in this thesis around the central research question "What is the lived experience of ASL/English interpreters who self-identify as disabled?". Williams started with a web-based survey. Twenty-nine responses were received from all over the USA, and demographic and other data were extracted from the responses to the 25-item questionnaire. This was followed by semi-structured Zoom interviews with 11 interpreters. Only 5 are analyzed in the thesis. Information from 5 more should be analyzed in future publications.

There is much content in this thesis, which is an awareness-raiser.

## Doctoral dissertations

>>>**Barbosa, Diego Mauricio.** 2020. *Implicações do uso de estratégias linguísticas de solução de problemas na interpretação simultânea: língua portuguesa língua brasileira de sinais em contexto de*

*conferência. (Problem-solving linguistic strategies in simultaneous interpreting in a conference setting: Portuguese into Brazilian Sign-Language). Unpublished doctoral dissertation, Universidade Federal de Santa Catarina, Programa de pós-graduação em estudos da tradução, Florianópolis, Brazil*

*\* This dissertation is an exploratory study of the tactics (“linguistic strategies” in the author’s words – more about terminology later) used by Brazilian interpreters working from Portuguese into Brazilian Sign Language (LIBRAS) in an authentic academic Translation and Interpreting Studies conference. The author recorded their work and had them comment on their performance retrospectively while the recording was played back to them, with a special focus on shifts and the tactics they most often indicated. The dissertation provides a wealth of examples of shifts and of comments by the interpreters, followed by the comments by the author.*

*Barbosa used as a theoretical framework a combination of Skopos theory, Gile’s IPDRC concept, according to which translation and interpreting proceed by Interpretation (of the source speech or text) and Decision-making (which is central in this study on tactics), with Resources at their disposal and under various Constraints, and the Effort Models (pp.59-63). This combination makes much sense and is a welcome illustration of productive coexistence of these ‘theories’ which are most often adopted in isolation: Decisions made by interpreters need to have a ‘direction’, and the Skopos of an assignment provides them with such a direction. The Effort Models focus on cognitive resources and constraints, but other relevant resources are linguistic and extralinguistic knowledge. Thus, each component of the conceptual construct assembled by Barbosa contributes to his analysis. Incidentally, IDRC is strongly linked to interpretive theory, as it postulates that translation (interpreting in this case) starts with an interpretation of the meaning of the text and of the author’s intentions and follows with production on the basis of such interpretation.*

*A few words about Barbosa’s terminology, which I did not adopt for this review: Barbosa understands why Gile makes a distinction between tactics and strategies (pp. 41-42), but prefers to avoid the word ‘tactic’ because, according to him, it is used in a military or confrontational context, and interpreting is not about confrontation. Indeed, interpreting is not about confrontation, but the word ‘strategy’ also has military origins, and both terms have had a much wider non-military, non-confrontational use for a long time. For instance, in business planning, a distinction is made between strategic planning and tactical planning, the first referring to a company’s objectives, and the second to more specific actions that are decided in order to help attain these (strategic objectives).*

*Another noteworthy choice is Barbosa’s use of the adjective ‘linguistic’ when referring to “linguistic strategies” (a term also used by Napier 2001, p.60 – cited on p. 43). In his classification of coping tactics (Omission, Addition, Explicitation/Implication, Substitution, Reduction, Expansion, Paraphrasing, Anticipation, Borrowing – p.82-83), which is basically a variation around similar categories used by many other TIS researchers, some could indeed be classified as ‘linguistic’, if they are about the particular choices made by interpreters on how to sign information: using a standard sign, creating a new sign and explaining it, fingerspelling etc. But other coping tactics are perhaps best named ‘cognitive management tactics’: there is nothing linguistic about deciding to omit a piece of information because you feel you do not have the cognitive resources to get this information through under high time pressure. Still other tactics could be called ‘communicational’, for instance the addition of clarifying information to the speech for the benefit of the Deaf audience. Some actions arguably result from a combination of linguistic and/or cognitive management and/or communicational considerations, and cannot be classified easily in one of these categories. In any case, the use of ‘linguistic’ for all of them is perhaps not a very good idea.*

*The empirical part of the study started with a pilot project using interpretation videos from the 6<sup>th</sup> National Sign Language Interpreting Congress convened by Santa Catarina University in 2018. They were analyzed by the author to identify shifts between source and target speeches and to draw up a list of tactics. By and large, the tactics he lists are similar to those mentioned in the spoken language interpreting research literature. Note that one of them is “Empréstimo” (borrowing), a category based*

on Jones' and Gile's categories, who only address spoken language interpreting. When using the term in his own analysis, Barbosa includes fingerspelling only, not mouthing (p.203).

At the next stage, 3 interpreters were video-taped at a conference, the "First Interpreting Studies conference", which was organized in 2019 by several Brazilian universities. Their output was pre-analyzed for the purpose of identifying their tactics, and retrospective online Skype interviews with them were organized. This combination of corpus analysis and retrospection is also welcome, as it adds depth to the analysis of the corpus by the researcher.

Among some of the author's findings, this reviewer was struck by the saliency of the interaction between the interpreters and Deaf users of their service. When the audience signed to the interpreter that they did not understand the signed language output, the interpreter changed strategies to clarify the meaning, thus running the risk of losing subsequent information. Fingerspelling, for instance, took too long and had a damaging effect on the interpreter's comprehension of the speech segment that followed. At one point, there was negative feedback from the audience during the interpretation about a sign she used for specialized terminology. Deaf users discussed among them which would be the most appropriate sign, and the interpreter monitored that discussion. At another point, when the speaker (speaking Portuguese) referred to people whose sign-names were unknown to the interpreter, the audience helped by indicating them. These are good authentic illustrations of the relevance of the Interaction with the Deaf Effort in the Effort Model for simultaneous interpreting into a signed language developed by Gile on the basis of Sophie Pointurier-Pournin's work.

Again, an interesting dissertation which provides an opportunity to link signed language interpreting research to spoken language conference interpreting research. (DG)

**Fitzmaurice, Steven.** 2018. *An investigation of administrators' and teachers' perception of educational interpreters' role in k-12 education: a case study.* Doctoral dissertation, Gallaudet University, USA.

\* In this long text, the author uses role theory to examine the perceptions of administrators and teachers on the role space of educational interpreters. Through a series of interviews with 17 state administrators, district administrators, school administrators, general education teachers and teachers of the deaf, and a web-based questionnaire to which 18 people responded, the author endeavored to determine common themes contributing to role ambiguity, role conflict and role overload for educational interpreters. Factors contributing to different perceptions among administrators and teachers include: the role metaphor ascribed to the educational interpreter; the status of the educational interpreter in the school system; definitions of who is perceived to be responsible for the education of deaf students; and whether the school district is in an urban or rural area. Findings reveal the perceptions of administrators and teachers in the educational system which sets the stage for a series of role conflicts and subsequent role overload for educational interpreters.

**Stuard, Victoria.** 2008. *Perceptions of interpreter qualification by Deaf consumers and hearing interpreters.* Doctoral dissertation, Pepperdine University, USA.

\* This exploratory study investigated: a. The similarities and dissimilarities in perceptions of salient qualities that Deaf consumers and professional hearing interpreters believe a qualified interpreter should possess with respect to interpersonal skills, sign language skills, and formal education; b. The influence of cultural affiliation, acceptance by the Deaf community, and parentage on the perception of interpreter qualification; c. The salient qualities Deaf consumers seek in hearing interpreters; and d. The Deaf consumers' opinion on requirements from a good interpreter training program.

Sixty-three Deaf consumers of interpreting services and 75 professional hearing interpreters responded to a questionnaire with Likert-scaled and open-ended questions. Qualitative survey methods were used to code responses and identify emergent themes in open-ended survey questions.

*Findings included similarities in perceptions between Deaf consumers' and professional hearing interpreters in relation to the importance of interpersonal skills, sign language skills, and formal education with differences noted in the desired length of formal education of interpreters by Deaf consumers. This study found that: a. Socializing with the Deaf is necessary and strongly supported by the Deaf to achieve linguistic and cultural competency in addition to formal education; b. The subjective quality of trust influences the choice of a less qualified interpreter by Deaf consumers; c. Qualification of interpreters should be predicated on evaluation; and d. Deaf involvement in training interpreters in informal and formal educational settings is essential.*

*DG's comment: This text is repetitious, which makes reading it a bit tedious. To this reviewer, the survey may have shown some differences between Deaf consumers of interpreting services and hearing interpreters, but on the whole, the requirements are similar and involve not only real mastery of ASL, which seems not to be a given at graduation from sign-language interpreting training programs in the USA, but also active involvement with the Deaf community as a way to achieve both linguistic and cultural knowledge of the Deaf – this is a recurrent theme in the ASL literature.*

## **OTHER INTERPRETING RELATED PUBLICATIONS**

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

*\* This book is dedicated to the translation and interpreting scene in Nigeria, the most populated African country, and a multilingual one. Afolabi was a translator, interpreter and college teacher in Nigeria for 15 years, and recently completed his PhD in Canada. He was therefore in a good position to seek relevant data on translation and interpreting in his country. After a general introduction, he devotes two chapters to a description of the translation and interpreting market in Nigeria, with much data based on surveys, which highlights inter alia the need for a lot of translating and interpreting in various settings, but a lack of qualified professionals, and working conditions which are often poor. The next three chapters address translation and interpreter training. In this second part, the author starts with an overview of Translation Studies and its evolution over time, with interesting analyses of major theories. He argues that some theory is a necessary part of translator and interpreter training. He then moves on to training proper, starting with the concept of translation competence as seen by various authors, and then to a historical review of translator training, with a special look at Canada, and then at the African continent, and finally at the situation in Nigeria. In the next chapter, he compares the training programs of 15 universities, in France, in Canada, in Cameroun, in Ghana and in (11) Nigerian universities. The final chapter in the body of the book talks about prospects for optimization as regards interpreter and translator training in Nigeria in various relevant aspects. The book is rather comprehensive and very systematic, with some analyses beyond the data. Interesting not only for readers interested in Africa, and in Nigeria in particular, but also in reading clear descriptions and overviews of ideas and theories about competence and training in translation and interpreting.*

**>>>Albi-Mikasa, Michaela; Ehrensberger-Dow, Maureen; Hunziker Heeb, Andrea; Lehr, Caroline** (Zurich University of Applied Sciences); **Boos, Michael; Kobi, Matthias; Jänke, Lutz; Elmer, Stefan** (University of Zurich). 2020. Cognitive load in relation to non-standard language input. Insights from interpreting, translation and neuropsychology. *Translation, Cognition & Behavior* 3:2. 263-286.

*\* In this paper, the co-authors, a multidisciplinary team, offer an overview of a particularly interesting research project which looks at cognitive load and cognitive effort (the effort actually expended when facing cognitive load) in translation and interpreting on one hand, and more specifically the effects of non-standard source text or speech (in particular those resulting from authorship by non-native*

speakers – ELF or English as a lingua franca) on cognitive load. They plan translation and interpreting-related tasks (including shadowing and sight-translation), reading and copying tasks as well as lexical decision tasks, and measurements will cover physiological indicators, behavioral indicators, comprehension and subjective perception as available through cued retrospection.

**Ehrensberger-Dow, Maureen; Albl-Mikasa, Michaela; Andermatt, Katrin; Hunziker Heeb, Andrea; Lehr, Caroline** (ZHAW Zurich University of Applied Sciences). 2020. Cognitive load in processing ELF: Translators, interpreters, and other multilinguals. *JELF* 9:2. 217-238.

*\* This paper complements nicely Albl-Mikasa et al. 2020 (commented above), by discussing further methodological challenges and options chosen within the framework of the same project. It also makes the fundamental distinction between cognitive effort and cognitive load.*

*Comment: the editor (DG) is happy to see this distinction explicitly made by the authors, a distinction which he has been advocating and which he believes to have the potential of giving more power to empirical studies on cognitive challenges in TIS.*

**Mellinger, Christopher & Hanson, Thomas A.** 2020. Methodological considerations for survey research: Validity, reliability and content analysis. *Linguistica Antverpiensa, New Series: Themes in Translation Studies*, 19, 172–190.

*\*A theoretical article making important methodological points along the lines indicated by the title. An excellent synopsis which could be used as a reference and as a reminder for participants in research methods courses. However, its abstract nature, with virtually no practical examples, makes this reviewer (DG) a bit skeptical as regards its practical usefulness in Translation and Interpreting Studies scholars, most of whom are arguably either already familiar with the points made in the paper (probably a small minority), or not knowledgeable enough to really understand some of them.*

**>>>Monzó-Nebot, Esther & Wallace, Melissa** (Universitat Jaume I, Smain & University of Texas at San Antonio resp.). 2020. Research Methods in Public Service Interpreting and Translation Studies: Epistemologies of Knowledge and Ignorance. *FITISPos-International Journal* 7:1. 15-30.

*\* The authors rightly argue that PSIT (Public Service Interpreting and Translation), as a young branch of TIS, was in a position to focus on issues that other branches had neglected, thus generating new and relevant knowledge. They also discuss “vulnerabilities” in PSIT that have deleterious effects by sustaining ignorance. They refer to the “epistemology of ignorance”, another way to look at weaknesses in existing research, more specifically how research communities gear themselves to perpetuate research traditions which strengthen some exploration avenues and perpetuate neglect of other possibilities. The authors, whose position as community interpreting specialists is clearly a committed one (not unlike the Signed language interpreters’ position), are thinking of the resulting injustice to disadvantaged populations whose needs are not taken care of. However, the difficulties and weaknesses they highlight for PSIT equally apply to other branches of TIS, even if the societal stakes can be quite different. What this paper is all about is the idea of opening one’s mind to paradigms, methods and issues different from those that prevail in one’s immediate TIS environment. The message is a good one.*

**Sarmiento Pérez, Marcos** (Universidad de las Palmas). 2018 El intérprete en la confesión sacramental en la Iglesia católica, con especial atención a la España de los siglos XVI y XVII. (The interpreter in the sacramental confession in the Catholic church, with special attention to sixteenth- and seventeenth century Spain) *Culture & History Digital Journal* 7:1. e012.

<https://doi.org/10.3989/chdj.2018.012>

*\*Online abstract: the interpreter in the sacramental confession in the Catholic Church, with special attention to sixteenth- and seventeenth-century Spain. Within the context of the history of interpreting*

*and focusing on Catholic Europe, with special attention to sixteenth- and seventeenth-century Spain, this paper looks at linguistic mediation between a penitent and his confessor who do not speak the same language. After outlining the evolution of the sacrament of penance up to the regulations arising from the Council of Trent, the ecclesiastical provisions that established the degree of intervention of interpreters in the sacramental confession are presented. Evidence of its implementation in several multilingual groups (pilgrims and crusaders, Spanish soldiers, the Moriscos, Euskera speakers, Europeans living in Spanish territory, and indigenous Canary islanders), as well as in the concurrence of sacramental confession and the making of the will is then provided. This is an initial approach to an area of traductology still to be explored, which opens new lines of research.*

**Whyatt, Bogusława.** 2010. Bilingual Language Control in Translation Tasks: A TAP Study into Mental Effort Management by Inexperienced Translators. In *Neurolinguistic and Psycholinguistic Perspectives on SLA*, Bristol: Multilingual Matters, chapter 6, 79-92.

*\* For the author, who cites De Groot and Christoffels 2006, a working definition of language control 2006 is that it is a control mechanism that is required for a bilingual to use one and not the other language depending on the needs, in other words a mechanism that inhibits or activates languages either as a whole or only as regards linguistic subsystems. Following Green (1986), she considers that fluent operation of the control mechanism will require resources in the form of “energy” which is in a limited supply and that if resources necessary to activate or inhibit the linguistic systems or subsystems are in short supply, this may lead to performance failures and errors. This may be the reason why she chose the Effort Model for simultaneous interpreting as a conceptual framework for her analysis. Incidentally, she says that in translation, such “essential energy” may have to compete with some “external circumstances” such as stress, anxiety, noise or fatigue and tiredness. Transposing this idea to conference interpreting, if such external circumstances deprive language control mechanisms of some of their resources, in selective training programs for translation and interpreting, the classroom atmosphere, which generates considerable stress, may make translation and interpreting more effortful than in many situations in real life.*

*Whyatt considers that Gile’s Coordination Effort is comparable to language control and decided to use the Effort Model for Simultaneous Interpreting, which was originally developed for interpreter training but “can also be used to analyze translation in general”.*

*Ten third-year students of English translated a text while verbalizing aloud what went through their mind. She then categorized the comments as pertaining to one Effort or another – but does not indicate the procedure or criteria. Thus, it is not clear how she arrived at the conclusion that the majority of the time, students devoted their attention to the Memory and Coordination components. For her, the Coordination component “supervises the process, integrates all the... decisions, monitors process information, revises options, controls the quality of the output and decides on where to direct the remaining available mental resources, and makes the ultimate decision whether the energy suffices to continue the process or whether its resources have to be replenished. In other words, it controls more than what is assumed for the language control mechanism and therefore the term cognitive control seems more appropriate.”*

*To this reviewer, this is a rather idiosyncratic re-interpretation of the Efforts as defined in the Effort Model of SI.*

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## Present Nodes

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