THE CIRIN BULLETIN

Conference Interpreting Research Information Network

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

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   This Bulletin aims at contributing to the dissemination of information on conference interpreting research (CIR) and at providing useful information to members of the CIR community worldwide. It is intended to achieve maximum coverage of research into this sub-field of interpreting, and only occasionally refers to research and publications in other sub-fields. The *Bulletin* is published twice a year, in January and July. For further information and electronic or paper copies of early issues (the last issue is available on the Web site at any time), please contact D. Gile.
        Note: the mini-abstracts may be followed by the initials of the contributors who sent in the information, but the text may also be written or adapted from the original text by D.Gile, who takes responsibility for the comments and for any errors introduced by him.

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EDITORIAL

Over the years, boundaries between branches of Interpreting Studies have shifted considerably, and researchers basically focusing on conference interpreting now find research relevant to their interests in studies on other forms of interpreting. For instance, signed language interpreting is mostly done in the simultaneous mode and has commonalities with conference interpreting in spoken languages – but it is different in other aspects, beyond the obvious spoken vs. signed modality. Research on signed language interpreting thus affords good opportunities to use stereoscopic vision to see things which might be taken for granted otherwise. Brenda Nicodemus and Laurie Swabey, well-known and respected personalities from the American signed language interpreting community, have edited a new book offering guidance to beginning researchers, with contributions from both spoken language and signed language interpreting experts. Note that the very idea of this book, as well as explicit statements from some of its contributors, show a welcome awareness of the fact that the quality of our research needs to be improved.

   Educational settings are well-known to signed language interpreters. Marlene Verhoef and Theodorus du Plessis have edited a fascinating book about spoken language interpreting at North West University, in South Africa, where simultaneous interpreting with portable whispering equiment by atypical interpreters has been in operation for several years as one solution to language problems in the university classroom. The operation has been systematically monitored and documented from the start, another excellent initiative. As will be seen from the micro-summaries of papers the collective volume brings together, preliminary findings suggest inter alia that short training can be sufficient to provide good quality interpreting in simultaneous, that turns of more

than 45 minutes are not necessarily very tiring to interpreters under certain conditions, that interpreters with specialized thematic training do not necessarily provide 'better' quality than interpreters without it... Many questions arise which deserve some thought and perhaps more research...and suggest that educational interpreting is another branch of interpreting with good potential for interdisciplinary and inter-intraIS-disciplinary research.

Speaking of research in more general terms, one endemic problem in Translation Studies in general, and in Interpreting Studies in particular, is the fact that (or should I say my impression that) we researchers are not always aware of weaknesses in our knowledge and research skills, and that if unsuspecting colleagues like what we say because we say it well, in a convincing style and tone, we tend to (mis)take this as evidence confirming our high level of expertise....

Hands-on research training with corrected exercises, especially exercises with empirical research, where it is easier to show students where they go wrong (and convince them of the fact) than in purely conceptual or theoretical exercises, are a dual-effect remedy: first of all, they show what is right and what is not so right; secondly, and perhaps equally importantly, they raise the students' awareness of their fallibility. The memory of the (numerous) errors I made in the course of my training in empirical research decades ago is still with me, as a powerful reminder... and makes me wonder about the assertiveness sometimes found in MA students participating in on-line seminars. Could it be that something in the physical classroom environment is necessary for awareness of one's fallibility and for the constant need of efforts at self-improvement?

In Spain, the ECIS group, under the guidance of Ángela Collados Aís, has published yet another collective volume on quality assessment, with a systematic and extensive treatment of various quality parameters as seen from work in cognate disciplines (including sociology, social psychology, cognitive psychology, the psychology of emotions, sociolinguistics, phonetics, stylistics, psycho-acoustics, media studies, foreign language education, logopedics, sociolingistics), and within TS and IS. This work is impressive on several accounts. First, once again, it shows evidence of excellent teamwork: a set modus operandi, coordination and effective coooperation, including considerable translation work; secondly, it builds on research on ideas relevant to interpreting quality assessment in cognate disciplines and offers a wealth of references which will be useful to researchers investigating interpreting quality; thirdly, the team has once again made a courageous choice, that of publishing in a language other than English, knowing full well that this would restrict readership, at least in the short term. All the chapters were originally written in Spanish and were then translated into German.

Because of the wealth of information it offers around a topic central to interpreting and to interpreter education, the book should also be made available to readers who do not understand German. Commercial translation is costly. Sometimes, faculty members can do the work (as was done for the Spanish volume – Kayoko Takeda, who teaches at Monterey, translated papers in English into Japanese for the Torikai et al. volume listed in in one section of this *Bulletin*), but this represents enormous work, which requires much time, a rare commodity. Could the task not be undertaken in translator training schools, by students, under the guidance of their translation instructors, within the framework of their training as translators? More generally, could the translation of TS and IS publications not be institutionalized within translator training programs as part of the students' training?

Wishing all readers an exellent New year,

Daniel Gile

RECENT PUBLICATIONS

ARTICLES

Albl-Mikasa, Michaela. 2010. Global English and English as a Lingua Franca (ELF): Implications for the Interpreting Profession. *trans-kom* 3:2. 126-148.
* A questionnaire-based survey of 32 experienced conference interpreters, which suggests that the spreading use of English by non-native speakers is a source of problems and professional dissatisfaction.

Cheung, Kay-Fan Andrew. 2011. Omissions and Additions in Chinese into English Simultaneous Interpreting: a Case Study. *Chinese Translators Journal* n°6(2011). 42- (in Chinese)
*Abstract: This paper is a case study of omissions and additions found in Chinese into English simultaneous interpreting. These instances are mapped to the EVS and analyzed according to Gile's Efforts Model and the interpretive theory of translation. Instances of omission can be divided into those that may be triggered by the need to accommodate the target language and those that may be triggered by interpreter's mental overload. Instances of addition can be categorized by explicitation, deverbalization and supplementation.
Key words: Chinese into English simultaneous interpreting; omissions; additions; ear voice span (EVS)

Fantinuoli, Claudio. 2006. "Specialized Corpora from the Web and Term Extraction for Simultaneous Interpreters." In *Wacky! Working Papers on Web as Corpus*, by Marco Baroni e Silvia Bernardini (eds.), 173-190. Bologna: GIDIT, 2006.

Fantinuoli, Claudio. 2011. Computerlinguistik in der Dolmetschpraxis unter besonderer Berücksichtigung der Korpusanalyse. *Translation: Computation, Corpora, Cognition* 1:1. 45-74.
http://www.t-c3.org/index.php/t-c3/article/view/6/3
* From the first issue of a new journal. An overview of possibilities for using electronic corpora for conference preparation. Includes a description of tools.

Gile, Daniel. 2011. 通訳 – 異文化コミユニケシオンを越える現象 (Interpreting. More than intercultural communication). In **TORIKAI Kumiko, Kenichi NODA, Masako HIRAGA, Wataru KOYAMA (eds).** 異文化コミユニケシオン学への招待 (*An invitation to Intercultural Communication Studies*). Tokyo: Misuzushobou. 403-416. (Japanese translation, by **Kayoko TAKEDA**, of Gile (2002), reported in Bulletin n°26(2003).
** The paper, initially given in 2002, is of little interest. What is more interesting is the fact that it has been translated into Japanese as part of a collective volume on intercultural communication, along with Japanese translations of papers by **Claudia Angelelli** (on interpreting and multilingualism), **Lawrence Venuti** (on the translation of humor), and **Anthony Pym** (on translation theory as a means to find answers to historical questions). These, along with a paper by **Torikai**, the first editor of the book, on sustainable development and Translation Studies viewed from the diversity angle, are the fourth and last part of the book, devoted to intercultural communication and TS. In other parts of the book, other aspects of intercultural communication are covered, including its development as an academic field, multi-cultural coexistence, European intercultural communication studies, language education and education for intercultural citizenship, nature and communication, linguistic issues. In contrast to the situation in most other countries, issues of intercultural communication have been a focal point of reflection on interpreting in Japan from the start.*

Jüngst, Heike Elisabeth. 2011. Filmdolmetschen. Der Filmdolmetscher und seine Rollen. *Trans-kom* 4:2. 176-190.
* An introduction, essentially descriptive, of simultaneous interpreting of films.

Kalina, Silvia. 2011. Maß für Maß. Eine vergleichende Profilanalyse von Diskursen beim

Dolmetschen. *Trans-kom* 4:2. 161-175.

Mead, Peter. 2011. Co-ordinating Delivery in Consecutive Interpreting. *inTRAlinea* vol.13.
http://www.intralinea.it/volumes/eng_more.php?id=926_0_2_0_M75%
* *This essay examines the delivery phase of consecutive interpreting (CI), when the interpreter co-ordinates consultation of notes with mental reconstruction of the speaker's message and its reformulation in the target language, in the broad perspective of oral presentation skills. While the untrained observer might see note-taking as the most important part of CI, various authors caution about the dangers of concentrating too much on writing to the detriment of listening and analysis. To capitalise on good listening and judicious note-taking, when the interpreter takes the floor s/he should time consultation of notes and develop the habit of reading ahead to ensure unhesitant delivery. Against this background, the paper examines how the sharing of attention between consultation of notes and oral reformulation in the second phase of CI is addressed in interpreting studies and, by analogy, how studies of public speaking skills too can afford an interesting perspective on this skill.*

Moratto, Riccardi. 2010. Chinese to Italian Interpreting of *Chengyu. inTRAlinea* Vol. 12.
http://www.intralinea.it/volumes/eng_more.php?id=891_0_2_0_M74%
* *This paper investigates the interpreting of Chinese idiomatic expressions from Chinese to Italian. The data derive from my interpreting experience in Taiwan, from literature review, from newspapers articles, TV news and from attending classes of Chinese and Taiwanese interpreting-training programs as a participant observer. The data collected were, then, analyzed to complete the report. Interpreting literature is permeated with enhancing papers on idiomatic expressions and on possible coping strategies. In the interpreting field, though, academic papers have not always recognized the importance of the interdependence of cultural and linguistic traits as for interpreting two culturally, mentally and syntactically distant languages such as Chinese and Italian. Furthermore, not much has been written on the linguistic combination Chinese-Italian, in so far as all the attention has always been focused on Chinese-English interpreting both in the passive and in the active mode. The results indicate that mastering Chinese idioms not only is a major asset for interpreters, but also a way to please the audience and meet with the audience's expectations. Idioms or proverbs in China and Taiwan are perceived differently from the Western world, where, at times, stereotyped or cliché expressions are often perceived under a colloquial light. This paper is part of a broader study concerning Chinese to Italian simultaneous interpreting. Other papers concerning other aspects of Chinese to Italian interpreting will be published separately. Getting acquainted with the quintessence of Chinese culture and language, i.e. chéngyǔ (Chinese idiomatic expressions), is perceived not only as an asset but as a conditio sine qua non for the qualification of an interpreter, both conference simultaneous/consecutive and community or liaison interpreters, with Chinese as a working language.*

Sakamoto, Akiko. 2011. An empirical study on the use of note-taking for Consecutive Interpreting in the teaching of translation. *Jostrans* n°6 (2011). 203-223.
* *In this article, the author argues that the teaching of note-taking as used in consecutive interpreting can form an effective component of the teaching of written translation, specifically for understanding the clause relations within an English text and reproducing them in a Japanese translation. The study includes an account of an experiment designed to investigate whether knowledge and experience of note-taking influences students' translation products and processes.*

Seeber, Kilian. 2011. Cognitive load in simultaneous interpreting. Existing theories – new models. *Interpreting* 13.2. 176-204.
* *A theoretical paper, focused on Wickens' multi-resource theory of cognitive resources, which Seeber uses as a basis in his (ongoing?) work towards building a new cognitive load model of simultaneous interpreting. Of particular interest is his attempt to quantify the total cognitive load required when working from German into English and of the cognitive cost of various tactics ("strategies"), based on Wicken's conflict matrix. The ideas are very interesting. However, besides*

the fact that it is not clear how conflict coefficients were determined in Seeber's matrix, simplifying assumptions (semantic priming, frequency, abstractness and cognates are not taken into account – p. 192) cast doubts on the practical usefulness of the model. Differences in the interpreter's prior knowledge of a theme and of the speaker's position and differences in the structure of the source speech generate high variability in the anticipability of various information elements for a given interpreter, which could mean that the actual effects of a theoretically higher or lower cognitive load would be difficult to predict. Another point made by Wickens is that his coefficients are a relative value, not an absolute one. Seeber's conclusion that "local fluctuations of cognitive load reflected in the model seem to be of a magnitude that does not lend support to Gile's "tightrope hypothesis"according to which, "most of the time, interpreters work near saturation level""(p.197) is puzzling: first, if the coefficients are relative, how can one draw conclusions on absolute values? Second, Gile did not quantify "most of the time" or "near" in his presentation of the hypothesis; where is the contradiction between the tightrope hypothesis, formulated in such vague terms, and Seeber's idea that "interpreters still work below saturation levels a considerable part of the time", which is equally vague? Third and perhaps most importantly: if the tightrope hypothesis is not a good explanation for massive evidence of frequent errors, omissions and infelicities in simultaneous renderings of speeches around problem triggers accounted for by said hypothesis, can Seeber offer another account? A theory is supposed to at least explain empirical phenomena and preferably predict them, not to ignore their existence. Further clarification and elaboration are required.

Zhong, Weihe & Wang, Binhua. 2010. Interpreting Studies as a Discipline: A New Conception. *Chinese Translators Journal* N°5 (2010).7- (in Chinese)
*Abstract: Emerging in the 1950s and undergoing a period of fast development in the past two decades, the studies of interpreting remains confronted however with two critical issues in its pursuit of disciplinary status: how it should be positioned vis-à-vis its neighboring disciplines; and what shape its conceptual framework ought to take to ensure its continued growth. This article proposes that interpreting studies be conceived as a (sub)discipline within Translation Studies, and that its disciplinary framework be made up primarily of four components: theoretical assumptions about its own epistemology and methodology, and practical understandings of the objects and approaches for its research.

Zhong, Weihe & Wang, Binhua. 2010. Interpreting Studies as a Discipline: The Methodological Issues. *Chinese Translators Journal* N°6 (2010). 18- (in Chinese)
*Abstract: As an emerging sub-discipline of Translation Studies, Interpreting Studies has grown exponentially over the past decade, registering a phenomenal increase both in the number of scholars working in the field and in the number and quality of scholarly publications on interpreting. On the basis of a survey of major approaches to the study of interpreting, this article generalizes on the methodological norms currently taking shape in this area of studies, offering suggestions to its practitioners for the designing and implementation of their research projects.

Zuo, Jia & Liu Heping. 2011. Image Schemata and Shadowing in Simultaneous Interpreting: A Schema Theory-Guided Empirical Study. *The Chinese Translators Journal* n°5 (2011). 58- (in Chinese)
* Abstract: As gestalts, image schemata contain not only visual components but also kinesthetic information of all kinds. A schema theory-guided empirical study on interpreting we have conducted shows that image-schema-based visualization plays a crucial role in shadowing and proposition recall. With the help of such visualization, interpreters are in a better position to actively predict what is to come, retrieve information from memory, and free themselves from the constraints imposed by the linguistic forms of the original material.

M.A. AND GRADUATION THESES

Honegger, Monica. 2006. *Die Anwendung von Terminologiesystemen beim Simultandolmetschen.* Winterthur : Diplomarbeit: Institut für Übersetzen und Dolmetschen Zürcher Hochschule Winterthur.

Samková, Monika. 2011. *The Use of Pause in Simultaneous Interpreting / Úloha pauzy v procesu simultánního tlumočení* (in Czech) – M.A. thesis, Institute of Translation Studies, Charles University, Prague – September 2011 (director of the thesis: Ivana Čeňková)

Abstract

The purpose of the present thesis is to shed light on the role of pauses in simultaneous interpreting between French and Czech, mainly from the point of view of the listeners of the source speeches in French as well as both students of interpretation and professional interpreters and from the viewpoint of the listeners of the speeches interpreted into Czech. It is divided into a theoretical and an empirical part. The theoretical part briefly outlines the process of simultaneous interpreting and Daniel Gile´s Effort Model and then it focuses on prosody and individual prosodic (suprasegmental) features, especially pauses and their use in simultaneous interpreting. The empirical part describes the experiment and presents its results. The experiment itself examines the effect that unnaturally long or unnaturally placed pauses in the speaker´s quasi-authentic source speeches have on the choice of strategy and the simultaneous interpreters´ performances (students and professionnals) and on the subsequent assessment of their performances made by the listeners of the interpreted speeches.

Keywords

simultaneous interpreting, pause, listener, speech, speaker, interpreter, comprehensibility

Tauchmanová, Jana. 2011. *Daniel Gile´s Effort Model in Simultaneous Interpreting/ Model úsilí Daniela Gila v simultánním tlumočení* (in Czech) (Institute of Translation Studies, Charles University, Prague, dir. Jana Rejšková)

Summary

Simultaneous interpreting is a very complex cognitive process. Daniel Gile's Effort Model is an attempt to describe in a schematic way the various competing processes that simultaneous interpreting is composed of. The model is based on findings from cognitive psychology, especially those relating to working memory and the limited processing capacity of the human mind. It defines the process of simultaneous interpreting as a combination of three individual, yet coinciding efforts (the Listening and Analysis Effort, the Production Effort, the Memory Effort), which require a certain amount of processing capacity to assure quality interpreting performance. Problem triggers can cause saturation of the interpreter's processing capacity to occur. Saturation manifests itself either by failure sequences or by the deterioration of the interpreter's performance, immediately or at a distance.

The focus of our thesis is on processing capacity saturation due to numbers in simultaneous interpreting, from the point of view of the Effort Model. The first part of our paper is theoretical and deals with the various aspects of the simultaneous interpreting process, especially those relating to processing capacity, saturation and working memory; as well as with questions of well-known problem triggers, interpreting strategies and tactics, the unit of meaning and finally the subject of performance assessment. The second part of our paper is devoted to the findings of our experimental English-Czech study, the goal of which was the empirical testing of a hypothesis.

The hypothesis that we set out to verify was such that the occurrence of numbers, a well-known problem trigger, during simultaneous interpreting can result in the saturation of the interpreter's processing capacity. Saturation was observed as manifested in the deterioration of the interpreter's performance. However, contrary to our expectations, in the experimental segments containing numbers, performance on the average improved with the increasing proportion of numbers interpreted. With regards to individual segments, performance on the average improved in approximately 66% of them with the increasing proportion of numbers interpreted and deteriorated in approximately 33% of them with the increasing proportion of numbers interpreted. Therefore the results of our experiment are ambiguous and the hypothesis was proven right only for certain segments. However, these results could be influenced by the fact that students were used as subjects.

DOCTORAL DISSERTATIONS

Blasco Mayor, María Jesús. 2005. *Beg your pardon? La comprensión oral en la formación de intérpretes*. Tesis doctoral. Unversitat Jaume I.

Císlerová, Eva. 2011**.** *Tlumočené interakce na filmových festivalech v České republice aneb biograf a tlumočení* (*Interpreter-Mediated Interactions at Film Festivals in the Czech Republic or Interpreting the Cinema*). PhD dissertation (dir. Ivana Čeňková), Institute of Translation Studies, Charles University, Prague, september 2011 (in Czech)

Abstract

Film festivals are an important setting for interpreted interactions in the Czech Republic. Fifteen years ago, the most common interpreting activity at film festivals was that of the film dialogue. However, with technological innovations in subtitling, interpreted introductions before the screening and debates with crew members post-screening currently constitute the major interpreting activities at many film festivals.

This thesis observes interpreting at film festivals from two points of view.

Firstly, interpreting at Czech festivals is observed from a distance. Research was conducted by means of interviews and questionnaires directed to film festival organizers and hired agencies responsible for interpreting at the festivals. The result of this investigation is presented as a list of interpreting methods and approaches observed at individual festivals in the Czech Republic.

Secondly, the thesis looks at four Czech film festivals from a closer perspective. Consecutively interpreted interactions before and after film screenings were observed in detail. The following festivals were included in the research: Karlovy Vary International Film Festival (2009), International Human Rights Documentary Film Festival One World (2009, 2010, 2011), Prague Short Film Festival (2011) and Prague International Film Festival – Febiofest (2011).

While the working mode of interpreting in the examined debates was mostly consecutive, in some cases it was combined with chuchotage in one direction of the bilateral communication.

Three languages were included in the analysis: English, German and Czech.

The mode of research was orientational and qualitative. Qualitative analysis of recordings from the debates and introductions was supported by ATLAS.ti software. Twenty-five interactions from the four festivals were recorded in the cinemas.

The research is based on four theoretical concepts: culture, interaction, dialogue and text. Culture is traced both as language culture and as an individual culture with associated norms and values. Each interaction is seen as a unique encounter of cultures.

Leibbrand, Miriam Paola. 2009. *Verstehen verstehen: Modellierung epistemologischer und methodologischer Grundlagen für die Konferenzdolmetschforschung ausgehend vom Simultandolmetschen in die B-Sprache,* Dissertation am Zentrum für Translationswissenschaft der Universität Wien.

* The aim of this dissertation consists in introducing a new methodological and epistemological approach in Interpreting Studies. It has been elaborated a model for integrating fundamental concepts of social research methodology, cognitive-constructivist philosophy of science and hermeneutics. The question about how to measure comprehension in simultaneous interpreting into the B-Language, the conference interpreter´s active, but non-native working language, was the starting point of the underlying study and led to a multidimensional conceptual model based on a qualitatively oriented and theory-building research process.(Abstract by the author).

BOOKS

Andres, Dörte & Behr Martina (eds). 2011. *Interpretes Mundi* – Deuter der Welt. München: Martin Meidenbauer.
* *Die verschiedenen Bereiche, in denen Dolmetscher zum Einsatz kommen, und die Bedingungen, unter denen sie ihre Tätigkeit ausüben, sind in den letzten Jahrzehnten immer vielfältiger und anspruchsvoller geworden.*

In elf ausgewählten Arbeiten, die im Rahmen eines dolmetschwissenschaftlichen Hauptseminars am FTSK Germersheim / Mainz im Sommersemester 2010 von Studierenden verfasst wurden, wird dieser Entwicklung anhand verschiedener Fragestellungen nachgegangen: die Wahrnehmung und Rolle des Sprachmittlers in der Vergangenheit und heute, die Ansprüche an den Dolmetscher bei internationalen und nationalen Gerichten, die emotionale Belastung beim Dolmetschen in der Psychotherapie sowie in Kriegs- und Krisengebieten, der Einfluss neuer Sprachtechnologien und Software-Entwicklungen auf die Dolmetschtätigkeit, die Bedeutung von Expertise und Qualitätssicherung für die Professionalisierung dieses Berufes.
Anhand der unterschiedlichen Artikel werden die Schwierigkeiten, Grenzen und neue Möglichkeiten der grenzüberwindenden Sprachmittlung aufgezeigt.

In recent decades the various areas in which interpreters are used and the conditions under which they perform their services have become increasingly diverse and more demanding. These developments have are explored in eleven selected works, prepared by students in connection with an advanced seminar held at FTSK Mainz / Germersheim in the summer semester 2010, through a series of issues: the perceptions and role of the language mediator in the past and today, the demands placed on interpreters in international and national court settings, the emotional burden on interpreters in psychotherapy and in areas of conflict and war, the influence of new language technology and developments in software on the work of the interpreter and the importance of expertise and quality assurance for the continuing professionalization of this occupation.
The articles also indicate difficulties, limits and new language possibilities for cross-border language mediation.

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Collados Aís, Ángela, Emilia Iglesias Fernández, E. Macarena Pradas Macías & Elisabeth Stévaux (Hrsg). 2011. *Qualitätsparameter beim Simultandolmetschen. Interdisziplinäre Perspektiven*. Tübingen: Narr. (texts were translated from Spanish into German by Rafael Barranco-Droege, Marie-Luise Nobs and Conceptión Sánchez-Adams).
* *ECIS, the Spanish group dedicated to research on the assessment of quality in simultaneous interpreting, which has been very productive in terms of empirical research on this topic over the years, has come out with yet another volume reporting extensive research on the role and importance of various parameters in quality perception. The new volume, in German, is a follow up to the 2007 volume in Spanish reported in Bulletin n°35 (December 2007). Note the deliberate linguistic choices, away from the dominance of English. Whereas the previous volume reported original research by members of the group, this new volume is a very extensive and systematic review of the relevant literature. It is made up of ten chapters, each focusing on one specific quality parameter, and a huge bibliography of 61 pages listing more than 1200 items.*

Contents

García Berrera, Olalla. Eindrucksbildung. In **Collados Aís, Ángela, Emilia Iglesias Fernández, E. Macarena Pradas Macías & Elisabeth Stévaux** (Hrsg). 2011. *Qualitätsparameter beim Simultandolmetschen. Interdisziplinäre Perspektiven*. Tübingen: Narr. 15-32.

An overview on and around first impressions

Iglesias Fernández, Emilia. Stimme. In **Collados Aís, Ángela, Emilia Iglesias Fernández, E. Macarena Pradas Macías & Elisabeth Stévaux** (Hrsg). 2011. *Qualitätsparameter beim Simultandolmetschen. Interdisziplinäre Perspektiven*. Tübingen: Narr. 33-60.
An overview on and around voice quality

Barranco-Droege, Rafael, Ángela Collados Aís, José-Manuel Pazos-Bretaña. Intonation. In **Collados Aís, Ángela, Emilia Iglesias Fernández, E. Macarena Pradas Macías & Elisabeth Stévaux** (Hrsg). 2011. *Qualitätsparameter beim Simultandolmetschen. Interdisziplinäre Perspektiven*. Tübingen: Narr. 61-92.

Pradas Macías, E. Macarena. Flüssigkeit. In **Collados Aís, Ángela, Emilia Iglesias Fernández, E. Macarena Pradas Macías & Elisabeth Stévaux** (Hrsg). 2011. *Qualitätsparameter beim Simultandolmetschen. Interdisziplinäre Perspektiven*. Tübingen: Narr. 93-117.
An overview on and around fluency

Blasco Mayor, María J. Diktion. In **Collados Aís, Ángela, Emilia Iglesias Fernández, E. Macarena Pradas Macías & Elisabeth Stévaux** (Hrsg). 2011. *Qualitätsparameter beim Simultandolmetschen. Interdisziplinäre Perspektiven*. Tübingen: Narr. 119-139.
An overview on and around diction

Stévaux, Elisabeth. Akzent. In **Collados Aís, Ángela, Emilia Iglesias Fernández, E. Macarena Pradas Macías & Elisabeth Stévaux** (Hrsg). 2011. *Qualitätsparameter beim Simultandolmetschen. Interdisziplinäre Perspektiven*. Tübingen: Narr. 141-172.
An overview on and around accent

Jiménez Ivars, Amparo. Logische Kohäsion. In **Collados Aís, Ángela, Emilia Iglesias Fernández, E. Macarena Pradas Macías & Elisabeth Stévaux** (Hrsg). 2011. *Qualitätsparameter beim Simultandolmetschen. Interdisziplinäre Perspektiven*. Tübingen: Narr. 173-189.
An overview on an around logical cohesion

Pérez-Luzardo Díaz, Jessica & Rafael Barranco-Droege. Stil. In **Collados Aís, Ángela, Emilia Iglesias Fernández, E. Macarena Pradas Macías & Elisabeth Stévaux** (Hrsg). 2011. *Qualitätsparameter beim Simultandolmetschen. Interdisziplinäre Perspektiven*. Tübingen: Narr. 191-217.
An overview on and around style

García de Quesada, Mercedes. Terminologie**. In **Collados Aís, Ángela, Emilia Iglesias Fernández, E. Macarena Pradas Macías & Elisabeth Stévaux** (Hrsg). 2011. *Qualitätsparameter beim Simultandolmetschen. Interdisziplinäre Perspektiven*. Tübingen: Narr. 219-251.
An overview on and around terminology

Nobs, Marie-Louise, E. Macarena Pradas Macías & M. Manuela Fernández Sánchez. Korrekte und vollständige Sinnübertragung. In **Collados Aís, Ángela, Emilia Iglesias Fernández, E. Macarena Pradas Macías & Elisabeth Stévaux** (Hrsg). 2011. *Qualitätsparameter beim Simultandolmetschen. Interdisziplinäre Perspektiven*. Tübingen: Narr. 253-290.
An overview on and around correct and complete transmission of 'sense'

Bibliography: p. 293-353.

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Haas, Nicole. 2011. *Dolmetschen am Ruanda Tribunal*. München: Martin Meidenbauer.
Im Fokus dieses Buches steht die Arbeit der Dolmetscher am Internationalen Strafgerichtshof für Ruanda (ICTR). Als wichtigste Quellen dienen dabei die Protokolle der Gerichtsverhandlungen sowie Auskünfte von Dolmetschern selbst. Die Analyse dieser Informationen ergibt eine Vielzahl

problematischer Aspekte, die eine überaus negative Auswirkung auf die Verhandlungen haben. Dies betrifft z. B. die Qualifikation der Dolmetscher, ihre psychische Belastung, die Zusammenarbeit mit Juristen sowie sprachliche und kulturelle Missverständnisse. Darüber hinaus ist die technische Ausstattung des Gerichts bei Weitem nicht optimal. Erschwerend kommt hinzu, dass die Einstellung der Zeugen gegenüber den Dolmetschern häufig von großem Misstrauen geprägt ist. Besonders für ein Gericht, das so schwerwiegende Anklagen wie Völkermord und die Verletzung von Menschenrechten behandelt, sind die herausgearbeiteten Schwierigkeiten nicht hinnehmbar. Ziel dieser Arbeit ist es deshalb, einen Beitrag zur Sensibilisierung für die Problematik des Dolmetschens am ICTR und damit zu Gerechtigkeit und Fairness von Gerichtsverfahren zu leisten.(DA)

Summary
This book concerns the work of the interpreters employed at the International Criminal Tribunal for Rwanda. Its main sources are the official transcripts of the court sessions and first-hand information from the interpreters themselves. The analysis of these elements revealed a multitude of problems concerning the interpreters' qualifications, their cooperation with lawyers, linguistic and cultural misunderstandings, and the psychological strain for the interpreters. In addition, the witnesses' attitudes towards the interpreters are characterized by deep mistrust. Last but not least, the tribunal's technical facilities are far from optimal. All of these difficulties have a very negative effect on the court proceedings which is not acceptable for a tribunal dealing with severe charges such as genocide and violations of human rights. The objective of this dissertation is to contribute to the rise of awareness for the problems related to the interpreters' work at the ICTR and thus to justice and fairness in court proceedings.

Leibbrand, Miriam Paola. 2011. *Grundlagen einer hermeneutischen Dolmetschforschung* (TRANSÜD, hrsg. von Hartwig Kalverkämper und Larisa Schippel, Band 38), Berlin: Frank & Timme.

Nicodemus, Brenda and Laurie Swabey (eds). 2011. Advances in Interpreting Research. Amsterdam/Philadelphia: John Benjamins.
* Another welcome initiative by two personalities from the American signed language interpreting community. In their introduction, the editors talk about their experience and feel that a paradigm shift has occurred in the field of signed language interpreting regarding the connection between research and practice, with a growing number of practitioners who now understand the value of grounding their work in evidence-based studies (p.1). At the same time, the editors felt the need for guidance to working interpreters and trainers for incorporating research into their work (p.2). They consider their volume to be an extension of Gile, Dam, Dubslaff, Martinsen & Schjoldager's collective volume on getting started in interpreting research (2001), moving beyond the initial stages of research into reports and reflections on various aspects of interpreting research in both spoken language and signed language interpreting, but this book is still written essentially for graduate students, interpreting practitioners, educators and aspiring researchers (p.3).

Contents

Pöchhacker, Franz. 2011. Researching interpreting. Approaches to inquiry. p. 5-25.
* General reflection, diversity, classification, mixed designs…

Russell, Debra. 2011. Designing a research project. Beginning with the end in mind. p. 27-46.
* Advice to beginning researchers.

Moser-Mercer, Barbara. 2011. Identifying and interpreting scientific phenomena. Simultaneous challenges to interpreting research. p. 47-58.
* Based on a grid of four stages for the development of science proposed by Shneider (2009), the author suggests that IS is at stage two and is entering stage 3, for which solid training in research

and a strong emphasis on scientific rigor are necessary – but still missing in our field.

Metzger, Melanie & Cynthia Roy. 2011. The first three years of a three-year grant. p. 59-84.
* A particularly useful narrative and discussion of practical issues and challenges in conducting naturalistic research on interpreted meetings with signed-language interpreting.

Liu, Minhua. 2011. Methodology in interpreting studies. A methodological review of evidence-based research. p. 85-119.
* The author lists and classifies the methodology in 48 evidence-based studies published in the journal Interpreting from 2004 to 2009. Quite useful for beginners who can see what types of methodologies were used, with explanations, and references so that they can read the real thing. Note that Liu's definition of "experimental" follows the cognitive science tradition and is somewhat more restrictive than definitions found in other disciplines. "Evidence-based" presumably is an alternative to "empirical".

Napier, Jemina. 2011. If a tree falls in a forest and no one is there to hear it, does it make a noise? The merits of publishing interpreting research. p. 121-152.
* Advocacy for research and publication, advice to beginners on when and where to publish, with examples.

Leeson, Lorraine. 2011. "Mark my words". The" linguistic, social and political significance of the assessment of signed language interpreters. p. 153-176.
* A general discussion, with important points made. It is a pity that the author did not include in her discussion the (considerable) existing work on assessment in spoken language interpreting.

Hessmann, Jens, Eeva Salmi, Graham H. Turner & Svenja Wurm. 2011. Developing and transmitting a shared interpreting research ethos. EUMASLI – a case study. p. 177-198.

Peterson, Rico. 2011. Profession in pentimento. A narrative inquiry into interpreting in video settings. p. 199-223.
* An informative and interesting description and discussion of issues around video relay service interpreting… but in what way is it linked to the theme of the book?

Adam, Robert & Christopher Stone. 2011. Through a historical lens. p. 225-239.
* Advocacy for historical research into language brokering for the Deaf.

Swabey, Laurie & Brenda Nicodemus. 2011. Bimodal bilingual interpreting in the U.S. healthcare system. p. 241-259.
* A review of the situation and call for action.

* * *

Verhoef, Marlene & Theodorus du Plessis (eds). 2008. *Multilingualism and Educational Interpreting*. Hatfield, Pretoria: Van Schaik Publishers.
* At the core of this book is the wish to document the educational interpreting project at North-West University, South Africa, which had been in operation over four years at the time the book was published. The first two papers ("chapters") in the book (by Marlene Verhoef and Theodorus du Plessis respectively) refer mostly to multilingualism and multilingual policy in South Africa. The others, micro-summarized below, are of particular interest to the community of conference interpreters as they deal more specifically with (simultaneous) interpreting in the classroom as performed by interpreters with atypical qualifications and working under atypical conditions.

It seems that the people in charge of the project, and in particular Marlene Verhoef, had the excellent idea of documenting it through research from the start, mainly through field observation, questionnaires and focus group discussions. As explained in the editorial, I find this book particularly interesting and feel that its editors and other authors should be commended for their ideas and dedication in starting research as soon as the interpreting project itself started, in following it up longitudinally and in writing up provisional findings in this book and elsewhere. My only reservation is that I would have loved to see more explicit reports on the methodology and the data collected – readers are often treated to summaries rather than to full-fledged research reports. But I am sure this can be corrected in papers to be submitted to journals at a later stage.

Contents

Blaauw, Johan. 2008. Towards a model for the training of educational interpreting. In Verhoef & du Plessis (eds). 32-46.
* On the Potchefstroom campus of North-West University, South Africa, simultaneous interpreting through portable whispered-interpreting equipment of some 400 lecture hours per week, mostly in the English-Afrikaans combination, is provided by circa 60 interpreters and "assistant interpreters", only one of whom has undergone university-level interpreter training. The other interpreters are mostly first-degree holders from the university and a few free lancers. All have been given in-house training at NWU. The author explains how and why interpreting was organized this way. He also reports that

there was constant research through questionnaires completed by the interpreters and the assessment of recordings. There is also research on end-user perception of interpreting quality, peer evaluations and terminology feedback slips. Initial training consists of two long sessions distributed over two days (the theoretical content is largely based on Gile's Effort Models and Gravitational Model) and shorter sessions distributed throughout the academic year. The author reports a surprisingly high satisfaction rate from users for interpreters with so little training. Unfortunately, the paper does not provide details of the research methodology and of the findings, but this information is presumably available. All in all, it looks as if this unusual model, which departs from standard practice in schools which follow the AIIC model, could challenge some well-established ideas.

Bothma, Rhoda & Marlene Verhoef. 2008. Assessing the role of the interpreter in facilitating classroom communication. In Verhoef & du Plessis (eds). 135-159.
* In a focus group discussion with students who benefited from interpreting at NWU, 8 questions were asked about the correctness of the language used by the interpreter, the understanding of the content gained by listening to interpretation, their feeling that they were included in the communication taking place in class, the completeness of the interpretation, the trust in the interpreter providing students with correct information, potential disturbance arising from the presence or mannerisms of the interpreters, their feeling that the interpreter is part of the classroom communication process, the role played by the interpreter in class. Field observations were also carried out, and associated with four video recordings. Finally, there were structured interviews with lecturer in two modules which were interpreted for students. One interesting conclusion that the authors draw from the study is that in classroom interpreting, "the responsibility of the interpreter is not so much to interpret "what is being said", but to see to the continuation of communication" in phatic terms (p.156).

De Kock, Elma & Johan Blaauw. 2008. Are longer interpreting turns than the norm possible within an educational interpreting environment? In Verhoef & du Plessis (eds). 82-98.
* The question is tackled on the basis of questionnaires (27 recipients of the questionnaire, 10 respondents) and a focus group discussion with four interpreters who had not responded. Findings, inter alia the fact that half of the respondents said they are not particularly tired after interpreting for over one period (45 minutes) are discussed with reference to some models by Gile.

Mathey, Gene. 2008. Simultaneous interpreting at high school level in South Africa: a case study. In Verhoef & du Plessis (eds). 179-195.
* A language-needs assessment was carried out with 50 questionnaires sent to teachers from three primary schools and five secondary schools across three South-African provinces, essentially to find out whether language difficulties caused problems with education and to find out how the schools addressed them. Results indicated that indeed, the diverse linguistic background of the students caused difficulties. A pilot project with interpreting was launched at Frikkie Meyer High School, Thabazimbi, and questionnaires and focus group discussions were held from the start, with positive responses.

Olivier, Herculene. 2008. Process, product and performance: exploring the differences between conference interpreters and educational interpreters. In Verloef & du Plessis (eds). 99-113
* The main aim of the paper was to determine whether the typical profile of a simultaneous conference interpreter provided a good comparative basis for establishing a comparative profile of differences between conference interpreters and educational interpreters. A heuristic model developed by Pöchhacker (2004 – Introducing Interpreting Studies, 113-158) was used as the conceptual basis for discussion. A questionnaire and structured interview with 14 conference interpreters working in South Africa and 14 NWU educational interpreters served to collect data. Among interesting differences found, 65% of the educational interpreters stated they were constantly relying on prior knowledge when interpreting, whereas conference interpreters said they relied on prior knowledge most of the time (36%) or sometimes (36%). To this reviewer (DG), it is not clear how speech can be understood

without relying on prior knowledge. In order to make sense, the answers need to be interpreted further. Also, the majority of conference interpreters (65%) indicated that sound and vision was the most problematic input variable, whereas educational interpreters said speed and mode of delivery were the most problematic input variables. With respect to their role, conference interpreters felt they had to deliver a good service to the user, but had to be equally true to the speaker, whereas educational interpreters showed an emotional connection to the role they played within the classroom context as an aid to the students (p.110).

Partridge, Maristi. 2008. Influences on the interpreter's performance in the classroom. In Verhoef & du Plessis (eds). 67-81.
* An analysis of the factors that influence the interpreter's performance in the classroom on the basis of Gile's Effort Model of simultaneous interpreting. The author identifies the following factors as particularly disturbing in the classroom environment: a noisy environment, the quality of the sound of the speaker's voice, accent, intonation and rhythm, speed of delivery, the complexity of the information content, syntactic differences between the source- and target language, interruptions and incomplete sentences, deictic references. She also reports that she used questionnaires asking the interpreters to indicate on a scale of one to four how much difficulty they experienced in coping with the stated problem, but the data are not provided in the paper.

Verhoef, Marlene. 2008. Benchmarking the quality management of educational interpreting services rendered at the North-West University. In Verhoef & du Plessis (eds). 47-66.
* On management of quality of the interpreting service at NWU.

Verhoef, Marlene. 2008. Assessing the interpreting quality of specialist versus non-subject specialist educational interpreters at the North-West University. In Verhoef & du Plessis (eds). 114-134.
* On the basis of questionnaires, semi-structured and open-ended focus groups conducted between 2005 and 2007 with end-users and departments and faculties. Some interesting findings:
- end-users frequently fail to see whether interpreters have a scholarly background in the modules they are interpreting or not.
- while initially, program owners had a strong preference for interpreters with previous training in their academic field, this is no longer overtly expressed, and lecturer value a good interpersonal working relationship with their interpreters (p.122).
   The paper also includes a comparison of the performance of 3 interpreters interpreting the same theme in mathematics, one of whom has no background in mathematics. The data suggest that the professional performance of interpreters does not depend upon their subject knowledge.

Verhoef, Marlene. 2008. Accounting for paralanguage and non-verbal communication in the educational interpreting service rendered at the North-West University. In Verhoef & du Plessis (eds). 160-178.
* A theoretical discussion and some comments made on the basis of observation, questionnaires and interviews. Some interesting points made are the following:
- The regular physical presence of interpreters in the classroom is significant and actually seems to integrate them to a large extent into the group (a factor which is absent in conference interpreting from a booth).
- The interpreter's attire tended to determine their perception as part of the student body or part of the faculty or administration
- The interpreter's prosody was important in making the interpreted lecture interesting for students.
   It seems that a lively interpreting style contributes to both trust in and respect for the lecturer and trust in and respect for the interpreter (p.173). Note that this echoes the findings of the ECIS group in Granada, started and led by Ángela Collados.

- Only 13% of non-users of interpreting found the presence of the interpreters in class disturbing (p.174)
- All those students who expressed dissatisfaction with interpreting as a mode of delivery were first year students. According to the author, it takes learners a while to acquaint themselves with the interpreter-mediated mode of delivery. The same thing applies to the use of headphones. (p.174, 175).

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