THE CIRIN BULLETIN

Conference Interpreting Research
Information Network

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

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. The same applies to the distinction between 'cognitive load' and 'cognitive effort', 'cognitive effort' being the 'effortful response' to cognitive load.
3. Entries preceded by >>> are those which the editor considers noteworthy for one reason or another.

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EDITORIAL

Welcome to **Anelise Gondar**, who volunteered to be a Node for Brazil. Anelise Gondar is assistant professor with the Dept. of Modern Foreign Languages at the Universidade Federal Fluminense and an interpreter trainer at PUC in Rio de Janeiro. With her valuable help, it is hoped that CIRIN will be able to access and disseminate information about research being done in Brazil more systematically.

In this issue, there are 98 CIR entries, 64 of which (67%) are papers in collective volumes. Out of these, 40 (62%) are from the Routledge Handbook of Conference Interpreting, which mainly features

descriptions and overviews. Moreover – and this is good news as regards international networking within CIR – many of them are authored by teams of 2 or more authors, often from different countries. This makes statistical analyses, of proportions of empirical reports, of production by countries, of topics addressed meaningless (overviews of conference interpreting in distinct countries in the Routledge Handbook mention history, the market situation, training and research).

Thanks to Hande Ersöz-Demirdağ, CIRIN Node for Turkey, this issue of the *Bulletin* lists 12 CIR entries from Turkey, including 1 article published in a journal and 7 published in a collective volume. It would seem that in CIR, and perhaps in TIS in general, for some languages of lesser diffusion, most publications in the national language are part of collective volumes. This is not always the case; in Japan and Korea, it seems that most CIR texts are published in journals.

The Routledge Handbook of Conference Interpreting
The *Routledge Handbook of Conference Interpreting*, edited by Michaela Albl-Mikasa and Elisabet Tiselius (2021) is a valuable collection. It not only provides the expected overviews on well-known topics, but also offers interesting historical and other information on conference interpreting in several parts of the world, and in a number of chapters, complex technical concepts and techniques, especially as regards cognition and neurolinguistic aspects of interpreting, are explained in a way which laypersons can grasp. Moreover, recent empirical research is abundantly represented and definitely shows that CIR is making serious headway. Signed language interpreting is also well represented.

One entry from *Frontiers in Psychology* '(Chou et al. 2021) was included in this issue for an unusual reason, as an illustration of poor publication practices to which Pöchhacker and Liu's (2021) editorial alludes. The contrast between this paper and the overall quality of the content of *Interpreting* since Pöchhacker and the late Miriam Shlesinger (and now Minhua LIU) highlights the value of their editorial work to the IS community.

In connection with this personal contribution to dedicated editors, in the 'Other interpreting-related publications section', Gile (2021) analyzes the significant contribution of individual personalities to the early development of Translation Studies and Interpreting Studies.

Daniel Gile

CIR PUBLICATIONS

ARTICLES

Arzık Erzurumlu, Özüm. 2019. Inter-editing: Revealing the Dual Role of Staff Interpreters on Turkish News Channels. *TransLogos* 2:1. 68-84.
Abstract: Full-time interpreters working for TV outlets in Turkey hold two roles: they serve both as editors for the world news desk and as simultaneous interpreters. Drawing on interviews made with editor/interpreters and editors-in-chief and corroborating these with real-life interpreting instances, the author investigates the relationship between editing and interpreting. It is found that the editing task assumed by interpreters/journalists bears upon the lexical choices made in interpreting on television news channels in Turkey. Drawing on the term 'trans-editing' coined by Karen Stetting (1989) to describe the role of journalists, it is asserted that the role of these editors/interpreters might be described as that of 'inter-editors.' It is the contention of the paper that inter-editing might prove useful in describing TV interpreting by staff interpreters in Turkey. (HED)
https://dergipark.org.tr/tr/pub/translogos/issue/46578/584732

Arzık Erzurumlu, Özüm. 2019. Three Women Interpreters Pioneering Interpreting in Turkey: Zeynep Bekdik, Belgin Dölay, Fatma Artunkal. In Şehnaz Tahir Gürçağlar (ed). *Kelimelerin Kıyısında-Türkiye'de Kadın Çevirmenler*. Istanbul: İthaki Publishing House. 347-378.
*Abstract: The paper examines the contributions of three distinguished lady interpreters who helped establish conference interpreting as a profession in Turkey: Fatma Artunkal, Zeynep Bekdik, and Belgin Dölay. The paper, drawing on open-question interviews with them, examines their entry into the profession and the efforts they put into shaping the profession. The relationship between their identities as interpreters and women is explored. The paper also draws attention to the visibility of interpreters in the media in Turkey. (HED)

Baigorri-Jalón, Jesús (Univ. of Salamanca). 2021. One Upon a Time at the ILO: The Infancy of Simultaneous Interpreting. In **Seeber, Kilian** (ed). *100 Years of Conference Interpreting. A Legacy*. Cambridge Scholars Publishing. 1-24.
*An interesting historical narrative, partly based on ancient photographs, of the beginning of simultaneous interpreting at ILO. The narrative includes technical details about the evolution of the equipment during this initial period, as well as reactions from early SI experiments at ILO. Inter alia, this is when the idea emerged that after shifts of about 30 minutes, the quality of the output deteriorated markedly. This article is also a reminder of the 'democratizing' effect that interpreting had on participation at ILO meetings, because representatives of employers and employees who only mastered their native language finally had access to the content of speeches made in other languages. Baigorri-Jalón also notes that 11 trainees finished successfully in February 1928 the first simultaneous interpreting course ever, which was presumably organized by or at ILO.

Ball, Matthew (Director of Interpretation, Canada's Translation Bureau). 2021. Distance Interpreting and the Risk of Alienation. In **Seeber, Kilian** (ed). *100 Years of Conference Interpreting. A Legacy*. Cambridge Scholars Publishing. 262-269.
*An interesting overview of the possible negative impacts of distance interpreting, starting with increased fatigue when having to work with compressed sound, which increases cognitive pressure on the listening effort, can lead to chronic hypercontraction of middle-ear muscles, and has affective effects as well. The article lists some interesting references for readers who would like to learn more about it.

Bartłomiejczyk, Magdalena (University of Silesia). 2020. How much noise can you make through an interpreter? A case study on racist discourse in the European Parliament. *Interpreting* 22:2. 238-261.
*A Critical Discourse Analysis of several racist statements in English and Polish by a Polish Member of the European Parliament. Target speeches into English, Polish and German were extracted from the corpus of plenary European Parliament contributions. The interpreters' handling of racist statements was inconsistent, but slight mitigation was the most popular option.

Chen, Sijia; Kruger, Jan-Luis; Doherty, Stephen (Southwest Univ., Macquarie Univ., Univ. of New South Wales, Australia). 2021. Reading patterns and cognitive processing in an eye-tracking study of note-taking in consecutive interpreting. *Interpreting* 23:1. 76-102.
*Eighteen professional interpreters with Chinese A and English B were asked to do consecutive interpreting with eye-tracking. Among the findings: participants preferred language notes to symbol notes, and language notes were associated with more dwell time; language notes were associated with more effort than symbol notes; the participants used more notes in English than in Chinese in both directions, and the dwell time was shorter in Chinese notes than in English notes.
DG: One intriguing point: the authors attribute the cognitive effort indicated by gaze parameters to note-reading, but they do not take on board the fact that while reading, the interpreters also reconstruct the speech from long-term memory and produce the target speech. Both of these efforts interact with note-reading to generate cognitive effort, and peaks in cognitive effort associated by the

authors with reading might actually reflect peaks in cognitive effort associated with either one or both of these parallel efforts. If this is true, inferences made on the basis of eye-tracking data should not be claimed to entirely indicate note-reading effort unless some procedure allows to tease apart the effort associated with each of the 'reformulation Efforts'.

Chmiel, Agnieszka (Adam Mickiewicz Univ., Univ. of Silesia). 2021. Effects of simultaneous interpreting experience and training on anticipation, as measured by word-translation latencies. The eye or the ear. *Interpreting* 23:1. 18-44.
*In this experiment, beginning student interpreters, graduating student interpreters and experienced professional interpreters were asked to translate sentence-final words from Polish to English or vice-versa, and the word latency of translation was measured under two conditions: "high-context sentences", in which the sentence was presumed to provide context which would facilitate anticipation of the word (a noun), e.g., for English: "All her expensive shoes are made of LEATHER", and "low-context sentences", the content of which was not very helpful in predicting the final word, e.g. "These innovative handcrafter products are made from LEATHER". The stimuli were presented visually. The data suggest that latency improves during training but then reaches a ceiling. The data also suggest that professional interpreting experience facilitates inhibition of unwanted translation equivalents.
DG: Well-designed and interesting, but it is not clear to what extent these trends hold when interpreters process sound in continuous source speeches while producing their own speeches.

Also note that in her literature review, the author refers to interesting research, inter alia on cross-linguistic connections in the bilinguals' memory. Also of interest to this reviewer against the background of the Gravitational model of language availability: according to the author, if a word has a strong cross-linguistic connection to a translation equivalent as a result of frequent co-activation, it will be activated and produced faster (it will be more 'available' in the terminology of the Gravitational model).

Chmiel, Agnieszka; Janikowski, Przemysław; Cieślewicz, Anna (Adam Mickiewicz Univ., Univ. of Silesia). 2020. The eye or the ear. Source language interference in sight translation and simultaneous interpreting. *Interpreting* 22:2. 187-210.
*The authors set out to see which of sight translation (ST) or simultaneous interpreting (SI) was associated with more language interference. Using Wickens's 'conflict matrix', the authors arrived at the hypothesis that there would be larger language interference in ST than in SI. They designed an experiment in which 47 advanced interpreting students were asked to either sight-translate or interpret isolated sentences, and checked the interference using cognates, false cognates ("homographs") and sentence structures. Results varied depending on the indicator, and did not indicate consistently the effect of stronger interference in ST or SI.
DG: Setting aside the lack of a clear-cut corroboration or refutation of the hypothesis, which is not a problem per se, I wonder what an experiment with students (albeit advanced students) working on isolated sentences can be expected to tell us about what happens with professionals sight-translating or interpreting in simultaneous continuous speech in a communication context.

Chou Isabelle; Liu, Kanglong; Zhao Nan. 2021. Effects of Directionality on Interpreting Performance: Evidence from Interpreting Between Chinese and English by Trainee Interpreters. *Frontiers in Psychology* 12:781610. doi: 10.3389/fpsyg.2021.781610
*Another paper on directionality, in this case of directionality in consecutive interpreting in Chinese students with a Chinese A and an English B. The performance in both directions of 66 undergraduate and postgraduate students (!) from translation and interpreting programs in Southwest China, who were attending a nationwide interpreting competition, was analyzed for form and accuracy. Accuracy was similar in both directions, while form was better when working into Chinese.

DG: While studies on directionality in professionals are welcome, why such a study on student interpreters is of interest is not clear - it would make sense if they compared beginning students with advanced interpreters, which they apparently did not. Incidentally, participants were "undergraduates and postgraduates", but the authors do not say in what proportion, and why were they lumped together rather than distinguished if assumed to be more or less advanced? Problems with English as a foreign language among Chinese students may have little to do with the exercise in consecutive as such. Neither is much indicated about the features of the source speech segments they were asked to interpret. At least in two places, several lines of the text were repeated. In the references, Basic Concepts and Models for Interpreter and Translator Training is listed as having been co-authored by Gile and Chai M. (!)

Is this what a paper in a peer-reviewed journal should look like? Does this publication contribute anything to the authors' reputation, to the journal's reputation, or to IS?

Christen y Gracia, Lucila María (Univ. de Vic, Univ. Central de Catalunya). 2021. Impact of voice gender on the perception of simultaneous interpreting quality. In **Barranco-Droege, Rafael** (ed). 2020. *Solving the riddle of interpreting quality. Dimensions and challenges*. Granada: Editorial Comares. 25-58.
This paper describes the study conducted by the author for her 2017 MA thesis, reviewed in Bulletin n°56 (2017).

>>>**Dam, Helle** (Aarhus Univ.). 2021. From controversy to complexity. Replicating research and extending the evidence on language choice in note-taking for consecutive interpreting. *Interpreting* 23:2. 222-244.
Seven consecutive interpreting classes over a week in a Danish graduate conference interpreting training program were used to obtain 22 consecutive interpretations from 5 graduating students and 5 experienced professional interpreters working in seven language combinations involving A-into-B and B-into-A interpretations. Notes were collected, source speeches and target speeches were transcribed and analyzed, and a questionnaire on language choice was administered one week after the interpretations. The 4,708 note units were classified as language-based or symbols, and as regards the former, as source language (SL) or target language (TL) units, and as the interpreter's A or B language, or a third (non-A-non-B) language. Based on this categorization, frequencies of occurrence were calculated.
Some of the findings include: an average of about one note unit for three source speech words and about 35% of symbols, a dominance of A language notes regardless of whether it is the SL or TL, as well as explanations of choices in the questionnaires, as aiming at time and/or effort saving. Nevertheless, there was a small but consistent preference for the TL over the SL, which Dam interprets as a norm, and a general preference of English as a convenient language for note-taking. She discusses previous analyses of the existing literature on the topic which talk about "disagreements" and "contradiction" and believes it would be more appropriate to talk about 'complexity'.
DG: Methodologically, Dam chose to set aside the control "and reductionism inherent in experimental design" in favor of a more "open and organic approach". I believe that under the circumstances, this was a good choice that made it possible to collect a diversified sample and to successfully identify consistent trends above variability. Also refreshing is Dam's frank disagreement with other authors' interpretations of discrepancies as "controversial". Her explanation points to basic consistency, modulated by further factors, which lead to complexity. It would be good if, at some stage in the research about central topics, more researchers took the liberty of breaking away from restrictive formalism and attempt to see whether common-sense based methods could not contribute significantly.

Dam, Helle (Aarhus Univ.); **Ahrens, Barbara** (TH Köln); **Nicodemus, Brenda** (Gallaudet Univ); **Richardson, Michael** (Heriot-Watt Univ.); **Salaets, Heidi** (KU Leuven, Antwerp Campus); **Wallace,**

Melissa (Univ. of Texas at San Antonio). 2020. Research, practice and training: cross-fertilization or compartmentalization. A discussion on quality in interpreting. In **Barranco-Droege, Rafael** (ed). 2020. *Solving the riddle of interpreting quality. Dimensions and challenges*. Granada: Editorial Comares. 187-212.
*The text is based on a panel discussion at ICIQ3 (2017).

>>>De Wit, Maya; Crasborn, Onno & Napier, Jemina. 2021. Preparation Strategies for Sign Language Conference Interpreting: Comparing International Sign with a National Sign Language. In **Seeber, Kilian** (ed). *100 Years of Conference Interpreting. A Legacy*. Cambridge Scholars Publishing. 41-72.
*In this study, the authors staged an international meeting in which two speakers presented in English to an international audience of hearing and Deaf people. These speeches were interpreted, in NGT (the national Dutch sign language) by a team of two interpreters, and in international sign language (IS) by another team of two interpreters. National sign languages have standard lexicons and grammatical conventions, whereas International Sign Language is a hybrid with few standard signs and conventions and needs to be adapted at meetings to the specific international audience to achieve maximum understanding. The interpreters were videotaped while preparing for the assignment and during post-interpretation interviews. The collected data show that the team working into the national sign language focused on comprehension and on finding the appropriate NGT signs, whereas the team working into IS focused on the creation of highly visual and intuitive signs for their international audience. There is probably nothing new in these findings for signed language interpreters, but the study has the merit of documenting these tendencies (albeit in a case study) through an experiment and systematic collection of data. For spoken language conference interpreters, three points that are documented in the data might be particularly interesting: firstly, the existence, in an international conference interpreting setting, of a target language that needs to be partly re-invented at meetings depending on the audience and the settings; secondly, the fact that signed language interpreters pay much attention to their Deaf audience's characteristics, needs and immediate comprehension of the target speeches; thirdly, that trust and cooperation between members of interpreting teams are considered particularly important – this is not found to the same extent in spoken language conference interpreting.

Defrancq, Bart (Ghent University) 2021. What can research deliver and how? In **Seeber, Kilian** (ed). *100 Years of Conference Interpreting. A Legacy*. Cambridge Scholars Publishing. 244-248.
*This chapter starts with an anecdote: someone in the audience at ConfInt100 told the research panel that there is a potential risk to one's reputation among interpreters if a practisearcher found "scientifically" something that contradicted "professional accepted truth". The practitioners' professional interests and the discourse that pursuing them generates are not necessarily in line with what research may unveil. Cooperation between researchers and practitioners is certainly useful to the former, but not necessarily to the latter, at least as regards their endeavors to obtain working conditions that make their work easier, more lucrative, and in general more attractive. This is something researchers need to acknowledge, however tempting it may be to 'sell' research for its expected long-term benefit while glossing over the possibility of coming up with inconvenient truths.
*   Researchers also need to be rigorous, in how they think and act when planning studies, implementing their designs and making inferences from their findings, but also in what they write in general – if they are to be credible. Defrancq calls for agreed research protocols, and to support his point, he refers to a hypothesis (the Tightrope Hypothesis) which, he claims, was "discarded" by Anthony Pym who "simply went through" the data that Gile provided when discussing it. What Pym actually did was to propose an <u>additional</u> factor (risk management) to explain the data produced by Gile. How does this "discard" the hypothesis, what does a hypothesis have to do with "knowledge built on quicksand", and how does this example help Defrancq support his call for "agreed research*

protocols"? See also the last point in the second text in this issue's Beginner's corner, about language choice in note-taking in consecutive.

Delgado Luchner, Carmen & Loiseau, Nathalie. 2021. Understanding A, B and C: Performance Descriptors for Interpreters' Working Languages. In **Seeber, Kilian** (ed). *100 Years of Conference Interpreting. A Legacy*. Cambridge Scholars Publishing. 122-140.
*See the report in this issue on the two co-authors' paper (with Loiseau as first author) published in the Interpreter and Translator Trainer.

Diriker, Ebru (**Boğaziçi** University, Istanbul). 2021. Interpreting and Ethnography: Contexts Revisited. In **Seeber, Kilian** (ed). *100 Years of Conference Interpreting. A Legacy*. Cambridge Scholars Publishing. 249-253.
*Diriker points out that in research into conference interpreting, much attention has been paid to cognition, but there is a lack of ethnographic data, while in research into signed language interpreting and community interpreting, there has been significant interest in the social interactional context. She believes that the deep changes that the present COVID pandemic has generated in the world of conference interpreting, in particular with the massive surge of remote interpreting, ethnographic investigations are likely to contribute much. Indeed.

Doğan, Aymil. 2019. Sözlü Çeviri Sürecinde Bilişsel Başlangıç Çalışmaları (Beginner Level Cognitive Practices in Interpreting Training). In Bulut, Alev and Özkaya, Esra (eds) *Sözlü Çeviri Eğitimine Güncel Yaklaşımlar* (Current Approaches to Interpreting Education). Istanbul: Istanbul Üniversitesi Yay. 9-26.
* This chapter is devoted to the cognitive processes in simultaneous and consecutive interpreting and note-taking competence, and highlights the importance of memory techniques, multitasking, n-back, information analysis and coding strategies like neuro attention, filling the mental gaps by world knowledge, general knowledge and field knowledge, standards of textuality and discourse, speech acts, conversational implicatures, register theory, relevance theory, ostension, coping strategies and research fields and methods. (HED)

Ersöz-Demirdağ, Hande. 2019. Çaba Modelleri Dizisinin Sözlü Çeviri Eğitimine Faydaları (The benefits of the Effort Models in interpreter training). In A. Bulut and E. Özkaya (eds) *Sözlü Çeviri Eğitimine Güncel Yaklaşımlar* (Current Approaches to Interpreting Education). Istanbul: Istanbul Üniversitesi Yay.71-84.
*This text aims to present the Effort Models which provide conceptual elements to explore the difficulties of interpretation, as well as the new perspective they bring to research, hence their relevance for both trainers and students. (HED)

Ersöz-Demirdağ, Hande. 2021. Danica Seleskovitch'in ve Yorumlayıcı Çeviri Kuramının Çeviri Alanına Katkıları (Contributions of Danica Seleskovitch and Interpretive Theory of Translation to the field of Translation and Interpreting), In S. Öztürk Kasar; B.Haleva; L. Arslan Özcan and P. Güzelyürek Çelik (Eds.), Prof. Dr. *Hasan Anamur'un Anısına*, Istanbul: YTÜ yay, 191-198.
*This paper reports how the Interpretive Theory of Translation was developed and discusses its contribution to Translation Studies. (HED)

>>>**Eugeni, Carlo & Barnabé, Rocío**. 2021. Written Interpretation: When Simultaneous Interpreting Meets Real-Time Subtitling. In **Seeber, Kilian** (ed). *100 Years of Conference Interpreting. A Legacy*. Cambridge Scholars Publishing. 93-108.
*An overall introduction to respeaking, which is linked to real-time subtitling. Real-time subtitles can be produced by typing, or through 'respeaking' (called 'voice writing' in the USA). Respeaking involves automatic speech recognition (ASR), which produces written words on a screen. These are

monitored and corrected. The output lags behind the source speech by 2 to 10 seconds. Respeakers need to articulate each word clearly and avoid making interfering sounds.

>>>**Fantinuoli, Claudio & Montecchio, Maddalena** (Johannes Gutenberg Univ. Mainz). 2022. Defining maximum acceptable latency of AI-enhanced CAI tools. *arXiv*:2201.0279v1 [cs.CL] 8 Jan 2022.
* In this study, 8 students with Italian A in their second and final year of a graduate conference interpreter training were asked to interpret an English speech with the support of written numbers on a screen. The numbers were displayed with latencies of 1 sec, 2 secs, 3 secs, 4 secs and 5 secs. The quality of the output was evaluated, including the rendition of the numbers and informational and delivery-related quality of the speech segment in which they were embedded. The authors report the best results for the numbers at latencies of 1, 2 and 3 seconds, beyond which performance deteriorated markedly. As regards the quality of the segment in which the numbers were embedded, the best results were found with latencies of 1 and 2 seconds, with a minor degradation at 3 seconds and marked degradation stating with 4 seconds. The authors are aware of the limitations of this study, which was conducted with students and in one language combination only. Experienced interpreters might well maintain quality at higher latencies, and language-pair specific factors which statistically require more or less waiting time before being able to reformulate information, in particular information-order differences, may well have an effect as well, but this study is on a promising track, which could lead, after replications with different language combinations and professional interpreters, to a very useful contribution.

>>>**Gieshoff, Anne Catherine** (Zurich University of Applied Science). 2021. The impact of visible lip movements on silent pauses in simultaneous interpreting. *Interpreting* 23:2. 168-191.
*Fourteen graduating students were asked to SI 4 speeches with or without vision of the speaker's lips movements on video and with or without white noise, and the mean duration of their silent pauses were calculated under all conditions. Silent pauses were shorter when the students could see the speaker's lip movements and when there was no white noise. This suggests that mean duration of silent pauses can be used as indicators of cognitive load.
DG: A thorough, well-planned experimental design, good explanations of the author's strategic decisions, and a clever choice of white noise as a control variable.

Gile, Daniel (Université Paris Sorbonne-Nouvelle). 2021. Research into Interpreting: Prospects and Limitations. (A Reply to B. Defrancq & E. Diriker). In **Seeber, Kilian** (ed). *100 Years of Conference Interpreting. A Legacy*. Cambridge Scholars Publishing. 254-256.
*In his response, addressed mostly to Defrancq (see above), Gile stresses that though research does produce data, these are not necessarily sufficient to provide clear-cut answers to many fundamental questions that practitioners have. Gile joins Defrancq in his concern about the reaction of practitioners to 'inconvenient truths' that research might unveil.

Gile, Daniel. (Université Paris Sorbonne-Nouvelle). 2021. The Effort Models of Interpreting as a Didactic Construct. In **Muñoz Martín, Ricardo**; **SUN, Sanjun & LI, Defeng** (eds). *Advances in Cognitive Translation Studies*. Singapore: Springer Nature. 139-160.
*An updated version of the paper published in Chinese in 2020 (see Bulletin n°61). In this new version, Gile goes deeper into the (didactics-oriented) reasons for several choices made when building the models, which were definitely based on realistic observation and analysis of interpreting phenomena and challenges, but did not have accuracy at micro-level as a goal.

Gumul, Ewa (Univ. of Silesia). 2021. Explicitation and interpreting quality: Reporting interpreting goals in trainee interpreters' retrospective protocols. In **Barranco-Droege, Rafael** (ed). 2020. *Solving the riddle of interpreting quality. Dimensions and challenges*. Granada: Editorial Comares. 139-168.

Another analysis of Gumul's corpus of bi-directional English/Polish interpreting outputs and retrospections by 120 interpreting students from 3 Polish universities (see micro-reviews of other publications by Gumul in previous issues of the Bulletin). Out of the 5 005 retrospective comments in her corpus (a large corpus – it would have been a shame not to use it for more than one exploration), 618 report deliberate explicitations, and 515 of these were reported to have been introduced with a view to improve the quality of the output – Gumul reports that over 90% of the explicitations identified in the corpus were not reported in the students' retrospection and are assumed to have most probably been performed involuntarily. This is an interesting point. Another valid point that Gumul makes is that while – for various reasons – what is said in retrospective reports is not necessarily true, the method does give insights into phenomena and motivations that are not available through the sole analysis of the product itself. A few examples of interesting explanations include: adding 'and' when the interpreter did not make inter-sentential pauses, presumably because of time pressure; replacing "Iraqi dictator" by 'Saddam Hussein', the first words that came to the students' mind – which Gumul interprets as the effect of higher availability, referring to Gile's Gravitational Model of linguistic availability; replacing "the region of operation" by "Iraq" to save time. In 129 comments, students explained they added information to facilitate comprehension, which shows they see their work as having a communication aim beyond the linguistic exercise. Gumul comments nevertheless that explicitation by students often ("above all") aimed at countering potential deficiencies in the quality of the output, in which case they were geared more to self-preservation than to the improvement of the communicative value of the message.

HAN, Chao; CHEN, Sijia; FU, Rongbo; FAN, Qin (Southwest Univ., Ningbo Univ.). 2020. Modeling the relationship between utterance fluency and consecutive interpreting. *Interpreting* 22:2. 211-237.
An experimental investigation of fluency in consecutive (breakdown, speed and repair), both objective and perceived. In one model the authors tested, the mean length of unfilled pauses and the mean length of runs accounted for about 60% of the variance in fluency ratings in both English-Chinese and Chinese-English directions and for both experienced and novice raters.

Hanusiak, Dariusz (Uniwersytet Jagielloński w Krakowie). 2021. The Choice of Language for Note-taking for the Purposes of Consecutive Interpreting. An English-Polish Case Study. *Między Oryginałem a Przekładem* 4:54. 51-61.
Fifty-two Graduating Polish-A English-B students from an MA program in Translation and Intercultural Communication at Jagellionian University in Cracow were asked to take notes of (it is not clear whether they were asked to also interpret from the notes) while viewing a video recording of a European Parliament speech by Nigel Farage, and their notes were scrutinized. Most of the students took their notes in English or mostly in English. Most of them used very few symbols, but 84.6% used at least one symbol.

Kalinin, Andrei Y. & Mikhailovskaia, Maria V. 2021. Simultaneous Interpretation of Political Press Conferences in Diplomatic vs. Media Settings. In **Seeber, Kilian** (ed). *100 Years of Conference Interpreting. A Legacy*. Cambridge Scholars Publishing. 73-92.
Videos of 18 press conferences and their interpretations by 12 diplomatic interpreters and 7 media interpreters working from Russian (their A language) into their English B were retrieved from the Web and analyzed for formal similarity between source speech and target speech. The authors found that in the diplomatic setting, interpreters tended to stick to formal correspondence, sometimes at the expense of "naturalness", more than in the media interpreting setting. The authors attribute this tentatively to the fact that in diplomatic settings (at least in Russia), interpreters, who are usually employees of the government, are in a subordinate position with respect to the speakers they interpret, which is not the case of media interpreters, whose global strategy is more audience-oriented.

>>>**Loiseau, Nathalie & Delgado Luchner, Carmen**. 2021. A, B and C decoded: understanding interpreters' language combinations in terms of language proficiency. *The Interpreter and Translator Trainer* 15:4. 468-489.

An innovative endeavor to establish a practical distinction between A, B and C languages and offer a self-administered online written test to prospective conference interpreting students to help them identify the most appropriate working language combination for them using the A, B and C categories.

The test described in the paper was developed for French, but the principles should apply to all language combinations. An interesting idea was to use as data a corpus of 4009 free-text feedback entries written by trainers on consecutive and simultaneous performance by students in class over 5 years. This corpus was analyzed with a view to identify categories of areas of language-related strengths and weaknesses by the co-authors of the paper. The resulting inter-rated differences were very small: 4.2% of the entries were categorized differently. Ten categories were identified. For the C language, vocabulary, idioms and cultural references were the most often highlighted category. For the B language, the most often highlighted categories were grammar and idiomaticity, followed by style, register and vocabulary. For the A language, idiomaticity and style were most salient. Grammar and vocabulary came next.

The authors then developed a self-administered written language test, which was tested and calibrated on three distinct groups, 26 non-interpreter native French speakers, 13 professional interpreters, and 14 interpreting students. The test consisted of 13 exercises, including synonym and antonym matching, closing on technical terms, selecting the meaning or ending of idiomatic expressions, collocation closing, proverb closing, preposition closing, true/false comprehension, best summary selection, register lexical and grammatical closing.

The results of the test in the three groups are discussed in detail. Mean values turned out to be affected by what could probably be considered outliers because of the small size of the samples. Nevertheless, the test scores identified correctly the language classification of 11 of the 13 professional interpreters and of 12 out of the 14 interpreting students.

DG: It would have been interesting to have information on how exactly the content (as opposed to the categories) of the exercises was selected (was a language corpus of some sort used, with an analysis of frequencies of lexical units, grammatical constructions and register variations, or was the content selected on the sole basis of the authors' – or one of the authors' – experience and intuition?). I also noted that the issue of availability was only roughly present in the form of time constraints on the test, and that oral recognition is totally absent from the test.

>>>**Mirzaee, Adeleh & Mousavi Razavi, Mir Saeed** (Allameh Tabataba'I Univ. Iran). 2021. Directionality and Error Typology in English-Persian Simultaneous Interpreting: A Descriptive-Analytic Corpus-Based Study. *New Voices in Translation Studies* 25, November 2021. 54-80.

The authors analyzed 3 Iranian presidential speeches (by Rouhani) and 3 US presidential speeches (1 by Obama and 2 by Trump) delivered at the UN General Assembly between 2016 and 2018 and interpreted simultaneously into English (the interpreters' B language) or Persian by Iranian interpreters, and analyzed omissions, "substitutions" (errors), additions, "false fluency" and "editorialization". According to the authors, all interpretations were done without text. This was confirmed by interpreter C, who interpreted all three Iranian speeches into English. In all cases and in both directions, omissions were by far most numerous; they were followed by "substitutions". The proportions were similar in both directions. Interestingly, when working into Persian, the interpreters' A language, there were about 10 omissions or errors every minute in the first two speeches and about 5 omissions and errors in the third speech. In addition, interpreter B, who interprets for Press TV (the other interpreter, who interpreted the two other speeches, works for Voice of America), reported in his interview that "he left most of President Trump's words uninterpreted since they were against his

country and he did not want to utter such words in his own country" (p. 66). When working into English, the total number of omissions and errors was far lower, about 1,7 to 3,2 on average.
What makes this study interesting are the following:
- *The interpreters were more accurate when working into their B language than working into their A language (but the relative difficulty of the source speeches could explain that to a large extent)*
- *Errors and omissions noted occurred at least once every minute, and up to 10. Even when classifying omissions and substitutions into major/minor subcategories, major omissions and errors in the English-into-Persian interpretations occurred on average 3,6 to 8,5 times per minute*
- *Testimony by interpreter C provides a clear-cut example of an interpreter not following the accuracy norm. It is not clear whether this was related to a perception of personal risk in this particular case.*

Nour, Soudabeh; Struys, Esli; Woumand, Evy; Hollebeke, Ily; Stengers, Hélène (Vrije Universiteit Brussel, Leiden University, Ghent University). 2020. An interpreter advantage in executive functions? *Interpreting* 22:2. 163-186.
*As the authors point out in this systematic review of the literature, the complexity of interpreting cognition has raised interest in a potential "interpreter advantage", namely some specific improvement in cognitive skills, in particular the ability to suppress irrelevant responses ("inhibition"), the ability to shift between mental sets, and the ability to update one's working memory representation. After a systematic screening of 1,798 potentially relevant articles, they selected 17 that reported on a total of 94 tasks with 1,176 participants. On the basis of their meta-analysis, they consider that interpreter advantages in executive functioning are only found as regard shifting and updating, but not inhibition. Moreover, interpreter training seems to only affect shifting.

Okoniewska, Alicja M. 2021. Critical Discourse Analysis: A Theory-Based Module in Interpreter Training. In **Seeber, Kilian** (ed). *100 Years of Conference Interpreting. A Legacy*. Cambridge Scholars Publishing. 141-161.
*The author describes a CDA module of three 3-hour sessions she implemented with 9 first-year students of interpreting at ISIT, Paris, to help them gain better understanding of political discourse when interpreting.

Özkaya, Esra. 2019. Eşzamanlı Çeviri Eğitimi İstanbul Üniversitesi İngilizce Mütercim-Tercümanlık Anabilim Dalı Örneği (Simultaneous Interpreting Training, Case Study: Istanbul University English Translation & Interpreting Studies Department). In A. Bulut and E. Özkaya (eds) *Sözlü Çeviri Eğitimine Güncel Yaklaşımlar* (*Current Approaches to Interpreting Education*). Istanbul: Istanbul Üniversitesi Yay. 55-70.
*Abstract: This study dwells upon the elective simultaneous interpreting classes which are offered to students at Istanbul University, Faculty of Letters Translation & Interpreting Studies Department, English Division, starting from the 5th semester, with a focus on the modular and specialty-based training approach (HED).

Pöchhacker, Franz & Stögerer, Monika (Univ. of Vienna). 2021. Fifty Years of Research on Anticipation in Simultaneous Interpreting. In **Seeber, Kilian** (ed). *100 Years of Conference Interpreting. A Legacy*. Cambridge Scholars Publishing. 26-40.
*An overview of research on anticipation in simultaneous interpreting. The study mentioned in the abstract is the experiment conducted by Stögerer for her 2019 MA thesis – with a small sample of students, not professionals. One challenge that is not mentioned in the paper is the difficulty of detecting anticipation, which can occur while the interpreter is listening without being manifest in the target speech as such – See also the first text in the Beginner's corner at the end of this issue. If only

cases where a piece of information was actually worded in the target speech before it was worded in the source speech are counted, as in Jörg's 1995 thesis mentioned by the authors, much anticipation may have been missed, and inferences on directionality or language-pair specificity are hazardous. Other studies (see Amos, 2020 reported in this issue) use a clever design with eye-tracking, which shows when anticipation occurs through eye movement towards a visual representation of a person or object before it is mentioned explicitly by the speaker.

Rennert, Silvi. (Univ. of Vienna). 2021. Impact of fluency from a listener's perspective. In **Barranco-Droege, Rafael** (ed). 2020. *Solving the riddle of interpreting quality. Dimensions and challenges*. Granada: Editorial Comares. 1-23.
*In a thorough design in which care was taken to produce natural-sounding speeches (on postmodernism and marketing), an interpretation was edited into two versions with different degrees of fluency (pauses, hesitations, false starts, audible breathings, lengthening of sounds). Forty-seven marketing students were assigned to one of two groups and listened to one or the other version. They were then asked comprehension questions. They were also asked to rate the fluency of the interpretation and their own comprehension of the interpretation, as well as the interpreter's accuracy (without listening to the original speech). Comprehension scores were similar in the two groups, and fluency ratings were different, reflecting the manipulation of the interpretations.

Rodríguez Melchor, María Dolores (Univ. Pontificia Comillas, Madrid). 2021. Developing quality tools for continuous assessment in conference interpreting training. In **Barranco-Droege, Rafael** (ed). 2020. *Solving the riddle of interpreting quality. Dimensions and challenges*. Granada: Editorial Comares. 169-185.
*The aims of the author (and presumably of a team she works with) is to foster self- and peer-assessment by providing students with optimized assessment templates at every stage of the learning process. The online assessment tools that were developed, including learning diaries, trainer feedback entered into a logbook and self-assessment templates, gave the author an opportunity to obtain a complete collection of data over three cohorts of 8 students each (the analysis of the data at the time the paper was written only included the first two cohorts). In the paper, the focus is on data generated from the learning diaries, mock tests and final exams, and more specifically, on data from two students.

Ruiz Rosendo, Lucía; Barghout, Alma & Martin, Conor H. Martin. 2021. Interpreting on UN field missions: a training programme. *The Interpreter and Translator Trainer*, DOI: 10.1080/1750399X.2021.1903736
*The authors describe a 4-day training program for UN interpreters sent out to UN field missions and its evaluation by its 13 participants. The article documents the fact that UN conference interpreters may perform field assignments that are remote from the traditional conference setting, not only as regards the physical environment and working conditions, but also with respect to ethical and psychological issues that may arise (no details are provided in the article, but the fact that the Human Rights Council is involved is meaningful). It would be interesting to look at the interaction between the UN conference interpreters and local interpreters with no or little training that may be involved depending on language needs, and at perceptions of the interpreters' role(s) associated with such missions.

YUAN, Rongjie (East China Normal Univ., Shanghai). 2021. Material development for beginner student interpreters: how does text structure contribute to the difficulty of consecutive interpreting? *The Interpreter and Translator Traine*r https://doi.org/10.1080/1750399X.2021.1950979
*An analysis of the difficulty of consecutive on the basis of the cognitive effort involved in understanding causal and additive relations in source speeches offered to beginning consecutive interpreting students. When interpreting speeches with more additive relations or more causal relations, answers to a questionnaire adapted from the NASA Task Load Index showed that at

microstructure level, additive relations were perceived as more difficult to process than causal relations. However, when the macrostructure of the source speech was built with causal relations, this caused more perceived difficulty than when it was built with additive relations.

The author's explanation of the difficulty of comprehension of additive relations at microstructure level uses the 'cognitive workbench model' proposed by Britton, Glynn and Smith (1985). The 'workbench', a concept similar to Working Memory, assumes that the central processing unit can only perform one cognitive operation at a time with cognitive resources held on a 'workbench'. Due to its limited capacity, relevant knowledge, which is stored in Long-Term Memory, is retrieved when required, processed information is coded in LTM and later retrieved when necessary for new information processing information. According to the model, retrieval from LTM can be done through either 'prefetching', before the task begins, which depends on prediction, or 'fetching on demand', which requires more time and cognitive capacity. According to YUAN, processing causal relations at microstructure level in a text is more likely to trigger prediction, and thus prefetching. At macrolevel, however, causal relations represent higher cognitive load.

In the conclusion, YUAN suggests that such findings should be kept in mind when selecting or developing source speeches for beginning students.

>>>**ZHAN, Cheng** (Sun-Yat-Sen Univ, Guangzhou). 2019. Language Choice in Note-taking for C-E Consecutive Interpreting – An Empirical Study on Trainee Interpreters in China's Mainland and Taiwan. *Journal of Education and Culture Studies* 3:4. URL: http://dx.doi.org/10.22158/jecs.v3n4p457
An experiment in which 12 interpreting students with Chinese A and English B, 6 from Guangdong University of Foreign Studies in Mainland China and 6 from to Taiwanese institutions, were asked to interpret an English speech into consecutive, and their notes were scrutinized. One interesting result was that the proportion of notes in English was markedly higher among Taiwanese students than among Mainland students. The author hypothesizes that this may be due to the fact that the Taiwanese use traditional Chinese characters, that are more complex and therefore take more time to write than the simplified characters used in Mainland China. An interesting explanation, in line with the idea of the need for notes to take as little processing capacity and time as possible, both to leave more attentional resources free for the Listening Effort and to avoid excessive lag which might lead to Working Memory saturation (also see Dam's paper in this issue, as well as the text in the Beginner's corner).

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In **Albl-Mikasa, Michaela & Tiselius, Elisabet** (eds). 2021. *The Routledge Handbook of Conference Interpreting*. Abingdon, Oxon & New York: Routledge.
Due to lack of time before online posting deadline, comments are only offered for some chapters. Other interesting chapters have a title explicit enough to suggest what their content is.

Ahrens, Barbara & Orlando, Marc. 2021. Note-taking for consecutive conference interpreting. In Albl-Mikasa & Tiselius (eds). 34-48.
* *A systematic overview of issues around note-taking, including empirical research (but it is a pity the authors could not include Dam's study reported in this issue of the Bulletin), with a focus on cognitive aspects of note-taking and reference to cognitive load and effort and reference to recent technology as well.*

Albl-Mikasa, Michaela. 2021. Conference interpreting and English as a lingua franca. In Albl-Mikasa & Tiselius (eds). 546-563.

Baigorri Jalon, Jesús; Fernández Sánchez, María Manuela; Payas, Gertrudis. 2021. Historical developments in conference interpreting. In Albl-Mikasa & Tiselius (eds). 9-18.

Bartlomiejczyk, Magdalena & Stachowiak, Katarzyna. 2021. Modes of conference interpreting. Simultaneous and consecutive. In Albl-Mikasa & Tiselius (eds). 19-33.
In this paper, the authors not only describe the modes, but provide explanations about the process, refer to problem triggers, boothmate cooperation, relay interpreting, working languages and sub-modes.

Bendazzoli, Claudio. 2021. Corpus studies in conference interpreting. In Albl-Mikasa & Tiselius (eds). 443-456.

>>>**Chmiel, Agnieszka**. 2021. Eye-tracking studies in conference interpreting. In Albl-Mikasa & Tiselius (eds). 457-470.
A clear and informative explanation of what eye-tracking is all about, and an overview of recent innovative studies that have used eye-tracking. Chmiel highlights methodological issues and points out that traditional eye-tracking indicators (which she calls "measures") developed for reading are not necessarily adequate for interpreting, where other effortful cognitive activities occur concurrently with reading. Eye-tracking indicators may have to be adjusted and/or redefined and/or complemented with other indicators for the purposes of interpreting research.

Dam, Helle & Gentile, Paola. 2021. Status and profession(alization) of conference interpreters. In Albl-Mikasa & Tiselius (eds). 275-289.
A discussion of relevant concepts and an overview of research on the topic. Overall, the authors note the perception of a loss of status of conference interpreters over the years due to a number of factors including ELF and technological developments. Interestingly, they note that a non-negligible number of conference interpreters now accept to also take on community interpreting assignments, and observe that while this is associated with a certain loss in remuneration and status in society, community interpreting can be considered to make a more important contribution to society.

Dawrant, Andrew & Han, Chao. 2021. Testing for professional qualification in conference interpreting. In Albl-Mikasa & Tiselius (eds). 258-274.
The authors start by pointing out the flaws of present qualification tests and the absence of progress over the years. They then offer a comprehensive list of potential improvements with specific recommendations.

>>>**Dawrant Andrew; Wang, Binhua; Jiang, Hong**. 2021. Conference Interpreting in China. In Albl-Mikasa & Tiselius (eds). 182-196.
An enlightening – and somewhat critical – overview of conference interpreting in China. The authors describe the (relatively recent) beginning of the conference interpreting profession in China with the establishment in 1979 of the UN Training Program for Interpreters and Translators in Beijing. The top priority was quality, and the program "would be judged a success if one cohort could produce just two graduates who could qualify as UN interpreters". From 1979 to 1993, when the program was shut down, the program graduated a total of 108 interpreters, about 9 interpreters per cohort. From 1985 on, the European Union set up its own training project. According to the authors, at this time, there are three centers in Mainland China that offer 2-year full time postgraduate interpreter training at international 'best practice' standards. There are also programs which select trainees at admission, but without intermediate streaming or final qualification testing. This is the prevalent model underlying the MTI (Master of Translation and Interpreting) degree, which includes consecutive and simultaneous interpreting as compulsory training for all. At the time this chapter was written, there were 259 MTI programs across China, meaning that instructors were drawn from among existing language faculty

without necessarily being qualified as interpreters. Moreover, the MTI curriculum does not include B-language enhancement classes, and there are no final qualification tests.
DG: This information should be kept in mind when reading Chinese research on interpreting by students. These students, at both undergraduate and graduate level, do not necessarily train to become conference interpreters, do not necessarily have the required B-language skills that conference interpreting students have in selective conference interpreter training programs in the 'West', and are not necessarily trained by competent conference interpreters. All of this does not invalidate Chinese research, buy it does mean that caution is required before extrapolating from findings on Chinese students to the population of conference interpreters and conference interpreting students in the 'West'.

As regards the market, the lion's share of interpreting practice in China is made up of in-house interpreting. With respect to research, with about 8,000 papers on interpreting, China is one of the most productive if not the most productive country.

Defrancq, Bart; Collard, Camille; Magnifico, Cédric; Iglesias Fernández, Emilia. 2021. Sex and gender in conference interpreting. In Albl-Mikasa & Tiselius (eds). 414-427.
An overview of ideas and research on potential differences in interpreting behavior between male and female interpreters; 'sex' relates to physiology, and 'gender' to socialization.

Falbo, Caterina. 2021. Media conference interpreting. In Albl-Mikasa and Tiselius (eds). 90-103.
In this chapter, good points are made about the often particularly difficult working conditions of media interpreters which prevent them from achieving the same quality as in usual conference interpreting as regards accuracy and delivery, and leave them with the goal of attaining "the level of performance that is feasible under a given set of conditions" (Pöchhacker, 2011). Falbo also points out that they are often expected to optimize the entertainment value of the program at which they interpret, and sometimes to edit or even filter out utterances which are deemed counterproductive by the broadcasters.

Fantinuoli, Claudio. 2021. Conference interpreting and new technology. In Albl-Mikasa & Tiselius (eds). 508-522.

Gile, Daniel & Barranco-Droege, Rafael. 2021. Theory and training in conference interpreting. In Albl-Mikasa & Tiselius (eds). 337-354.
An exploratory survey-based study of the prevalence and use of the most popular theoretical frameworks ('theories') developed in conference interpreter training, with responses from both students and trainers from various parts of the world.

Graves, Alison; Pascual Olaguíbel, Marina; Pearson, Cathy. 2021. Conference interpreting in the European Union Institutions. In Albl-Mikasa & Tiselius (eds). 104-114.

Harshvardhan, Chitra & Malohotra, Anya. 2021. Conference Interpreting in India. In Albl-Mikasa & Tiselius (eds). 197-215.
Much information on conference interpreting in a large, very multilingual country which rarely surfaces in research on interpreting. Conference interpreting seems not to have developed well in India. On the other hand, signed language interpreters consider they are well-trained and are members of professional associations. Interesting.

>>>**Hervais-Adelman**, Alexis. 2021. Neuroimaging of simultaneous conference interpreters. In Albl-Mikasa & Tiselius (eds). 471-487.
Yet another chapter in which the author endeavored to provide clear explanations which should be very helpful to laypersons who wish to understand why neuro-linguists are interested in (mostly simultaneous) interpreting and what their studies could contribute. More specifically, the author explains the central role that various types of 'control' (attentional control, language control, motor control) play in the various stages of simultaneous interpreting: Listening and Analysis – "perception"

in the author's words, short-term memory storage, mental target speech production and physical target speech production. He then explains the nature and limitations of various human neuroimaging methods, briefly introduces brain anatomy and the historical developments that led to the identification of areas particularly implicated in language processing. He then discusses bilingual language control and reviews a number of studies related to interpreting. Findings suggest that changes occur over time with practice. Some reduction of brain areas mobilized for certain interpreting-related activities can be interpreted as indicating a more efficient use of the relevant neuron networks, but enhancement of the grey matter in some areas has also been noted.

Hickey, Sarah; Downie, Jonathan; Gansmeier, Alexander; Drechsel, Alexander. 2021. Bridging the gap between conference interpreters and researchers with online data. In Albl-Mikasa & Tiselius (eds). 523-530.
*The authors suggest that using online media would be an efficient tool to bridge the gap between practitioners and researchers. This may or may not be true but is not backed by a convincing rationale, and in their introductory statements, they make puzzling claims – to say the least – about research being disconnected from daily practice, about the lack of involvement of interpreters and other stakeholders in interpreting research, about the reasons why AIIC decided recently to fund relevant research on interpreting. Do they really think that training, working conditions, role and quality perception and expectations, the effects of technology, the interpreters' status to cite just a few topics that have been and still are popular in research are not perceived by practitioners as related to their daily practice of interpreting? Do the authors not know that more than 25 years ago, AIIC funded a large survey on quality expectations and had interpreters administer questionnaires to delegates at conferences where they were working? And that research on the quality of the air in the interpreting booth and on remote interpreting came from within the practitioners' community? That a study on stress and quality during long turns in the booth was undertaken as a reaction to the American FTC challenging AIIC rules? If they do not, they have not done their homework.

>>>**Hodzik, Ena & Williams, John N.** 2021. Working memory and cognitive processing in conference interpreting. In Albl-Mikasa & Tiselius (eds). 357-370.
*The first part of the chapter offers clear explanations about working memory in interpreting, including the central concept of WM and the concept of executive functions, which, when investigated with cognitive research methods, has so far failed to demonstrate clearly an interpreter advantage, though neurophysiological evidence suggests that changes do occur in the interpreters' brain with practice. In the second part of the chapter, the authors take up prediction and anticipation in interpreting, again, with a good analysis of existing research.

Horváth, Ildikó & Tryuk, Małgorzata. 2021. Ethics and codes of ethics in conference interpreting. In Albl-Mikasa & Tiselius (eds). 290-304.
*The authors introduce the AIIC Code of professional ethics, discuss the European Commission's Ethics: A Practical Guide for DG SCIC, and then move on to analyze ethical issues in new areas.

>>>**Johnson, Julie E**. 2021. Mindfulness training for conference interpreters. In Albl-Mikasa & Tiselius (eds). 564-580.
*An original and interesting research topic in conference interpreting research, cleverly shown to be relevant through a reference to interpreting-related stress. Roughly, a certain level of stress stimulates, but excessive stress does not, especially when it results in anxiety which takes up cognitive resources that would need to be engaged in speech processing. According to the author, 'mindfulness', which can be expressed as deliberate awareness of one's present experience without judgment, may help release attentional resources that are otherwise engaged in inhibiting task-irrelevant thinking associated with anxiety, and mindfulness training can help reach this state. If this is confirmed and the amplitude of such an effect is sufficient, this could be very useful to conference interpreting students, who are

regularly plagued by high stress in the classroom when first encountering the high cognitive pressure of interpreting and the classroom-related pressure found in selective conference interpreter training programs. The author reviews available relevant empirical research. It will be interesting to monitor developments, and in particular comparisons of the effect of mindfulness training and various meditation and relaxation techniques.

Jourdenais, Renée. 2021. Conference Interpreting in the United States. In Albl-Mikasa & Tiselius (eds). 129-139.
*Besides a systematic description of the history, market and training of conference interpreting in the USA, Jourdenais offers a welcome section about signed language conference interpreting and discusses in some depth the after-effects of the COVID pandemic on working conditions and future prospects.

Kalina, Sylvia & Barranco-Droege, Rafael. 2021. Learning and teaching conference interpreting. In Albl-Mikasa & Tiselius (eds). 321-336.

Korpal, Pawel. 2021. Stress and emotion in conference interpreting. In Albl-Mikasa & Tiselius (eds). 401-413.
*An overview of concepts, theories and research, with a section explaining the main relevant research methods and associated pitfalls.

Lee, Jieun. 2021. Conference interpreting in South Korea. In Albl-Mikasa & Tiselius (eds). 159-168.

Matyushin, Igor & Buzadzhi, Dmitry. 2021. Conference interpreting in Russia. In Albl-Mikasa & Tiselius (eds). 140-149.
*A rather comprehensive overview of conference interpreting in Russia which starts with the history of interpreting in Russia in general and covers market conditions, research, training, sign-language conference interpreting – and the influence of English. As regards research, readers might be interested in some information provided on the best-known pioneers, whose work did not reach the 'West' for geopolitical and linguistic reasons.

Moser-Mercer, Barbara. 2021. Conference interpreting and expertise. In Albl-Mikasa & Tiselius (eds). 386-400.
*Another comprehensive discussion of the central cognitive-psychological concept of expertise, including clear definitions and explanations, an overview of research and pending issues, including a section on neurophysiological facets of expertise acquisition. The author rightly points out the desirability of longitudinal studies of interpreters which would help measure changes over time in the same individuals. (Note that Tiselius conducted one such study).

Okoniewska, Alicja & Wang, Binhua. Discourse analysis in conference interpreting. In Albl-Mikasa & Tiselius (eds). 428-442.

Orlando, Marc. 2021. Conference Interpreting in Australia. In Albl-Mikasa & Tiselius (eds). 169-181.

>>>**Pagura, Reynaldo & Costa Pinto, Jayme**. 2021. Conference interpreting in Brazil. In Albl-Mikasa & Tiselius (eds). 231-239.
*In this overview, the authors offer interesting information about the role of individuals in the development of conference interpreting in Brazil, including personal market-related behavior. This sociological aspect of historical development has been salient in other market-places as well (South Korea is one country where this was apparently the case) and deserves to be studied in future studies as a distinct topic.

Pradas Macías, E. Macarena & Zwischenberger, Cornelia. 2021. Quality and norms in conference interpreting. In Albl-Mikasa & Tiselius (eds). 243-257.

Riccardi, Alessandra. 2021. Strategies and capacity management in conference interpreting. In Albl Mikasa & Tiselius (eds). 371-385.

Ruiz Rosendo, Lucía & Diur, Marie. 2021. Conference interpreting at the United Nations. In Albl-Mikasa & Tiselius (eds). 115-125.

Russo, Mariachiara. 2021. Aptitude for conference interpreting. In Albl-Mikasa & Tiselius (eds). 307-320.

Sandrelli, Annalisa. 2021. Conference Interpreting at Press Conferences. In Albl-Mikasa & Tiselius (eds). 80-89.
Among other points made by the author about interpreting at press conferences, she mentions the constantly changing topics which can result in a lack of overall textual coherence, the substantial corpus of studies of interpreting at government press conferences where a relatively high number of additions aimed at improving cohesion and explaining logical links are found, whereas interpreters tend to be very cautious in adding new information, reducing the speakers' words or correcting their mistakes. She cites examples of studies that suggest expectations differ considerably from prescriptive rules formulated in professional codes of ethics. When interpreting for football teams, interpreters are expected to be fans of their club, show attachment to it and filter out potentially damaging messages. When interpreters refuse to comply, they can easily be fired and replaced by more 'flexible' (docile) interpreters.

Seeber, Kilian G. & Fox, Brian. 2021. Distance conference interpreting. In Albl-Mikasa & Tiselius (eds). 491-507.

Slaughter Olsen, Barry; Liu, Henry; Viaggio, Sergio. 2021. Diplomatic conference interpreting. In Albl-Mikasa & Tiselius (eds). 67-79.
The authors make a distinction between two types of "diplomatic interpreters", those working for sovereign governments and those working for Inter-governmental organizations. This is somewhat confusing, as the general perception of the label 'diplomatic interpreting' among conference interpreters is probably limited to the first case. Two points that the authors make about diplomatic interpreting for sovereign governments deserve to be highlighted, as they qualify some norms that are often considered general in training programs: one is that in such interpreting, interpreters are often required to work more from their A language into their B language rather than the other way around, and the other is that they are expected to be loyal to their respective governments, not 'neutral'.

Takeda, Kayoko & Matsushita, Kayo. 2021. Conference interpreting in Japan. In Albl-Mikasa & Tiselius (eds). 150-158.

Tiselius, Elisabet. 2021. Conference and community interpreting. Commonalities and differences. In Albl-Mikasa & Tiselius (eds). 49-63.
A welcome clarification in a volume dedicated to conference interpreting. The author, who works both as a conference interpreter and a community interpreter (there were very few such interpreters in Western Europe in previous generations), revisits definitions and challenges some traditional boundaries.

Turner, Graham; Grbić, Nadja; Stone, Christopher; Tester, Christopher; de Wit, Maya. 2021. Sign language conference interpreting. In Albl-Mikasa & Tiselius (eds). 531-545.
Fairly general. One interesting point concerns Deaf interpreters, whose Deaf status and experience is believed to give them an advantage for communicating with other Deaf people. This deserves further exploration and reflection. Another interesting part of the chapter deals with 'team interpreting'. Spoken language conference interpreters have been working in teams for a long time, but the idea of a 'passive interpreter' supporting the 'active interpreter' is much more critical in signed language

interpreting than in spoken language interpreting, because interpreters need to see speakers, Deaf users of their services and visuals – and be seen by their Deaf addressees, and the supporting interpreter, who is free to turn and pick up visual signals from whatever direction they come, can provide very helpful input to the active interpreter. The final (welcome) words in the chapter refer to the common ground between signed and spoken language interpreting. It is high time that practitioners, trainers and researchers on both sides realize this commonality and make the most of it.

Wallmach, Kim & Okagbue, Nina. 2021. Conference interpreting in Sub-Saharan Africa. In Albl-Mikasa & Tiselius (eds). 216-230.

M.A. AND GRADUATION THESES

Çalık, Onur. 2019. *Türkiye'deki sözlü çeviri alanındaki akademik çalışmaların konumu: 2008-2018 yılları arasındaki makale kitap ve lisansüstü tez düzeyindeki çalışmaların içerik analizi (Interpreting the position of academic study area in Turkey: between the years 2008-2018 articles books and content analysis of studies in the graduate thesis level)*, M.A. thesis, Sakarya University, Turkey.
* An analysis of articles, M.A. theses and doctoral dissertations on interpreting in Turkey. (HED)

Güçlü, Gökçe Deniz. 2019. *Süreç ve çaba modelleri bağlamında ardıl çeviri yetkinliği: Fransızca-Türkçe dil çifti üzerinde bir inceleme (Competence in consecutive interpretation in the context of process and effort models in the French-Turkish language combination)*. M.A. thesis, Mersin University, Turkey. (HED)

Nitrová, Nella. 2021. *Odkud se berou tlumočnické dovednosti? Srovnání bilingvních jedinců a trénovaných studentů tlumočnictví při simultánním tlumočení (Where do interpreting skills come from? A comparison of bilinguals and trained interpreting students in simultaneous interpreting)*. M.A. thesis – in Czech. Charles University, Institute of Translation Studies, Prague. Director of the thesis: PhDr. Petra Mračková Vavroušová, PhD.
*In a simultaneous interpreting experiment, we tested 3 bilinguals (without no or little experience in simultaneous interpreting) and 3 students enrolled in a graduate interpreter training program. The data were collected in the Czech – German language combination. The interpretations were recorded, and in the analysis of the transcripts, we focused on the following interpreting strategies and factors: the 'salami technique' and related aspects, finishing sentences, hesitation sounds and interference. The underlying question was whether simultaneous interpreting skills are an accompanying effect of bilingualism, or whether (and if so to what extent) they are associated with interpreter training. (IC)

Stögerer, Monika. 2019. *Antizipation beim Simultandolmetschen vom Deutschen ins Französische (Anticipation in simultaneous interpreting from German into French)*. M.A. thesis, University of Vienna.
*According to Pöchhacker and Stögerer's description (2021), Stögerer asked 8 conference interpreting students, 4 with French A and 4 with German A, to interpret a German speech with sentences considered likely to require verb anticipation and found that German A students had a higher rate of successful (voiced) anticipations. See the comments written for Pöchhacker and Stögerer 2021 in the articles section.

Torday, Balazs Tamas. 2021. *Anglizismen beim Simultandolmetschen. Eine korpusbasierte Analyse im Sprachpaar Deutsch-Ungarisch (Anglicisms in simultaneous interpreting. A corpus-based analysis for the German-Hungarian language combination)*. M.A. thesis, Univ. of Vienna.
*An exploration of the way anglicisms in German-language speeches at European Parliament plenaries were rendered in Hungarian. This is an (extended) replication of another Univ. of Vienna thesis (Birkus, 2015), with a larger number of speeches, a different source language and a slightly

modified method. A systematic, thorough piece of work.

Varga Laura. 2021. *Dolmetschen aus einer geschlechtsneutralen Sprache in eine geschlechtsspezifische Sprache (Interpreting from a gender-neutral language to a gender-explicit language)*. M.A. thesis, Univ. of Vienna.
*The author's concern seems to be the invisibility of women in society in general, and she focuses on gender choices in German when interpreting from Hungarian, especially when the Hungarian source speech does not indicate the gender of persons referred to. In her European Parliament corpus, she found a tendency in German simultaneous renderings to attribute masculine gender when there was no such specification in Hungarian. Referring to the Sapir-Whorf hypothesis, she considers this unfair and damaging, and suggests a language reform in German which would make it possible to express gender-neutrality more easily.

DOCTORAL DISSERTATIONS

Amos, Rhona. 2020. *Prediction in interpreting*. Doctoral dissertation, University of Geneva. Available at http://archive-ouverte.unige.ch/unige:148890
*In a series of experiments in which subjects were asked to interpret single simple sentences in the simultaneous mode, and in one study in the "short consecutive" mode, the author looked at their eye movements and in particular whether and when they looked on screen at an object that the sentences mentioned. This was a clever way of detecting anticipation even if they did not actually voice the word before it was uttered by the speaker. She did detect such anticipation in all her subjects, found that professional interpreters predicted more than professional translators, could not find evidence that training changed the interpreting students' predictive behavior, or that a consecutive task affects prediction.

The experiments are well designed and the data are on the whole well interpreted; the author mentions different hypotheses that would explain the findings, and is well aware of the limitations of her experiments, including small samples and simple isolated sentences with highly predictable target words. What her findings in such a. highly controlled, artificial environment, teach us about anticipation/prediction in real-life interpreting remains unclear.

Aytaş, Gülfidan. 2019. *Sözlü çeviri eğitiminde bilişsel incelemeler: SAÜ çeviribilim bölümü hazırlık, 2. ve 4. sınıflar örneği* (*Cognitive studies in interpreting education: SAU translation studies department preparation. The example of 2nd and 4th year classes*). Unpublished doctoral dissertation, Sakarya University, Turkey.
* The author studies the effect of preparatory exercises (memory, speech comprehension, analysis etc.) on scholastic achievements in interpreting exercises in 2nd and 4th year, and finds that those students who went through preparatory training do better. (HED)

Bulut, Alev. 2019. Ardıl Çeviri Eğitiminde İçerik Odaklı Yaklaşım. **Aytaş, Gülfidan**. 2019. *Sözlü çeviri eğitiminde bilişsel incelemeler: SAÜ çeviribilim bölümü hazırlık, 2. ve 4. sınıflar örneği* (*Cognitive studies in interpreting education: SAU translation studies department preparation, 2nd and 4th classes example*). Unpublished doctoral dissertation, Sakarya University, Turkey.
27-54.
*Abstract: This study aims at discussing the use of the content-based teaching approach (used in language teaching) in the process of teaching interpreting in general and consecutive more specifically. The course design of the related courses of the English Translation and Interpreting Department of Istanbul University as of 2000, the year of its foundation, are presented as an example of a functional curricular model in parallel with the course descriptions and practices. (HED)

Canali, Sara. 2019. *Technologie und Zahlen beim Simultandolmetschen: utilizzo del riconoscimento vocale come supporto durante l'interpretazione simultanea dei numeri*. (Technology and numbers in simultaneous interpreting: using speech recognition as an aid during the simultaneous interpreting of numbers). PhD dissertation. Roma: Università degli studi internazionali di Roma.
*Technology and numbers in simultaneous interpreting: using voice recognition during simultaneous interpreting of numbers. CIRIN does not have access to this dissertation, which was cited in Fantinuoli & Montecchio (2022).

Huh, Jiun. 2014. Seykyeyyengeuy yenghanthongyekulwihan hyokwacek kyoswupep mosayk (in Korean) [Methods of teaching world Englishes in interpreting programmes]. *Journal of Translation Studies* 15 (1), 331–364.
*CIRIN does not have access to this doctoral dissertation, which is mentioned in Lee (2021) as a study which showed difficulties Korean interpreters have with non-native English speakers.

Prágerová, V. 2012. *Local Strategies in Simultaneous Interpreting*. Doctoral Dissertation, Palacký University Olomouc, Philosophical Faculty.

Wang, Miao. 2014. *The impact of grammatical differences on Mandarin Chinese-English simultaneous interpreting*. Unpublished doctoral dissertation, University of Leicester.
*CIRIN does not have access to this dissertation, which was cited in Dawrant et al.'s chapter in Albl-Mikasa & Tiselius (eds). 2021 – see the articles session.

BOOKS

>>>Albl-Mikaka, Michaela & Tiselius (eds), Elisabet. 2021. *The Routledge Handbook of Conference Interpreting*. Abingdon, Oxon & New York: Routledge.
*This new handbook is a treasure trove for information on conference interpreting in various parts of the world and covers history, market situation, training and research. It highlights the diversity of situations worldwide (and makes frequent references to the current COVID pandemic and its effects), as well as the frequent gaps between the prevalent professional norms in the 'West' and reality in the field as regards matters such as the conference interpreter's role, training, status and directionality. Many chapters also include signed language interpreting, a welcome change from the past. An added advantage is that the texts are up-to-date, and some authors actually conducted surveys for the purpose of providing recent information. See micro-reviews in the articles section. A success, and definitely recommended reading and purchase – also see the editorial.

Barranco-Droege, Rafael (ed). 2020. *Solving the riddle of interpreting quality. Dimensions and challenges*. Granada: Editorial Comares.
*This collection of 8 papers written by authors who presented at the Third International Conference on Interpreting Quality in Granada in 2017 is dedicated by the editor to Ángela Collados Aís, "a human, a timeless source of inspiration". At the end of the 2017 conference, a special round table was organized to honor her leadership and action at the University of Granada. The papers are reviewed in the relevant article sections.

Bulut, Alev & Özkaya, Esra (eds). 2019. *Sözlü Çeviri Eğitimine Güncel Yaklaşımlar* (Current Approaches to Interpreting Education). Istanbul: Istanbul Üniversitesi Yay.

Rennert, Silvi. 2019. *Redeflüssigkeit und Dolmetschung: Wirkung und Bewertung*. Tübingen: Narr Francke Attempo.
*About fluency, its effects and perception. See Rennert 2021 in the articles section.

Seeber, Kilian G. (ed) (Univ. of Geneva). 2021. *100 Years of Conference Interpreting. A Legacy*. Cambridge Scholars Publishing.
*Most of the contributions to this volume were collected during a two-day conference held in 2019 to celebrate 100 years of conference interpreting. A few responses to opinion pieces on various topics were also sent by people who could not attend. The result is an interesting collection of mostly short texts covering conference interpreting history, practice, training and the future. A few texts are of direct relevance to research and are micro-reviewed in the articles section.

... AND BEYOND CONFERENCE INTERPRETING

SIGNED LANGUAGE INTERPRETING

Articles

De Wit, Maya; Crasborn, Onno & Napier, Jemina. 2021. Preparation Strategies for Sign Language Conference Interpreting: Comparing International Sign with a National Sign Language. In **Seeber, Kilian** (ed). *100 Years of Conference Interpreting. A Legacy*. Cambridge Scholars Publishing. 41-72.
*See the micro-review in the (spoken language) conference interpreting articles section.

Richardson, Michael (Heriot-Watt Univ.) 2021. To be or not to be? Towards a performance model of interpreting. In **Barranco-Droege, Rafael** (ed). 2020. *Solving the riddle of interpreting quality. Dimensions and challenges*. Granada: Editorial Comares. 59-86.
*The author provides interesting insights into the singular situation and needs of theatre interpreting, and calls for a new model for "Sign Language Interpreted Performance".

Turner, Graham; Grbić, Nadja; Stone, Christopher; Tester, Christopher; de Wit, Maya. 2021. Sign language conference interpreting. In Albl-Mikasa & Tiselius (eds). 531-545.
*See the articles section in the first part of this issue.

Theses

Imren, Gökçe. 2018. *The norms of sign language interpreting in Turkey: The interpreters' self-perceptions on their role (Türkiye'de işaret dili tercümanlığının normları: İşaret dili tercümanlarının rollerine ilişkin özalgıları)*. M.A. thesis, Dokuz Eylül University, Turkey.
* Sign language interpreting can be considered a new field of research in Turkey although studies on Turkish Sign Language (TID) started about thirty years ago. Sign language interpreting was officially recognized as a profession in 2006 and sign language interpreters have been hired to offer free interpreting services at social service departments since 2007. Emerging from this need in the field, this thesis is an exploratory study in which the field of sign language interpreting in Turkey is investigated. The study covers the prevailing norms in the field with a special focus on role perceptions of sign language interpreters in Turkey as well as on social and social psychological factors influencing them. The data were gathered through qualitative research methods including semi-structured interviews and questionnaires. The interpreters' opinions on their role in the relevant interpreting settings and their behavioral tendencies along with official practices and legal frameworks in which sign language interpreting is conducted in Turkey reveal that the profession is still at the very beginning of its development. The study also reveals that perceptions of the sign language interpreters regarding their role and their profession are highly influenced by inequalities in the distribution of certain types of capital (Bourdieu, 1986) among the actors in the field, especially the members of the

deaf community and the interpreters, and by the social representations (Moscovici, 1961/1976) of the deaf community among sign language interpreters. (HED)

Kayahan, Dilek. 2019. *A hybrid translation system from Turkish spoken language to Turkish sign language (Türkçe konuşma dilinden Türkçe işaret diline hibrit çeviri sistemi)*. Computer Engineering and Computer Science and Control M.A. thesis, Boğaziçi University, Turkey.
* *The aim of the study is to implement a machine translation system in order to convert Turkish spoken language into Turkish Sign Language (TİD). The advantages of rule-based and statistical machine translation techniques are combined into the hybrid translation system. The proposed system is evaluated through the Bilingual Evaluation Understudy (BLEU) scoring metric. The hybrid translation approach is found to perform better than rule-based and statistical approaches.* (HED)

Özpınar, Nalan. 2019. *Gebärdensprache als multidimensionales Translationsfeld: Eine kontrastive Analyse der Türkischen und Deutschen Gebärdensprachen (Çok boyutlu çeviri alanı olarak işaret dili: "Türk ve Alman işaret dillerine yönelik karşılaştırmalı bir inceleme – Sign language as a multi-dimensional translation field: A contrastive analysis of Turkish and German sign language)*, M.A. thesis, Ege University, Turkey.
* *Turkish and German sign languages are compared under various aspects, including interactions with spoken languages, signed language education, and false friends. Turkish sign languages dictionaries are compared with the German Sign Language Dictionary "Kestner" which features 19000 sign-words in video format.* (HED)

Doctoral dissertations

Fetahna Fırat, Berrak. 2020. *Sağır sporlarında antrenör-sporcu ilişkisinin değerlendirilmesi ve işaret dili çevirmeninin rolü (Analysing the coach-athlete relationship in deaf sports and the sign language interpreter's role)*. Unpublished doctoral dissertation, Gazi University, Turkey.
**This study aims to evaluate the relationship between Deaf athletes and their coaches, alongside the impact and importance of interpreters who act as a communication vehicle in the relationship between Deaf athletes and hearing coaches. Interpreters and coaches were interviewed. The coach-athlete relationship was evaluated using the Jowett and Poczwardowski (2007) 3C model. In addition, the coaches and interpreters were asked about their perspectives on the coach-athlete relationship, the role of the interpreter, the goals of the interpreter and the coach, and their impact on the athlete's performance. The working group is composed of 10 coaches and 7 active CODA sign language interpreters who have worked with national teams in various sports branches of the Turkish Deaf Sports Federation (TİESF) in the 2019 season. The method selected was content analysis. At the end of the study, it was concluded that one of the most fundamental factors in the coach-athlete relationship is communication, and that lapses in communication negatively affect the athlete both physically and mentally. Furthermore, it was concluded that having interpreters with a sports background has a strong effect on one of the key aspects of the coach-interpreter relationship; "the ability to understand one another".* (HED)

OTHER INTERPRETING-RELATED PUBLICATIONS

Baigorri Jalón, Jesús. 2021. *Languages in the crossfire. Interpreters in the Spanish Civil War (1936-1939)*. London and New York: Routledge. (translation of *Lenguas entre dos fuegos. Intérpretes en la Guerra Civil española (1936-1939), originally published by Editorial Comares).

Červinková, Kristýna. 2021. *Anglophone and Francophone Translation Theory reflecting on each other*. Master's Thesis, University of Masaryk, Dept of English and American Studies.
*An attempt to compare "Anglophone" and "Francophone" Translation Theory on the basis of selected "canonical books" and further explorations of papers published in Meta on the basis of 'memes' as defined by Chesterman.

Gile, Daniel. 2021. Personal socio-academic contributions in Translation and Interpreting Studies. *InContext* 1:1. 44-71. (2021). HUFS Knowledge Press, Seoul.
*A socio-historical analysis of the major role several individual pioneers have played in the development of Translation Studies and Interpreting Studies in their early years.

Gómez-Amich, María (Univ. of Granada). 2021. Interpreters in conflict zones: Their perception of role, quality and strategies. In **Barranco-Droege, Rafael** (ed). 2020. *Solving the riddle of interpreting quality. Dimensions and challenges*. Granada: Editorial Comares. 113-138.
*Five Afghani interpreters who worked for Spanish troops deployed in Afghanistan and for an international security assistance force were interviewed according to the SQIN method, a single question to induce a narrative from the interviewee, plus a few support questions. The data were analyzed with NVivo 11Plus. A few examples show that these interpreters' perception of their role was quite different from that of professional, formally trained interpreters. Interesting.

Herring, Rachel E. &Tiselius, Elisabet. 2020. Making the Most of Retrospective Process Tracing in Dialogue Interpreting Research. *FITISPos-International Journal* 7:1. 53-71.
*A methodological presentation of retrospection methods. The (useful) points and recommendations made apply equally to other types of interpreting.

Okuyan, Sibel. 2019. *Küresel koşulların Türkiye akademik sözlü çeviri eğitimine etkisi: Müfredat analizi ve sözlü çeviri piyasası temsilcilerinin görüşleri üzerine bir inceleme. (The effect of global conditions on the academic interpreting education in Turkey: A case study based on curriculum analysis and the views of representatives of interpreting market)*, Unpublished doctoral dissertation, Sakarya University, Turkey.
* Globalization has affected the interpreting profession as well as other professions. Demand has diversified and requires new knowledge and skills. The aim of this study is to analyze the effects of globalization on the interpreting market, to analyze the effects of interpreting competence models on interpreting curricula and to analyze the expectations of the market from interpreter education. In order to determine the status of the interpreting market, an online questionnaire consisting of 41 questions was administered to 34 representatives of Çeviri İşletmeleri Derneği, an association of translation companies. In order to examine the extent to which interpreting education meets these expectations, interpreting courses offered in translation and interpreting departments were analyzed with a focus on the interpreting competence, by examining relevant documents. Interpreting courses in four public universities and two 'foundation universities' offering bachelor degrees in translation and interpreting were analyzed. Themes and codes were determined on the basis of Kutz's (2002) interpreting competence matrix and learning objectives and models presented by Kutz (2010), Pöchhacker (2000), and Albl-Mikasa (2012). Classroom hours were measured and compared. Suggestions are offered. (HED)

>>>**Pöchhacker, Franz & LIU, Minhua**. 2021. Interpreting research in print. A quarter-century update. *Interpreting* 23:1. 1-17.
*A particularly interesting editorial by the two editors of Interpreting, which celebrated its 25th anniversary in 2021. The authors report on the evolution of the editorial composition and practices of the journal, and make important points that should be enlightening to many readers. Inter alia:

- They indicate their preference for direct communication with authors and reviewers as opposed to the platform system. It stands to reason that communicating directly with the editors should be more motivating for reviewers than only interacting with a platform – and more useful to authors.
- They stress the essential role of good peer-reviewing in ensuring high quality publications, high quality publications being their number one goal. I (DG) could not agree more. Good peer-reviewing is particularly useful in TIS, where many authors have not benefited from proper training in research, and the reviewers' critical comments and suggestions pointing them in a direction more compatible with the relevant norms and rules help fill gaps and correct errors.
- Pöchhacker and Liu explain the objective reasons for which time-to-publication of manuscripts is long despite the best efforts of all concerned, one salient factor being the fact that the number of submissions to Interpreting has increased spectacularly over the years and the two editors do initial vetting of all manuscripts before handing them over to peer reviewers.
- They provide good explanations of the limitations and undesired effects of impact factor statistics, which depend inter alia on the size of the relevant research community, and stress that frequent citations are not necessarily an indication of good research. In this connection, they explain that taking a competitive approach to journal ranking would induce a bias in favor of submissions with a wider appeal (as opposed to specialized texts which would appeal to a smaller group in the researcher's community), and declare their firm refusal to adopt such an approach.
- They also provide awareness-raising indications against the predatory publishing phenomenon. In all probability, most interpreting researchers do not know much about it (this was my own case until Franz Pöchhacker drew my attention to it, not so long ago). Against this background, see the editorial and the micro-report on Chou et al (2021) in the articles section.
    A very welcome editorial text.

Uyanık, Gözde Begüm. 2020. Ardıl çeviride kültürel referansların aktarımı (*Transfer of cultural references in consecutive interpreting*). Unpublished doctoral dissertation, İstanbul University, Turkey.
* This study analyzes the interpreters' transfer of cultural references in consecutive interpreting in the English – Turkish language pair in terms of culture and meaning. 'Cultural transfer' refers to strategies implemented by the interpreters; they can be either source-culture or target-culture oriented. 'Transfer of meaning' refers to interpreters understanding and transferring cultural references into the target language. The corpus of this study consists of consecutive interpreting performances of 20 experimental group students as well as 20 control group students at Marmara University Division of English Translation and Interpreting, who completed interpreting courses offered in their undergraduate education and who have just started taking those courses respectively. Audio-visual recordings of the interpreting performances by the participants were made and transcribed. The data were reviewed under three cultural categories. The hypothesis was that experimental group participants would be more inclined to transfer the meaning into the target language than the control group, considering the duration of their training as well as the number of hours of practice they had. The hypothesis was not corroborated. (HED)

Wallace, Melissa (Univ. of Texas at San Antonio). 2021. Quality, professionalization and certification in an integrated healthcare system: A case study of dual-role interpreters. In **Barranco-Droege, Rafael** (ed). 2020. *Solving the riddle of interpreting quality. Dimensions and challenges*. Granada: Editorial Comares. 87-112.
*In this paper, the author demonstrates the importance of good health care interpreting and explains a solution found at the University Health System (UHS) in San Antonio, Texas: training some health care staff to also serve as interpreters, with a 40 hours training program and a certification examination. This leads to a further discussion of selection criteria, training, quality assessment and certification. Interesting and enlightening.

M.A. theses from Charles University, Prague

Kasalová, Kristina. 2021. *Tlumočení v česko-německé divadelní síti Čojč (Interpreting in Czech-German theater network Čojč)*, M.A. thesis – I Czech.Charles University, Institute of Translation Studies, Prague. Director of the thesis: PhDr. Petra Mračková Vavroušová, PhD.
*The aim of this master's thesis is to provide a comprehensive picture of interpreting in the network Čojč. Cojc gGmbH is a non-profit Czech-German theatre network, which organizes theatre projects for young people from the Czech Republic and Bavaria. Many of the participants need interpretation to communicate with each other. Interpreting at those projects is not provided by a professional interpreter, but by the project leaders, who usually do not have theoretical training in interpreting. This master's thesis reflects on how these project leaders should interpret and to what extent their interpreting ensures successful communication. Another aim of this master's thesis is to research the quality of interpreting in Čojč from the participants' and project leaders' perspective (or more precisely their satisfaction with interpreting in Čojč). The methods used are semi-structured interviews and questionnaires. (IC)

Koutný, Václav. 2021. *Tlumočení pro média se zaměřením na sport (Sports media interpreting)*, M.A. thesis – in Czech. Charles University, Institute of Translation Studies, Prague. Director of the thesis: PhDr. David Mraček, PhD.
*The thesis aims to provide a theoretical description of sports media interpreting, as well as an overview of sports interpreting in the Czech Republic. The theoretical part of the thesis summarises the current state of research, covering the general topics of media interpreting and professional and non-professional interpreting. The empirical part consists of interviews with interpreters and commentators interpreting sports programs and other events. The interviews focus on several features: the interpreting modalities used; the situations and speeches interpreted; the interpreters' experience and preparation, and other aspects of sports interpreting – namely translation strategies and the differences between interpreting provided by professional interpreters and sports commentators. (IC)

Lerchová, Andrea. 2021. *Heidi Salaetsová a její přínos pro vývoj teorie tlumočení (Heidi Salaets and her Contribution to the Development of Interpreting Studies)*, M.A. thesis – in Czech. Charles University, Institute of Translation Studies, Prague. Director of the thesis: PhDr. Petra Mračková Vavroušová, PhD.
*This Master′s thesis provides an overview of the work of the contemporary Belgian researcher, teacher and interpreter Heidi Salaets. It focuses on the main foci of her research, namely legal interpreting but also videoconference interpreting and healthcare interpreting. The thesis introduces research projects the Belgian researcher was involved in as a coordinator or co-researcher. It includes a biography of Heidi Salaets, an overview of her didactic activities and reception of her research in the Czech Republic. The main motivation for this thesis was to introduce this important persona of Belgian interpreting studies to the Czech academic community. This is a theoretical descriptive study that was written as a follow-up to other theses dedicated to famous personalities of the international interpreting studies scene. (IC)

Rada, Michael. 2021. *Vývoj a současný stav tlumočení v Keni (The Past and Present of Interpreting in Kenya),* M.A. thesis – in Czech. Charles University, Institute of Translation Studies, Prague. Director of the thesis: PhDr. David Mraček, PhD.
*East Africa has seen a dynamic growth in the last decades. This fact is, among other factors, manifested by the ever-increasing role of intercultural communication, especially interpreting. Kenya, formerly known as British East Africa, receives a substantial volume of international investments and resources for development projects. The country's economic and social development ranks among the highest in the region. This entails an increasing demand for interpreting services. This Master's thesis

examines the role of interpreting for communication in Kenya and local education opportunities for interpreters. It identifies the main areas demanding interpreting and analyses the interpreting market in Kenya and in the East African region. The thesis also discusses community interpreting, the interpreters' roles and specific phenomena affecting this kind of communication in the East African environment. The analysis is based on papers published on the subject, on local written sources and on interviews with Kenyan academics, professional interpreters and other stakeholders that in the local market. (IC)

*   *   *

Beginner's corner:

Anticipation in interpreting
Daniel Gile

Several entries in this issue deal with anticipation in interpreting. Pöchhacker and Stögerer (2021) offer an overview of existing studies on the topic. They seem to cover only early voiced utterance of the anticipated idea or information. But such 'voiced anticipation' is only the tip of the anticipation iceberg, the existence of which has been claimed for a long time, in particular by Chernov (see Amos, 2020). Anticipation can occur without there being an early voice utterance, for instance when the interpreter takes his/her time when producing the target utterance, or chooses a formulation which puts the relevant information towards the end of the target utterance, or decides to omit the anticipated information for whatever reason. We do not know what proportion of the iceberg voiced anticipation represents. The question therefore arises what exactly we learn from findings about voiced anticipation only.

   Incidentally, anticipation is not a binary variable, but a continuous variable, associated with predictive probability regarding some information or the wording of an utterance. It is easy to understand that no advantage is gained at 0 probability, and that at a probability of 1, it is theoretically advantageous for the interpreter to devote virtually no attentional resources to the anticipated part in the source utterance and only focus on target utterance construction. Measuring the extent (in terms of probabilities) of anticipation in interpreting depending on the language, the type of information and other circumstances such as context and previous knowledge (and going even further, depending on the type of anticipation, semantic, morphosyntactic, phonological and so on) could be interesting but is most challenging. At this time, even if we limit anticipation to its semantic component and to a probability level close to 1, the associated methodological challenges are a serious obstacle.

   Amos (2020) chose an experimental design with eye-tracking and an 'interpreting task' on isolated, simple sentences with highly predictable target words. Is it possible to come up with a design which is closer to real-life interpreting?

   In the Japanese-into-X language combination, predictable sentence endings (Gile, 1992) offer one possibility, which might also work with Korean-into-X language combination. Interested colleagues/students who wish to conduct such studies can write to D. Gile at daniel.gile@yahoo.com.

Note:
All references in the text are entries reviewed in this issue of the *Bulletin*, except:
Gile, Daniel. 1992. Predictable Sentence Endings in Japanese and Conference Interpretation. *The Interpreters' Newsletter*, Special Issue N.1:12-23.

The choice of a language for note-taking… and beyond
Daniel Gile

In what language should interpreters take notes when doing consecutive? This central question in conference interpreter training has inspired many studies, some of which are reviewed in Dam (2021), who observes that categories for most analyses were 'source language' and 'target language', which led to discrepant findings, whereas if the data are analyzed on an A-language vs. B-language categorization, there are less discrepancies. When looking at time and attentional resources taken up by notes depending on the language, there are even less discrepancies: the interpreters' preference seems to go to the languages in which they perceive note-taking as faster and less costly in attentional resources. This interpretation of the findings seems plausible enough; it is in line with the widespread idea that interpreters seek to reduce cognitive load during the comprehension phase of consecutive. But it does not explain all findings, and there does seem to be a normative preference for the target language. Perhaps the best explanation of the findings would lie in the interaction between these two trends.

A noteworthy methodological point is the contribution of qualitative retrospective explanations subjects provide about their choices. Their comments help orient researchers towards the best suited categories, in this case languages associated with more or less note-taking effort. But what about the normative preference for the target language? This could be the result of training, if their trainers told them they should take notes in their target language. Again, qualitative research (in this case, a simple question) could help find out whether this is the case.

This leads to another point: supposing the real question is what language *should* be chosen for notes in consecutive, how useful are studies that only *describe* language-choice tendencies? Is there an underlying assumption that over time, interpreters will choose the note-taking method that works best for them, including the best-suited language? This is reasonable, but not necessarily effective in all cases. Is it not possible that students who are told forcefully that notes *should* be taken in the target language may be reluctant, even in the long term, to stray from this principle and thus do not experiment with whatever works best? As long as this possibility has not been explored, it seems hazardous to make prescriptive inferences on the basis of descriptive findings.

A third point has to do with Dam's sampling and control choices: in orthodox research in an ideal world – a researcher's paradise, experimenting with random samples of professional interpreters of sufficient size, who interpret carefully controlled speeches under carefully controlled conditions could help identify trends, and replications under the same conditions and with the same languages as well as replications under different, but still controlled conditions and with the same and with different languages could – perhaps – demonstrate convergence or divergence. But in real life, as mentioned time and again in the literature, it is difficult to enlist professional interpreters for any interpreting experiment. Under the circumstances, it seems to me that seizing an opportunity to construct an (uncontrolled) corpus of speeches and their interpretations from an authentic training environment with a relatively large number of participants in several language combinations was a good second-best choice. All too often, somewhat formalistic researchers criticize such choices without considering the gain they bring against the limitations. This is a matter of common sense more than a technical issue.

A fourth point that Dam's study illustrates is that often, data can be interpreted in different ways, as supporting more than one hypothesis. When this happens, additional data are sought, experimentally or otherwise, to dig further and see which existing or to-be-developed hypothesis or hypotheses offer a better explanation and better predictive power. This has been a constant pattern in empirical research in all disciplines ever since it began – Amos, 2020 lists many examples in her doctoral dissertation on anticipation in interpreting. In any case, a hypothesis cannot be discarded just because an alternative hypothesis is proposed to account for the same data.

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