# 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 and related research 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. The wording may be written or adapted from by DG, who takes responsibility for the comments and for any errors introduced by him.
2. When typos and other errors are found, they are corrected in the version posted on the CIRIN site
3. The editor believes in the usefulness of the 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 makes this distinction in his reviews. The same applies to the distinction between 'cognitive effort' and 'cognitive load', 'the former being the response to the latter. The relation between the two is not necessarily linear, or even strictly monotonic.
4. The sign >>> in front of entries highlights those that the editor considers particularly noteworthy, for one reason or another.
5. TIS stands for 'Translation and Interpreting Studies'

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*EDITORIAL*

A last-minute publication: Charles University's *Acta Universitatis Carolinae Philologica* (*AUC*) 3/2023, a special issue honoring **Ivana Čeňková** on her 70th birthday, completed a few days ago. In that special issue, there are 6 papers, on training and on aspects of interpreting in non-conference setting. Only one is specifically on conference interpreting (**Gile** and **Donovan**) and is reviewed here. At the end of the special issue, under the title 'Varia', there are *laudatio* texts by various personalities praising **Čeňková** for her warm, humble, hard-working personality and her achievements. **Čeňková**

has been an active researcher and supervisor of research theses and dissertations for many years, but her most noteworthy contribution is linked to her major input to the professionalization of interpreting – beyond conference interpreting or even spoken language interpreting – in her country and around it. More specific information is found in the *laudatio* texts, and I hope well-deserved additional formal recognition will come soon.

Many thanks to **Anelise Gondar** and **Ana Clara Parreiras,** who have sent in much information which demonstrates the existence of sustained IS activity in Brazil, especially around signed language interpreting, with items that show how much signed language interpreting shares with spoken language conference interpreting (e.g., **Viana**, 2022; **Nogueira**, 2021)

In this issue, there are also a few items from countries that are rarely represented in the *Bulletin*, e.g., Lithuania, Moldova (**Șaganean & Solovei**, 2023), Russia (**Leonteva** et al., 2023) and Rwanda (**Ngarambe & Hararurema**, 2023). Not all of these publications can be classified as research, but they do show interest in the research literature in the relevant countries.

A few impressions and ideas that were triggered by texts presented in this issue of the *Bulletin*, in association with similar texts presented in other issues over the past few years:

### Training and technology
Training continues to be a central topic in the literature, both within conference interpreting and in other settings. A trend that started many years ago but has been rising steadily is the exploration and use of recent technology in training. **Čeňková** (2022) is an interesting example of a didactic strategy to leverage its potential while taking on board motivational factors, with a customized module.

One huge advantage that interpreting students now have over past generations is the availability on the Web of authentic speeches in many languages. Some of us remember a time when finding Japanese speakers and spoken discourse in Europe (the same held for many other languages) to enhance listening comprehension was nearly impossible. Short Wave Radio offered limited possibilities for some languages, but the offer on the Web these days is infinitely wider and easier to access. I was hoping to find information about the use students make of such resources in **SUN, Jingyun** (2023). I hope there will be more in the near future, especially research that measures the relative efficiency of different methods to leverage these resources. This could be a good topic for theses, combining language enhancement per se and research on language enhancement by and among students.

### Training undergraduates as conference interpreters?
It also becomes clear when reading the literature that genuine interpreting skills, including consecutive with notes and even simultaneous, are taught in some countries to undergraduate translation and interpreting students in the same spirit as in AIIC-compliant training programs – as is illustrated in contributions from Spain listed in the *Bulletin*. Whether the students will become conference interpreters or not depends on many factors, including their talent, how hard they work, and the local and national labor market. But authors who teach in such programs seem to devote a lot of thought to didactic improvement of their methods – **Porlán Moreno** is one good example among several Spanish colleagues who stand out. There may also be a fundamental difference in that respect between teachers who mostly or exclusively teach and teachers who mostly interpret and teach as a sideline. The latter may be better interpreters, but the former have more time and are on the whole perhaps more motivated to invest efforts to improving their teaching per se – and to do research.

### Corpora, databases and human rationale
Authentic corpora can be used for training purposes, but they are also a major asset for research in that they provide both source speeches and authentic interpreting, a combination which was difficult to come by not so long ago. The mass of authentic data they represent has huge exploratory potential, especially as regards linguistic phenomena, but also allows comparisons that help test hypotheses (e.g., on information losses depending on problem triggers and on working language combinations). But

caution is required when seeking to make inferences on underlying processes and intentions. To what extent can measuring phenomena generally associated with cognitive effort inform on variations in the magnitude of cognitive load? Can linguistic and informational shifts in the interpreters' output in relation to the source speech be taken as reliable indicators of specific tactics or ideological directions? There is nothing wrong with *speculating* that there is a causal link between something that is observed and perhaps measured and something else that cannot be observed or measured directly. But is that 'something else' the only possible explanation of what is observed? As long as there is no solid evidence or a foolproof rationale that this is the case, the causal link is only an assumption. Claiming otherwise is a serious flaw in one's logic – one that seriously damages the scientific quality of the analysis and often makes it unpublishable. The same applies to analyzing bibliographical information from an available database and drawing conclusions on IS production in general without checking e.g., whether all the items in the database are research texts, whether all categories of research texts are in the database, and whether the database is not restricted with respect to languages, countries and so on. This is simple logic, easily understood by anyone. So why is it not implemented systematically by IS researchers doing empirical research? I believe that in most cases, such systematic activation is acquired by training, generally over several years. In IS, it is not, and compensatory strategies would be most welcome. See the text in the Beginners' corner at the end of this issue.

Daniel Gile

## CIR PUBLICATIONS

### ARTICLES

**Alonso-Bacigalupe, Luis**. (Universidade de Vigo, Spain). 2023. Joining Forces for Quality Assessment in Simultaneous Interpreting: the NTR Model. *Sendebar* 34. 198-216.
https://doi.org/10.30827/sendebar.v34.26860
*The author recalls that most models of assessment for intralingual live subtitling are based on counts for 'word' errors (deletions, substitutions and insertions). NTR stands for Number of words in a subtitle being assessed, Translation errors as regards content and form, and Recognition errors, with weighting of .25, .5 or 1. This model was used for the assessment of interlingual respeaking. In this paper, four target speeches in Spanish produced by 4 students interpreting in the simultaneous mode an English speech of around 6 minutes, were assessed by 4 methods, including NTR and 3 other methods in which errors were also detected and weighted. With potential scores between 0 and 10 and actual scores between 6.41 and 9.5, the respective rankings of the 4 students were the same for the top 2 students.*

**Bartłomiejczyk, Magdalena** (Univ. of Silesia in Kotowice, Unviv. Of Vienna). 2023. Can you amuse the audience through an interpreter? Parliamentary interpreting and humor. *Target*
https://doi.org/10.1075/target.22003.bar | Published online: 4 August 2023
*Another interesting use of the use of corpora in a naturalistic investigation, in this case a European Parliament corpus of plenary speeches by one "particularly troublesome" Polish Member of the European Parliament, Janusz Korwin-Mikke (JKM), "anti-EU, extremely right-wing and freely expressing his highly negative views on commonly accepted values". She studied 191 short contributions by him in Polish or English delivered between 2014 and 2018 and interpreted by at least 20 interpreters, and sought to identify all humorous parts in the source texts, and then looked at the*

*interpretations. She considers 4 different categories of humor in his speeches: irony, attacks ridiculing people, absurd statements and unexpected shifts in register, mostly by introducing highly colloquial language when a formal register is usual. She finds that irony and attacks are less challenging, while register humor is typically not rendered and absurdity humor is mainly taken by compression and often fails.*

*This study is a good reminder of the usefulness of 'manual' (non-automatic) data mining in a corpus. It is of course quantitatively inferior to automatic processing, but can be qualitatively more solid and more thorough. It also cites a diploma thesis (**Vymětalová** 2017, also reviewed here) as valuable. Indeed, some theses are just as valuable as papers published in good journals.*

**Beliakova, Elena** (Rikkyo University, Tokyo). 2022. 日本における 日露 通訳者のインフォーマルな 学習 及びノンフォーマルな学習 (Informal and non-formal interpreting skills acquisition by Japanese-Russian interpreters). *Invitation to Interpreting and Translation Studies* 通訳翻訳への招待 24. 67-90.
*\*The data were collected from 28 respondents in a Google Forms survey, 19 of whom were native Japanese speakers and 1 was a native Russian-Japanese bilingual. Most acquired Russian at university and many spent time in Russian-speaking countries. The respondents practice interpreting in various settings. Twenty-two of them practice conference interpreting. Most of the respondents acquired interpreting skills "at work" and through collaborative learning. The paper includes the respondents' comments on the merits of various types of non-formal and informal training.*

**Besznyák R.** 2023. Egy örökzöld klasszikus újra olvasva – Daniel Gile alapfogalmai és modelljei 25 év távlatából [An Evergreen Classic Reread – Looking at Daniel Gile's Basic Concepts and Models after 25 years]. *Fordítástudomány* 25. évf. 2. szám. 132–144.
*\*An overview* (PS)

**Cavallo, Patrizia**. 2022. Competência do intérprete ou competência em interpretação? Revisão do modelo de competência do intérprete de conferências (On interpreting competence) *Tradução em Revista,* 32:1. 21-42.
http://doi.org/10.17771/PUCRio.TradRev.59663
*\*The aim of this paper is twofold: firstly, discussing the concepts of interpreter competence and interpreting competence in the light of a review of the specialized literature. Next, a review of the Conference Interpreter Competence Model proposed by Cavallo (2019) will be presented. This review is necessary, among other reasons, due to the new working methods imposed by the Covid-19 pandemic. It is hoped that the reflections proposed here will contribute to a better understanding of the notion of competence, both in terms of interpreter training and professional practice.* (AG & ACP)

>>>**Čeňková, Ivana** (Charles University, Prague). 2022. Apprentissage autonome de l'interprétation au niveau Master (Entraînement individuel et en groupe). (MA-level individual and collective autonomous training in interpreting). In **Porlán Moreno, Rafael & Arnedo Villaescusa, Carmen** (eds). 2022. *Interpreting in the classroom: Tools for teaching.* Córdoba: UCO Press. Editorial Universidad de Córdoba.11-20.
*\*The author describes I-Coach, a self-training and self-evaluation course introduced recently at Charles University Prague in response to the possibilities for self-training offered by ICT and to the students' tendency to prefer self-training at home to commuting to the classroom every day. The idea is to guide the students towards better autonomous use of technological tools and to help sustain their motivation. A minimum amount of work is required to obtain credits for the course, thus ensuring some motivation, with self-assessments to be recorded in a diary, with specific objectives for each self-*

*training session, with presentations to make. These are used to enrich a set of presentations made available for others for training. Some of the recordings of interpretations by the students can be assessed by doctoral students and by professional interpreters, which is appreciated by the trainees because it widens the spectrum of reactions to their performance beyond the circle of their regular teachers.*
*\*DG: a clever way of using available technology and of learning more about the advantages and limitations of autonomous learning, with a possibility of evidence-based improvements over time.*

**Chekin, Leonid S**. (UiT, The Arctic Univ. of Norway). 2023. First Secretary Gierek, President Carter, and the president's Polish interpreter. An analysis of an awkward diplomatic encounter based on new archival evidence. *Babel* 69:6. 725-748.
*\*The analysis of an interpreting incident which occurred during President Carter's 1977 visit to Warsaw. His interpreter, Steven Seymour, did a sentence-by-sentence consecutive of his speech on the tarmac and was severely criticized for his performance, which was mentioned time and again in the press and in the literature. Chekin gained access to an archived audio recording of the episode and comments on it. From his explanations, it turns out that working conditions were particularly poor, under cold rain and after 3 hours of waiting for President Carter to arrive and with very little preparation time. But is also seems that Seymour had not been trained as a conference interpreter, and that the language into which he was required to interpret, namely Polish, was not a genuine B language for him. His interpretation suffered from some omissions, but perhaps mostly from interference from his Russian, his native language, which Poles found offensive in view of their attitude towards the USSR and Russians at the time.*

**Chmiel, Agnieszka & Spinolo, Nicoletta** (Adam Mickiewicz Univ., Poznań & Università di Bologna resp.). 2022. Testing the impact of remote interpreting settings on interpreter experience and performance. Methodological challenges inside the virtual booth. *Translation, Cognition & Behavior* 5:2. 250-274.
*\*This paper reports on the findings of a survey on RSI experience, the first stage of a research project on RSI funded by AIIC, and then discusses methodological challenges which the investigators will have to address in stage 2 of the project, an experimental part with various RSI configurations.*
   *The survey had a total of 385 responses, 295 of which were complete. 222 came from AIIC members (out of a total of 3049 members according to the AIIC website). Among the findings: Zoom was the most frequently used platform, and Kudo ranked second.; most interpreters worked directly from home, most often with a remotely located boothmate, with whom they communicate through external chat on a separate device. These data are used to design the stage 2 experimental study which is apparently yet to come with maximum ecological validity. The authors do not really discuss methodological challenges. Rather, they explain what parameters they chose to control in the study, the values of some of them (e.g., the participants' language combinations, the topic, length and delivery parameters of the source speeches, the platform to be used, the problem triggers that will be selected for close scrutiny) and what the dependent variables and measurement methods will be. A title which announces more accurately the content of the paper might have been a good idea.*

**>>>DONG, Yanping & LI, Ping** (Zhejiang Univ.) 2020. Attentional control in interpreting: A model of language control and processing control. *Bilingualism: Language and Cognition* 23, 716–728. https://doi.org/10.1017/ S1366728919000786
*\*The authors are cognitive linguists who have been showing sustained interest in interpreting cognition, and who take on board not only theories from linguistics and cognitive psychology, but also input from practisearchers which they integrate into their thinking. In this theoretical paper, they review existing psycholinguistic models which attempt to account for how interpreters control their*

*language processing and add their own ideas. The article is very technical, but here are a few points that should give readers an idea of their contribution:*

*To them, what distinguishes interpreting from general bilingual processes are the high frequency and regularity of switching between two languages, and high multi-tasking requirements, which, they say, have not been sufficiently taken on board in current models of bilingual control. In particular, compared with dual-task experiments in the lab, interpreting is more demanding in how attention is distributed because the demands of comprehension, production and temporary storage change continuously (p.723).*

*They report that in cognitive psychology, focused attention (sometimes called selective attention) comes in when people attend to a specific (target) stimulus, and divided attention when people attend to more than one stimulus at a time. In all cases, it has been proposed that attention involves engagement, shifting and disengagement, which are relevant in interpreting. Cognitive resource demands for two tasks performed together are more than the sum of demands of the two tasks performed separately because coordination is needed to distribute appropriate attentional resources to each task (p.717). Again, a highly relevant point for interpreting cognition.*

*For bilingualism scholars, an intriguing question as regards interpreting is how interpreters avoid interference from the source language during target language production. Several theoretical models compete for a plausible explanation. DONG and LI seem to favor the idea of regular 'connections' being established and reinforced between a source language and a target language. They discard the idea that inhibition is a major factor in language control and believe that multiple processes may explain it better. They propose an overall model of attentional control in interpreting which is made up of a language control component which relies on focused attention and language modality connections, and a processing control component which relies on divided attention involving coordination and working memory, and 'language processing efficiency' relies on the mastery of both languages and of appropriate use of interpreting tactics ("strategies" in their model).*

*\*DG: In papers such as this one, the relevance of research on bilingualism to interpreting research becomes much clearer than in many other texts. The modeling remains very abstract, with no concrete counterparts to the concepts being discussed, neurophysiological evidence about anatomical changes and activity in various parts of the brain remaining very remote from specific linguistic and/or tactical performance during interpreting.*

**DU, Yiwei and WANG, Binwhua** (Shaoxing Univ. & Univ. of Leeds respectively). 2021. A Multi-Dimensional Analysis of the Representation of Conference Interpreters in Chinese Media. *Translation Spaces* 10:2). 306-328. ISSN 2211-3711

*\*The authors analyze 60 news reports about interpreting and interpreters in Chinese Media from 2005 to 2015. Headlines, texts and photographs are scrutinized (including distance, angles and gaze – the most original component of the study) and interpreted. Inter alia, the authors note that most reports are on female interpreters, virtually all from the Institutional Translation and Interpreting Office of the Chinese government, with a focus on appearance, that names are indicated as well as some personal details rather than information about interpreting as such.*

>>>**Errico, Elena; Morelli, Mara; Abad Colom, María; Cervantes Corazzina, Felipe**. 2015. The listener's perspective: audience comments attached to a questionnaire on the perception of quality in consecutive interpreting assignments performed by trainees. *MonTI* Special Issue 2    Trans ISSN 1889-4178. DOI: 10.6035/MonTI.2015.ne2.11  (Online – this is the English version of "La palabra a los oyentes: Los comentarios del público en un cuestionario sobre la percepción de la calidad de la interpretación consecutiva de estudiantes en prácticas" by Elena Errico & Mara Morelli. It was not published on the print version of *MonTI* for reasons of space).

*The first two authors used questionnaires to collect the reactions of users to Spanish-Italian consecutive interpreting services provided to them by University of Genoa trainees who benefit from an on-the-job training scheme, working during workshops at events organized by the authors, mostly around community mediation with Spanish-speaking experts, over three years. Questionnaires were also filled out by students, and audio and video recordings were also used. Trainees were also asked to comment on audience feedback. At the time this paper was written, responses had been collected from 403 respondents in 14 different events. In this paper, they focus on the "additional comments and suggestions part" at the end of the questionnaire. Inter alia, they note complaints about differences in interpreting quality between two members of the same team and about pauses when interpreters changed shifts as well as laudatory comments about the interpreters' decision not to translate what they considered the trainer had understood.*

*DG: Assuming that ethical issues related to the provision of interpreting services by students in authentic situations, the idea and its implementation must have been very useful to students. As regards quality perception, the respondents' "additional comments and suggestions" help gain a better insight into what actually matters to users of interpreting services than pre-defined categories with a requirement to assess their relative importance. The authors deserve to be commended for their continuous effort over several years in organizing the communicative events they describe, including interpreting for their students, and collecting and analyzing so much data. Also noteworthy: the contribution of the two translators of the original Spanish version was recognized by including their names in the list of authors.*

**Gaber, Mahmoud; Corpas Pastor, Gloria; Omer, Ahmed**. 2020. Speech-to-Text Technology as a Documentation Tool for Interpreters: a new approach to compiling an ad hoc corpus and extracting terminology from video-recorded speeches. *Trans* 24. 263-281.

*The authors evaluated Automatic Speech Recognition tools by using them to transcribe 10 authentic speeches in English on climate change from YouTube, then selected the most accurate output (Otter AI yielded a Word Error Rate of less than .01 and down to .001 on one text) and used a terminology extraction tool to obtain a list of terms.*

*DG: At some step, it would be interesting to see whether and how such lists of terms computed by technological tools are actually integrated into the structured mental knowledge which interpreters build up for an interpreting assignment, compared to the extent this happens during 'manual' preparation.*

**Gast, Volker & Borges, Robert**. (Friedrich Schiller Univ., Germany & Institute of Slavic Studies, Polish Academy of Science resp.) *2023*. Nouns, Verbs and Other Parts of Speech in Translation and Interpreting: Evidence from English Speeches Made in the European Parliament and Their German Translations and Interpretations. *Languages 8: 39.* https://doi.org/10.3390/ languages8010039

*The authors took 50 English speeches from the European Parliament in the form of verbatim reports, their written translations into German and their simultaneous interpretations into German and studied the distribution of parts of speech in each. In interpretations, they found less nouns than in the translations and a high frequency of adverbs.*

**Ghirimoldi, María Eugenia & Yañez, Gabriela Luisa**. 2023. Interpretar al francés y al inglés: algunos desafíos del retour. (Interpreting into French and English. Some challenges of retour interpreting). In Beatriz Emilce Cagnolati Ana María Gentile María Laura Spoturno (eds). *Problemas de traducción. Enfoques plurales para su identificación y tratamiento*. Universidad Nacional de la Plata, Argentina. 45-58.

*This is a chapter 3 from a book on translation and interpreting issues. An overview of issues in interpreting into one's B language, with recommendations and didactic exercises.*

**Gile, Daniel & Donovan, Clare**. 2023. Introducing conference interpreting students to research: a pilot study using interpreting exercises. *Acta Universitatis Carolinae Philologica* 3. 13-26.
* *This paper reports on a research-training module designed for a conference interpreter training environment where students strive to acquire high-level interpreting skills through intensive practice over two years. Both theory and research are remote from their concerns. The aim was to raise the students' awareness of the nature of research, of the gains it could offer to interpreters-in-training and to the interpreting profession, and of practical challenges it faces. Care was taken not to add a significant workload which they might view as irrelevant to their endeavors. This translated as an introductory two-lecture part followed by micro-experiments in which the students' own interpreting exercises were used as material. The students were asked to record and transcribe their interpretations of experimental source speeches, to analyze and reflect on the data. In one exercise, they were asked to perform an experiment as researchers with other students as participants. Throughout the process, the instructors provided detailed guidance and explained how the experiments were designed, taking on board challenges and uncertainties, and what inferences could or could not be drawn from the data and why. A questionnaire at the end of the module suggests that the students found the module interesting, not excessively taxing, that it taught them something about research and also about interpreting. Since this module entails virtually no overheads as regards the students' daily practice and gives them a good sense of the practical issues associated with research, it is suggested that it could be integrated into curricula with more traditional research training as well.*

**Gondar, Anelise F.P. ; Araujo, Denise de V. ; Quental, Raffaella de Filippis**. 2022. Limites e possibilidades para a formação de intérpretes de conferência em tempos pandêmicos : a experiência da pós-graduação em interpretação de conferências da PUC-Rio. *Tradução em Revista* 33:2. 68-82
(Limits and opportunities for training conference interpreters in times of pandemic: the experience of the postgraduate course in conference interpreting at the Pontifical Catholic University of Rio de Janeiro)
http://doi.org/10.17771/PUCRio.TradRev.61339
* *The onset of the COVID-19 pandemic not only impacted the circulation of people and goods on a global scale but also affected the events sector, the conference interpreting market, and the training of future interpreters. The present text aims to share the experience of the all in all successful transition from face-to-face teaching to remote teaching during the pandemic and thus to contribute to existing academic accounts on the effects of the pandemic on conference interpreting teaching and learning. First, we present the main features of PUC-Rio´s original training course, then we trace back the steps taken to gradually adapt the course to the challenges of remote online teaching during the pandemic. Finally, we present an initial reflection on the program´s adaptation to the online teaching and learning mode. We understand that PUC-Rio´s adoption of a fully remote teaching and learning mode from 2020 onwards opens up new perspectives for conference interpreter training in the post-pandemic landscape in Brazil.* (AG & ACP)

**Gonzalez, Erika & Revolta, Andrew** (RMIT University, Melbourne). 2022. A Pedagogical Approach to Work Integrated Learning for Conference Interpreting. In **Porlán Moreno, Rafael & Arnedo Villaescusa, Carmen** (eds). *Interpreting in the classroom: Tools for teaching*. Córdoba: UCO Press. Editorial Universidad de Córdoba. 153-171.
* *The authors provide an overview of SIL (Situated Learning) and WIL (Work Integrated Learning) and talk about their own experience of incorporating WIL into a postgraduate interpreting course. WIL aims at providing students with skills which bring them closer to immediate market employability than more traditional classroom activities. They present a case study, in which a student was offered the opportunity to act as an assistant to the interpreting team coordinator in a real international conference. An overview of the student's reflections based on his experience is offered.*

**>>>Leonteva, Anna V.; Cienki, Alan & Agafonova, Olga V.** *2023.* Metaphoric gestures in simultaneous interpreting. *Russian Journal of Linguistics 27 (3). 820–842.*
*The authors, from Moscow State Linguistic University, the Institute of Linguistics, RAS, Moscow & Vrije Universiteit in Amsterdam, studied gestures made by simultaneous interpreters interpreting into Russian ten 10-minute videos of English speakers lecturing about psychological topics for the public at large. They focused on 'representational gestures', with sub-categories 'holding', 'molding', 'action depicting', 'embodying' and 'tracing'(e.g., outlining an object, showing its path of movement), and on 'pragmatic gestures', i.e., gestures with sub-categories 'discourse structuring', 'emphatic', 'contact establishing', 'expressing attitude', 'negation', 'word search', which are part of the discourse structure rather than a representation of what is referred to in the discourse. The authors' focus of interest is the differential use by interpreters of "high metaphoric gestures", which are representational, and "low metaphoric gestures" which are pragmatic and linked to discourse structuring, negation and word search. In the source speech, pragmatic gestures are far more numerous than representational gestures. In the recordings of the interpreters, the trend is amplified, with about 650 pragmatic gestures as opposed to about 100 representational gestures. The authors suggest that this may be associated with the high time pressure and cognitive load. Their gestures are therefore indicative of intense Production Effort.*
*DG: A welcome contribution from Russia. This study takes up a topic that is not addressed very often in the TIS literature with an interesting classification of gestures observed while speaking. It also opens up the possibility of exploring the use of gestures as an additional indicator of cognitive effort, perhaps speech-production specific to a large extent? It would be interesting to see whether patterns are similar in consecutive.*

**LIM, Boon Yee & FAN Chiaming Damien** (Taiwan-Asia Exchange Foundation & National Taiwan University resp.). 2023. Simultaneous Interpreting with Accented Mandarin. A study on the perception of quality in Taiwan. *InContext* 3:2. 109-138.
*Four Hundred Taiwanese were recruited to listen to and assess 4 accented Chinese speeches, which were presented as simultaneous interpretations of a speech in Tamil, but were actually the product of the shadowing of an authentic Chinese interpretation of a two minutes long speech, by 4 persons having respectively a Taiwanese accent, a Continental Chinese accent, a Malaysian accent and a US accent. One hundred persons were asked to listen to each the four accented speeches and rate its accented markedness, its comprehensibility, the delivery, their general satisfaction with the interpretation through a subdivision of 9 criteria. The accented markedness was the independent variable. General satisfaction and comprehensibility ratings tended to decline as accent was perceived as stronger.*
*DG: Apparently, the assessors listened to the accented speeches online, but no details are given. Comprehensibility was not checked through a comprehension test. Neither was the pleasantness of the voices. Finally, the responses were those of people who listened for 2 minutes only to a speech in which they had no interest. Would they have been the same if the participants had had a personal interest in the speech, and it they had listened for a longer time?*

**LIU, Yubo** (Graduate School of Translation and Interpretation, Beijing Foreign Studies University, Beijing, China) and **ZHANG, Wei** (School of English and International Studies, Beijing Foreign Studies University, Beijing, China). 2023. Exploring the relevance and relative importance of interpreting aptitude constructs and their underlying factors: A data-driven tripartite investigation. *Across Languages and Cultures* 25:2. 181–202.
DOI: https://doi.org/10.1556/084.2023.00437

*This study aims to explore the relevance and underlying factors of an array of interpreting aptitude constructs, and, on that basis, the collective and group-specific perception of their relative importance. To meet the research purposes, a questionnaire survey was designed and distributed to interpreting trainers, trainees and professional interpreters, asking respondents to evaluate the relative importance of 40 aptitude constructs drawn from an extensive literature review. A total of 769 valid responses were collected. An explorative factor analysis retained 23 constructs divided into three factors focusing on cognitive skills for online information processing, personality traits and temperaments, and foundational linguistic skills respectively. While personality traits and temperaments were regarded as a stable and distinctive dimension of interpreting aptitude, cognitive skills for information processing were viewed as the most important factor. Particularly, listening and speaking in one's B language enjoyed the highest rating. Although statistically significant differences existed in the relative importance of certain constructs, the substantive differences indicated by the effect sizes were small. Compared with trainees, trainers and professional interpreters demonstrated a sharper awareness of market demands and industrial priorities, but otherwise the three groups converged more than they diverged in the evaluation of aptitude constructs and factors.* (PS)
Further information: https://akjournals.com/view/journals/084/24/2/article-p181.xml

**Ngarambe, Télésphore & Habarurema, Gaspard** (Univ. of Rwanda, Kigali). 2023. From 'market disorder' to maturity: modelling the professionalisation of conference interpreting in Rwanda. *The Interpreter and Translator Trainer* 17:4. 632-651, DOI: 10.1080/1750399X.2023.2206718
*A survey and interview-based study on the state of conference interpreting professionalization based on data from a sample of 23 conference interpreters, 4 interpreter trainers and 6 conference organizers. Overall, the state of the conference interpreting market in Rwanda seems to be at the very early stage of professionalization, (a stage of "market disorder"), with few (26%) trained conference interpreters (only the Univ. of Rwanda offers relevant training in Rwanda and only 4 lecturers from that university were listed as having relevant qualifications). There is a majority of interpreters who are not aware of the existence of codes of professional conduct, there are many who interpret into more than one language, 83% of the interpreters are male, and there is a majority of freelancers (but it is not clear from the paper whether they also have a permanent occupation and only freelance as conference interpreters). The interpreters' A language is mostly Kinyarwanda, followed by French, by Kiswahili, and by English. Most of them (92.3%) work into English, French (76.9%) and Kinyarwanda. 90% of the respondents said they did not belong to any professional organization.*

**Özkaya Marangoz, Esra** (Istanbul University). 2023. Interpreting as a service: The uberization of interpreting services. *Abant Journal of Translation and Interpreting Studies* 1:1. 55-63.
*Reflections about recent trends in conference interpreting, with a focus on RSI and the resulting "Uberization" of interpreting services, as the author calls "the growing trend of using technology platforms to connect interpreters with clients". Özkaya Marangot sketches some of the drawbacks and the advantages of this development in general terms.*

**Masil, Raquel & Gondar, Anelise**. 2022. A questão racial, o ensino de línguas estrangeiras e a interpretação de conferências no brasil: percursos e desafios. *Tradução em Revista* 33:2. 16- 47.
http://doi.org/10.17771/PUCRio.TradRev.61325
(Race, foreign language teaching and conference interpreting in Brazil: pathways and challenges)
*The small number of black conference interpreters in the Brazilian market makes them virtually invisible in the day-to-day practice of the profession, in training courses and also in Interpreting Studies, which, according to the authors, is a pressing issue. Considering the existence of structures and agencies that perpetuate institutional and structural racism governing economic and social relations in the Brazilian society, this article presents an account of the history of the (denied)*

*opportunities in foreign language acquisition for the black Brazilian population and an analysis of testimonials given by black interpreters. Both lead us to the conclusion that historical barriers to the access to full schooling reflect the racial stratification of society. Also, racial prejudice during entry into the job market is not only a reflection of institutional and structural racism, but also a bottleneck for the democratization of the interpreting profession among Afro-Brazilian citizens.* (AG & ACP)

**Matsushita, Kayo; Furukawa, Michiyo; Yoshida, Rika**. 2022. 多言語通訳コーパスを活用した日英・日中・日西の訳出比較. A Comparative Study of English, Chinese, and Spanish Interpretation Using a Multilingual Interpreting Corpus. *Interpreting and Translation Studies* 22.75-89.
*In this paper, the three authors (from 3 different Japanese universities) showcase results from a preliminary study comparing Japanese-Chinese and Japanese-Spanish interpretations on the basis of a corpus compiled through a government-funded project using authentic Japan National Press Club press conferences posted on YouTube. More specifically, 6 interviews conducted in Chinese (4 with simultaneous interpreting, and 2 with consecutive interpreting) and 7 interviews conducted in Spanish (2 with simultaneous interpreting and 5 with consecutive interpreting) were used for comparative purposes. The authors show how different language-pair specific differences, including word-order differences, lexical differences, acronyms and historical and cultural differences, are associated with different translation patterns, and sometimes with difficulties that lead to omissions.*

**Nogueira, Tiago Coimbra**. (Univ. Federal do Rio Grande do Sul). 2021. Interpretação de conferências: percepção de intérpretes de libras-português sobre a atuação em cabine. *Cadernos de Tradução* 41:2. 128–162.
*See the review in the signed language interpreting section*

**Nogueira, Tiago C. & Nascimento, Vinicius**. 2022. Formas de apoio no trabalho em equipe durante a interpretação remota de português-libras em conferências. *Tradução em Revista* 33:2. 112- 143.
http://doi.org/10.17771/PUCRio.TradRev.61347
(ways of supporting teamwork during remote simultaneous interpreting from Portuguese into Brazilian sign language in conferences)
*See the signed language interpreting section*

**Nogueira, Tiago Coimbra; Santos, Silvana Aguiar dos**. 2018. Tarefas de interpretação de libras/português: reflexões sobre uma proposta metodológica de ensino para contexto de conferência. (Libras-Portuguese interpreting tasks: reflection on a methodological proposal for training in conference environments) Transversal - *Revista em Tradução*, Fortaleza 4:7. 93-112.
http://repositorio.ufc.br/handle/riufc/38109
*See the signed language interpreting section*

**Özkaya Marangoz, Esra** (Istanbul Univ.) 2022. Krizler ve Övgüler Ekseninde Bir Meslek: Konferans Çevirmenliği. (A Profession in the Spectrum between Crises and Compliments: Conference Interpreting) *İstanbul Üniversitesi Çeviribilim Dergisi - Istanbul University Journal of Translation Studies* 16: 55-69. https://doi.org/10.26650/iujts.2022.1125953
*On the basis of the abstract and extended abstract published in English on the relevant Web page: Interpreting, especially conference interpreting, is a highly stressful profession due to reasons such as intense cognitive load, physical and mental skills required, and the wide spectrum of working topics and settings. When interpreting high-profile speakers such as heads of State and senior officials, stress management is also necessary. Judging by the way interpreting is evaluated and criticized on various platforms and media, the intensity of the effort involved in interpreting is not taken on board. This*

*article first describes the interpreting process on the basis of the Effort Models, then discusses interpreting during a joint press conference with Turkish President Erdoğan and Ethiopia's Prime Minister Abiy Ahmed Ali on April 18, 2021, which generated a major stir in Turkey. At the conference, an interpreter omitted the name of Mustafa Kemal Atatürk, the founding father of the Republic of Turkey. There was an outburst of criticism from the press. The Turkish Association of Conference Interpreters (TKTD) issued a statement explaining the complex and demanding nature of interpreting and expressed its solidarity with the interpreter. This was followed by negative feedback from the public, with controversial discussions about the interpreters' very 'right' to err, about the interpreters' role, impartiality and courage. Some comments from interpreters expressed empathy and highlighted the effect of social and political factors.*

*The author interviewed two conference interpreters, discusses decision-making criteria in interpreting and in particular possible reasons for additions and omissions by interpreters, recommends that when discussing interpreting, scholars and the community place more emphasis on a process-oriented approach, that media and institutions be made aware of the nature of interpreting and that when evaluating and criticizing interpreters, all the relevant factors be taken on board.*

**Persaud, Maria Clementina** (Univ. Pablo de Olavide). 2022. Revisiting Gile's Effort Models and Self-Assessment in Consecutive Interpreting for Undergraduate Interpreting Studies. In **Porlán Moreno, Rafael & Arnedo Villaescusa, Carmen** (eds). 2022. *Interpreting in the classroom: Tools for teaching*. Córdoba: UCO Press. Editorial Universidad de Córdoba. 57-81.
*The author used the Effort Model for consecutive interpreting as a conceptual framework to scaffold the students' self-assessment of their interpreting performance during self-study sessions. Their comments collected in a preliminary study suggest that studying the Model helped them self-assess their performance more systematically.*

**Pinto, Lais da P. & Quental, Raffaella de F**. 2022. Sim-consec: benefícios e desafios da técnica para interpretação consecutiva. *Tradução em Revista*, 32:1. 129-148. (Simultaneous-consecutive: advantages and challenges in its use for consecutive interpreting)
http://doi.org/10.17771/PUCRio.TradRev.59686
*The aim of this article is to present a hybrid form of interpreting that combines simultaneous and consecutive interpreting (hence the name sim-consec), in which the interpreter records the speaker's speech segments and then interprets them simultaneously, at each pause, while playing them back. Through an analysis of the literature, corroborated by a personal experiment, the advantages and disadvantages of the technique are discussed, e.g., being able to listen to the segment before interpreting and not having to take notes, on the one hand, vs. the challenge of having to handle a tape recorder and not having much maneuvering time to compose the target speech.* (AG & ACP).
*DG: Simultaneous consecutive has been described and analyzed before, e.g., by Pöchhacker & Orlando. The addition in this paper is perhaps the reference to simultaneous consecutive in remote interpreting, but how often do clients require interpreters working from remote locations to use consecutive rather than simultaneous?*

**SHANG, Xiaoqi & XIE, Guixia**. 2023. Investigating sight translation as a predictor of interpreting performance. *The Interpreter and Translator Trainer* 17:1, 73-96, DOI: 10.1080/1750399X.2023.2170054
*33 graduate students of interpreting (A language: Chinese; B language: English) enrolled in an interpreting program in a leading Chinese university were tracked over the course of one and a half academic years. Two raters (A language: Chinese; B language: English) were asked to assess their performance based on fidelity, language, and delivery. Statistical analyses suggest that, irrespective of language direction, the participants' performance in sight translation was not predictive of their*

*performance in either consecutive or simultaneous interpreting as tested at the end of the first year (consecutive) and at the end of the first semester of the second year (simultaneous).*

**SUN, Jingyun** (Fujian Agriculture and Forestry Univ., Univ. of Newcastle). 2023. Extent and patterns. A diary-based investigation of out-of-class language learning in Chinese interpreter education programs. *Forum* 21:2. 258-278.
*\*A diary-based investigation of 17 Chinese MTI (Master's in Translation and Interpreting) students' autonomous language skills enhancement activities using mobile devices, including smart phones, tablets and laptops during a two-week period. The data come from 741 diary entries and was complemented by interviews. All students except one were 22 to 25 years of age, and they came from various universities. The diaries refer to four types of learning activities, 'language learning', 'learning interpreting', 'research' and 'other'. 'Language learning' accounted for 42.5% of the entries, while 'learning interpreting' accounted for 44.9% of the entries. The mean length of 'language learning' sessions was 44 minutes, while the mean length of 'learning interpreting' sessions was 70.8 minutes. Language learning activities were of various categories. In the order of decreasing frequency listening, reading, video-watching, "comprehensive", "speaking", "vocabulary-based", "third language learning".*
*\*DG: The idea is interesting, and learning more about autonomous language skills enhancement by students is potentially valuable. This study was part of a doctoral project, and it is hoped that upon completion of the project, the data presented will be more informative. In the breakdown of language learning activities, it is difficult to see what some of the categories actually refer to, but more importantly, there are no details in this paper on how exactly these activities were conducted, with or without specific components such as noting down unknown or unfamiliar words and idioms, with or without specific forms of listening, with or without listening to material more than once and so on. Neither is it clear that a sample over two weeks, albeit at various stages of the studies, reflects the evolution of language activities over the whole curriculum. Perhaps such activities evolve as students master some skills and become aware of the need to improve others, and for the same students, the pattern would be different at various points in the course of their studies. And of course, it is difficult to assess the representativeness of a total of 17 students from various universities and at various stages of their learning experience.*

**SUN, Yuqi** (Macau Univ. of Science and Technology). 2017. Positive language transfer of causative verbs in Chinese-Portuguese simultaneous interpretations. *Letras de Hoje* 52:3. 322-330.
*\*DG: My attention was drawn to this paper both by the language combination the title refers to and by the wording 'positive language transfer', with which I was not familiar. When reading the paper, it appears that 'language transfer' refers to language-based translation, and that it is positive when the resulting output is correct, and negative when it is not (what interpreters generally refer to as linguistic interference). The whole paper seems to be based on the belief that simultaneous interpreting is a linguistic transfer (form-based). In the beginning of the text, SUN says that traditionally, the biggest obstacle to SI has been attributed to the fact that interpreters or SI practitioners apply their L1 knowledge subconsciously when producing their output. I am not familiar with this claim, which is backed by no references. The whole paper is about linguistic comparisons, which limits the contribution of the use by the author of authentic corpora from international economic, political and social events for the analysis.*

**Tayebi, Rasoul** (Univ. of Debrecen, Hungary). 2023. Images Lost: Persian > English Simultaneous Interpreters Tackling Non-Literal Language. *Argumentum* 19 (2023). 287–305.
*\*The author scrutinizes You tube videos of English speeches held at the UN and simultaneously interpreted live into Persian for 'non-literal language' occurrences. For 113 minutes of videos, he*

*comes up with 95 items, including 71 metaphors (75%), 15 metonymies (16%), 3 proverbs, 3 idioms, 2 cultural items and 1 "simile", and looks how they were rendered – or not – into Persian. He presents the Effort Model for simultaneous interpreting as his theoretical framework, but apparently only uses it to explain the potential difficulty of 'non-literal language'. He describes his endeavor as primarily aimed at establishing a provisional taxonomy for 'non-literal language' through his mini-corpus and finding out how challenging such non-literal language is. As regards renditions, he finds image-for-image, with either the same image or a different image in the source and target speeches, literal translation for figurative language, omissions, and for metonymies, either a metonymic rendition or a target speech without a metonymy.*
*DG: This study which features little apparent innovation may well be a first step, in a project with a larger corpus, and perhaps with explanatory goals – for instance, if he uses such authentic material for experiments with interpreters in the lab with retrospective analyses. But beyond this particular project, the existence of widely available open-source authentic material on the Web opens up untapped possibilities for multi-center cooperation at little cost. See the editorial.*

**Tryuk, Małgorzata** (Warsaw University). 2023. La théorie interprétative de Danica Seleskovitch vingt ans après. La question de la direction en interprétation de conférence. (Danica Seleskovitch's Interpretive Theory twenty years later. Directionality in conference interpreting). *Między Oryginałem a Przekładem* 3:61. 51-68.
*A questionnaire sent to 40 Polish members of two Polish professional associations, STP (translators) and PSTK (conference interpreters) in 2019-2020 elicited 15 responses and provided some data about directionality in Poland. Those interpreters who were granted accreditation by European institutions work almost exclusively into their A language. Those who work on the national Polish market reported receiving and sometimes accepting assignments in other directions. Three interviews of interpreters of 60, 40 and 30 years of age respectively were also conducted. The three interviewees reported on the evolution of the market over time as regards directionality. Interpretive Theory, which is prominent in the title, is only mentioned in passing in the body of the text.*

**Van Waarden, Fransiska**. 2023. Jegyzetelési egységek a konszekutív tolmácsolásban. (Note-taking Units in Consecutive Interpreting) *Fordítástudomány* 25. évf. 1. szám. 58–72. DOI: https://doi.org/10.35924/fordtud.25.2.4
*Modern language mediation has increasingly focused on summarising the principles of note-taking used in consecutive interpreting in order to teach them in an effective manner to future language professionals. Observations on the note-taking techniques of students in interpreter training have been carried out in case studies both in Hungary (Szabó 2005) and internationally (Dam 2004), but so far few works have been published on developments in the notes themselves and in the interpreting competences associated with them. The present research aims to track the evolution of interpreting students in their note-taking techniques. In a longitudinal study, it focuses on investigating the development of note-taking competence among first and second year master's degree students by identifying and analysing note-taking units. The results show that although individual differences can be observed in both groups, the distribution of note-taking units among second-year students has a smaller mean deviation.* (PS)
Link to the article: https://ojs.mtak.hu/index.php/fordtud/article/view/13641/11090

>>>**Voinova, Tanya** (Univ. Bar-Ilan, Israel). 2023. "Who are you standing with?": cultural (self-re)translation of a Russian-speaking conference immigrant-interpreter in Israel during the war in Ukraine. *Multilingua* https://doi.org/10.1515/multi-2023-0054
Received April 12, 2023; accepted September 8, 2023; published online October 6, 2023.

*An auto-ethnographical study. The author retrospects and introspects about her feelings and actions when the war in Ukraine broke out, as regards her own position as a Russian-born Israeli immigrant and conference interpreter involved in interpreting between Russian and Hebrew, partly pro bono and partly for pay. For the purposes of the study, she wrote a 7000 word account of her memories of her reactions to the beginning of the war and then used it for an analysis, along with other data, including email and WhatsApp exchanges with clients, colleagues and friends and materials provided by clients for the interpreting assignments. This account covers in particular simultaneous interpreting for a delegation from Moldova specializing in emergency situations, remote interpreting for psychotherapists and remote interpreting at webinars about immigration in times of war. Voinova recounts challenges she experienced as regards her 'Russianness', including the fact that her main working language besides Hebrew is Russian and that she does not have Ukrainian in her language combination, her (previously and now possibly challenged) status as a recognized high-level conference interpreter, the need she felt under certain circumstances to become visible in contradiction with the invisibility norm and defend her position(s), her acting in defiance of other established behavioral norms in professional conference interpreting.*

*DG: Interesting sociological study. The author seems to be particularly sensitive to identity-related feelings and events which probably exist among many other immigrant conference interpreters at low-noise level, perhaps beneath the threshold at which they become challenges. Perhaps the Ukraine war acted as an amplifier to such feelings by triggering situations where identities become more salient. Actually, perceptions of a similar nature may well be found not only among immigrants in the narrow sense of the word, but also among expatriates who have been living in a foreign country for a long time, and also among 'professional occupation immigrants', those who moved from one professional occupation to another, or those who navigate between two such occupations, including 'practisearchers', practitioners of translation and/or interpreting who also do research (see a text in the Beginner's corner section in this issue of the Bulletin).*

*This case study is also interesting as a concrete example of autoethnography. Arguably her narrative is personal and subjective, she may not have reported every relevant aspect of her experience, and her perception of her status as an immigrant-conference interpreter is not necessarily generalizable. But writing a personal account and complementing it with evidence from written messages, then using it to extract topics seems to me to be just as legitimate as using personal reports and other documents in ethnographical and historiographical studies – with similar limitations.*

**WANG, Lu** (Beijing Foreign Studies University). 2023. A Bibliometric Analysis of Domestic and International Research on Cognitive Interpreting Studies. *Studies in English Language Teaching* 11:4 (online) URL: http://dx.doi.org/10.22158/selt.v11n4

*With data obtained mostly from central Chinese databases, Web of Science and EBSCO, the author offers a scientometric analysis of the evolution of both Chinese and international research into interpreting cognition from 1999 to 2019. Wang's data are articles written in either Chinese or English: 396 papers taken from the Chinese Social Sciences Citation Index database and 192 from Web of Science. The analysis included co-occurrence maps generated by CiteSpace. Looking at the findings presented by the author, the sample which was investigated seems to be a mix of fairly general papers and advanced, technical papers (i.e., those measuring physiological parameters to test particular hypotheses). This is not surprising, since the initial search terms were "cognitive" and "cognition" which are widely used in the literature, but it is somewhat frustrating. Filtering out the more general papers would have given a clearer picture of more advanced research. One interesting point is that in Chinese research, focus areas included more language-related topics and training than in international research. A more detailed investigation of this difference would be interesting.*

*What would also be interesting is a study of how publications in Chinese differ from publications in English not only in terms of topics, but also in terms of samples used, of rationale, of methods.*

*Another interesting point is that the most-often cited authors listed in the findings include a majority of people who never engaged in advanced empirical research on interpreting cognition, which suggests they are perhaps cited for 'historical' reasons more than for advanced insights or methods. Who are the investigators who really drive cognitive interpreting studies forward? I am not sure scientometric data without qualitative analyses will provide the answer. Such data might actually be misleading, because the most creative and inspiring authors may have published much less than those who are most often cited.*

*The author's introductory sections show good understanding of the field and suggest Wang has the ability to go deeper into the analysis. Let us hope she finds the time and motivation to do so.*

**XING, Shunjie & YANG, Jing**. 2023. The Impact of Interpreting Training Experience on the Attentional Networks and Their Dynamics. *Brain Sci*. 2023, 13, 1306. https://doi.org/10.3390/brainsci13091306

*In this neurophysiological study, what is perhaps most interesting for CIRIN Bulletin readers is the theoretical introduction. The authors explain that according to Dong and Li's attentional control model (2020), it is attention, i.e., the ability to selectively focus on relevant information and ignore irrelevant information, which is the underlying mechanism for language control and processing control in interpreting. Attention and Working Memory are increasingly being recognized as interconnected. The human attentional system consists of three functional networks: the alerting network, which is responsible for triggering and maintaining alertness, the orienting network which selects stimuli from diverse sensory inputs, and the executive network, which controls interference.*

*The three networks are observed through the Attention Network Test (ANT), which has to do with visually identifying arrows and their direction with other visual cues. Reaction times and error rates are dependent variables of interest. In the study reported here, 96 Chinese-English bilinguals including 2 groups of 33 2nd year post-graduate students majoring in English interpreting and translation, one of which had had about 5 times the number of interpreting course hours and about 70% more after-class practice hours than the other group, and a group of 30 postgraduate students majoring in English literature but with no training in interpreting. On the whole, the more experienced students outperformed the others. Details are provided in the paper.*

*DG: It is always intriguing to read what researchers from cognate disciplines say about working memory and attention, especially since these are constructs rather than directly observable entities. As to the relevance of the findings of a laboratory test on visual detection and interpretation of the direction of arrows to interpreting cognition, it remains to be analyzed.*

**XU, Han & LIU, Kanglong** (Hong Kong Polytechnic University). 2023. Syntactic simplification in interpreted English: Dependency distance and direction measures. *Lingua* 294 (2923) 103607
https://doi.org/10.1016/j.lingua.2023.103607

*Dependency distance (DD) (measured as a 'linear' distance in the number of words separating two syntactically related words in a sentence) is used as an indicator of syntactic complexity. It is also related to cognitive pressure in speech comprehension and production, because as a rule – unless anticipation is easy – it is correlated with the amount of information which needs to be kept in working memory while processing sentences. In an interesting overview of the concept and research around it, XU and LIU recall that in view of working memory capacity limitations, humans tend to limit DD in natural language. They especially tend to minimize it when they are under cognitive pressure. The authors cite Yan & Liang (2022) who found that when students are more anxious about foreign languages, DDs in their consecutive interpreting output are shorter, and Liang et al. (2017) who reported that when comparing reading out translated speech, interpreting in simultaneous and interpreting in consecutive, they typically find different DDs, which they attribute to different degrees of cognitive pressure.*

*In this study, XU and LIU compared DD in absolute terms as well as directionality-related effects (head first or head last) in three sub-corpora. One included debates from the British House of Commons, one was extracted from interviews in English from TV programs in Hong Kong (L2 speakers), and one came from English interpretations of debates from the Legislative Council of Hong Kong (L2 speakers). The mean DD (MDD) of interpreted speech was significantly smaller than the mean DD of either native English House of Commons debaters (the highest) or non-native interview speakers. This difference is presumably due to the higher cognitive load involved in interpreting. \*DG: Interesting, especially with the tables and figures showing the MDD values and standard deviations, which provide an idea of how sensitive DD values could be as an indicator – not just mean DD, but perhaps other DD-based indicators. As regards the comparison per se, there is some uncertainty about the degree of similarity between the style and speech patterns of debaters at the House of Commons, of participants in popular TV interviews in Hong Kong and of speakers in the Hong Kong Legislative Council. Replications with corpora from conferences with native and non-native speakers and interpretations – all from the same socio-cultural environment and the same type of discourse – would be welcome.*

**YAMAZAKI, Miho & ISHIHARA, Tomohide**. 2022. ピアスピーチ通訳演習を通したデリバリの向上と 通訳態度の変化 Development of Delivery Skills and Attitudes in the Interpreting Classroom Through Peer Speech Interpreting Exercises. *Invitation to Interpreting and Translation Studies* 通訳翻訳への招待 24. 91-106.
\**The authors describe what is more or less standard practice in conference interpreter training programs in Europe, namely students preparing and delivering presentations, other students interpreting them, and other students in the classroom serving as an audience. According to Yamazaki and Ishihara, the more common practice in Japanese interpreting classrooms is working from recordings. Interestingly, after doing such live classroom interpreting exercises, students are reported by the authors to have an increased awareness of interpreting as communication as opposed to interpreting as language transfer, and increased awareness of everything that goes with it, including the role of delivery, body language and eye gaze. In Western classrooms, this awareness comes to students immediately and serves as a basis for guidance and explanations on interpreting tactics. Actually, for a long time, AIIC opposed using recordings, precisely because they were thought to deprive students of this awareness-based perception of interpreting as an act of communication. The limitations of classroom interpreting of students' presentations by other students eventually led to the use of recordings as well, but classroom interpreting never ceased. This Japanese paper is a reminder of the good reasons for which this should remain an essential part of interpreter training.*

**Yan, J.X., Liang, J**., 2022. Foreign language anxiety and dependency distance in English-Chinese interpretation classrooms. *Front. Psychol*. 13. 1-10.
\**See the reference to their findings in the summary of XU and LIU (2023): when students experience high anxiety about their language skills, DD in their consecutive interpreting output is shorter.*

**Yañez, Gabriela Luisa**. 2023. El conocimiento previo: una clave para la interpretación. (Previous knowledge: a key for interpreting). In Beatriz Emilce Cagnolati Ana María Gentile María Laura Spoturno (eds). *Problemas de traducción. Enfoques plurales para su identificación y tratamiento*. Universidad Nacional de la Plata, Argentina. 29- 44.
\**General, didactic.*

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# M.A. AND GRADUATION THESES

**De Andres Jimeno, Eva**. 2023. L*a autocensura en la interpretación. Estudio de la gestión de la autocensura entre personas con y sin formación en interpretación*. (Self-censorship in interpreting. A comparison between trained and untrained interpreters). Graduation thesis, Universidad Rey Juan Carlos.
*The author compared the Spanish translations of English taboo words and expressions from the show 'Pimp interview-Sabrina' by Soft White Underbelly in remote consecutive, delivered in segments of about 15 seconds, by 5 graduates of a public service interpreting training course and 5 untrained interpreters. To this reviewer, there were few strictly taboo words and expressions in the data presented, though what was described may well have been taboo in society at large. Moreover, the slang used was quite remote from the usual language of interpreter-mediated exchanges, and I wonder whether even fluent non-native speakers of English understood all of it (no indication is given in the text that this was checked). The author listed the relative frequency of various categories of renditions and shifts and concluded from the data that trained interpreters delivered better translations than untrained participants. The link with the concept of self-censorship is unclear.*

**Leite, Sheila Aparecida Garcia**. 2021. *E o Óscar vai para... Elisabete Hart: vivências de uma intérprete de conferências*. (And the Oscar goes to... Elisabete Hart. The life experience of a conference interpreter). 82 f. Trabalho de Conclusão de Curso (Graduação em Tradução) Graduation thesis - Universidade Federal de Uberlândia, Uberlândia.
https://repositorio.ufu.br/handle/123456789/33056
*The author introduces types and modes of interpreting, including remote interpreting, which has become widespread in the market with technological advances and because of the Covid-19 pandemic. She also discusses the establishment of the profession in Brazil, through the biography of the interpreter Elisabete Hart, recognizing the excellence of her work and identifying aspects of her professional life that contributed to the field of interpreting.* (AG & ACP)

**Ribeiro, Marina de Oliveira**. 2019. *Análise de omissões praticadas pelos intérpretes na interpretação ao vivo no Emmy Awards 2018*. (An analysis of interpreting omissions at the 2018 Emmy Awards) Trabalho de Conclusão de Curso (Bacharelado em Tradução) – Graduation thesis. Universidade Federal de Uberlândia, Uberlândia.
https://repositorio.ufu.br/handle/123456789/26085
*The work of simultaneous media interpreters is still rarely studied. The present work focuses on interpreting by two Brazilian interpreters during the Emmy Awards 2018. Based on considerations regarding simultaneous interpreting (PÖCHHACKER, 2008; GILE, 2015) and media interpreting (MACK, 2000), and approaching omissions (BARIK, 1971; JONES, 2014), which constitute a controversial feature in the interpreter's discourse, this work proposes the following categorization: omission by error and omission by strategy. Five examples containing 11 omissions are used for purposes of illustration and classification.* (AG & ACP)

**Vymětalová, Daniela.** 2017. *Strategies for Interpreting Humour in the European Parliament*. Diploma thesis. Palacký University Olomouc.
*Cited in **Bartłomiejczyk**, 2023 reviewed above, who says this was s study of laughter-eliciting material in European Parliament utterances by Nigel Farage and Martin Callanan which were interpreted into Czech. Vymětalová studied 22 instances from 10 speeches and endeavored to*

*classify them in categories depending on whether interpreters rendered them closely, reduced them, expanded them, rendered something divergent, or omitted them.*

## DOCTORAL DISSERTATIONS

**CHAN, Po-Yun**. 2023. *Expert Interpreters' Decision Making in Conference Preparation – A Study Using the Critical Decision Audit Method*. Doctoral Dissertation, National Taiwan Normal University.
*\*Twelve Mandarin-English conference interpreters in Taiwan who had at least 150 working days of experience were recruited for the study by mail or through the author's messaging application. Two of them served as pilot subjects (p.72-73). They were asked to complete conference preparation diary forms for a conference assignment of their choosing. A variety of assignments were selected, with different topics, durations and modes, simultaneous and consecutive, virtual, on site and hybrid. The diaries then served as a basis for structured but flexible interviews with each interpreter. Major decision points received particular attention. Some participants provided written follow-up responses in which they included information they had forgotten to mention or clarify during the interview (p.83). The study documents differences between novices and experienced interpreters when deciding what and how to do at different times while preparing for interpreting assignments. The differences as reported seem to be linked to previous experience of conference preparation situations. Potential differences in cognitive skills related to preparation were not investigated.*

**Vanhecke, Katrin**. 2008. *La interpretación simultánea vista desde una perspectiva cognitiva : Análisis de aptitudes para la interpretación y propuesta metodológica de la enseñanza de la interpretación en España*. (Simultaneous interpreting viewed from a cognitive perspective: an analysis of aptitudes and a methodological proposal for teaching interpreting in Spain), Unpublished doctoral dissertation, Universidad de Málaga, Spain.
*\*The author, who is a conference interpreter herself and was trained in Belgium, notes that in Spain, undergraduate students of translation and interpreting are taught consecutive and simultaneous interpreting regardless of their aptitudes, believes the system is suboptimal, analyses required aptitudes for simultaneous interpreting, develops some training principles and tests them in her classes by looking at the performance of her students in exams, and then formulates ideas for improved training in Spain.*

## BOOKS

**Russo, Mariachiara; Bendazzoli, Claudio; Defrancq, Bart (**eds.) 2018. *Making Way in Corpus-based Interpreting Studies*. Singapore: Springer
*\*CIRIN does not have access to this collective volume, but judging by a review by Fu, Rongbo in Meta, 65(1), 267–269. https://doi.org/10.7202/1073649ar (2020), this is a very interesting compilation.*

**Santamaría Ciordia, Leticia** (Universidad de Valladolid). 2015. *Manual de buenas prácticas docentes para la formación del intérprete de conferencias*. (Handbook of good practices for conference interpreter training). Universidad de Valladolid. Available online at https://uvadoc.uva.es/handle/10324/11615
*\*The author, a trainer and interpreter, having noted that most interpreter trainers seem to use their personal methods when teaching interpreting, wrote this 64-page online handbook to provide practical, systematic cues for training, perhaps in the hope of harmonizing methods in*

*Spanish classrooms. The handbook is concise and clear. It provides practical, methodological advice with no theory and no stylistic artifacts. It covers all the stages of learning from consecutive without notes to simultaneous with text, quality components including delivery features, but perhaps most importantly didactic principles which are positive, supportive and respectful of the students, process-oriented, with shared responsibilities between the trainers and the students. The handbook is perhaps a bit too formalistic to be complied with by all trainers, with forms for preparation and reporting, but the principles are sound and the coverage is quite extensive and include the students' autonomous work as well as ethical principles.*

**Widlund-Fantini, Anne-Marie**. 2022. *Ceci n'est pas un livre de mémoires. Entretiens avec Christopher Thiéry*. TheBookEdition.com. Also available on Kindle.
*\*A set of interviews with 94-year-old Christopher Thiéry, one of the co-founders of AIIC, who also served as its Executive Secretary, and then its president (1963-1966), whose career at OECE, at NATO, as a free-lancer and at the French ministry of foreign affairs spanned several decades, inter alia at summit meetings and other meetings between heads of State, and who is in a very good position to recall the heydays of conference interpreting. He also headed the interpreting section at ESIT, Paris. Without disclosing anything about the content of meetings at which he interpreted – a central rule of professional ethics which he stressed repeatedly throughout his career – he tells about his career, and especially about its beginning years, with many anecdotes about colleagues who played an important role in the 1950s, 1960s and up to the 1970s, and about his personal encounters and interactions with highly placed personalities all over the world, all against the background of political and other developments during each period. There is also a considerable amount of reminiscing about his personal life, perhaps for the benefit of his own family, children and grand-children. This reviewer, who started his career as a conference interpreter in the late 1970s and met with many of the interpreters Thiéry talks about, enjoyed reading the anecdotes which reveal hidden sides of personalities he only knew as veteran interpreters, but wonders what the reactions of younger colleagues will be.*

**Weiser, Edgar**. 2023. *Secret professionnel. Dans les coulisses du métier d'interprète*. Kindle edition.
*\*An autobiographical account of a recently retired conference interpreter who worked mainly with French and German. He was trained at ESIT in the 1970s, started his career at the European Commission in Brussels, and became a freelancer in Paris where he gained an excellent reputation. He also taught interpreting at ESIT for many years. Weiser often worked at high-level political meetings and encounters between heads of State, and for French TV. In his book (roughly a third in length of Thiéry's memoirs c/o Widlund-Fantini 2022), he talks about his career and encounters with various personalities – with striking humility when compared with Thiéry's account – but also about the professional life of conference interpreters in general, how they work, how they see their role, how they handle different situations, developments in the profession. This book is a pleasant and interesting introduction to what it has been like until recently to be a (talented and successful) conference interpreter. The situation may have changed considerably in the aftermath of the Covid epidemic.*

## OTHER

**Şaganean, Gabriela & Solovei, Victoria**. 2023. *Simultaneous Interpretation from Romanian into English*. Suport de curs. Chişinău, EdUSM (State University of Moldova).

*This seems to be a reference document for graduate students of translation and interpreting, essentially for interpreter training, and, judging by the content of the file, more specifically for training for work in judicial settings. There are 137 pages in the pdf file posted on the Web http://dspace.usm.md:8080/xmlui/bitstream/handle/123456789/11875/Saganean%20_A5.pdf?sequence=1&isAllowed=y , all in English. The document starts off with an interview with a professional interpreter in which she answers questions about her career and some aspects of conference interpreting, and then with a general description of simultaneous interpreting, with the subtitle "The Importance of Memory in Simultaneous Interpretation. Mnemonic Strategies", built around the Effort Model for SI. In this section, there is some confusion between short-term memory and long-term memory. The authors then talk about shadowing, anticipation, sight translation, conceptualization, reformulation, legal interpreting, conference interpreting, thus mixing categories. This is followed by 6 "Units", on international law, human rights, civil procedural law, criminal procedural law, constitutional law and conference interpreting, with proposed exercises and QR-codes to gain access to reference recordings. A rather idiosyncratic document, with a total of 13 publications in the list of references, which include very few references from the CIR literature, in spite of the existence of many publications which can be accessed on the Web very easily at no cost. Are the authors not aware of its existence? Or is there some kind of other restriction?*

## ... AND BEYOND CONFERENCE INTERPRETING

## SIGNED LANGUAGE INTERPRETING

## Articles

**Albres, Neiva de A. & Costa, Mairla P. P**. 2022. Didática da interpretação: proposta de avaliação conjunta a partir do gênero seminário. *Tradução em Revista* 33:2. 83-111
(Interpreting didactics: A proposal for joint evaluation in simulated seminars)
http://doi.org/10.17771/PUCRio.TradRev.61344
*This article discusses simulated seminars in interpreter training. We developed a case study, taking Bakthin and the Circle as a basis. We analyze the didactic activity of simultaneous interpretation in a Bachelor of Arts course of Libras (Brazilian Sign Language) in the discipline.* (AG & ACP)

**Barbosa, Diego Mauricio & Lima, Aline Cássia de Moura**. 2022. *A interpretação de português para Língua brasileira de sinais (Libras) na programação da TV UFG e o uso do empréstimo linguístico.*
(Interpreting from Brazilian Portuguese into Brazilian sign language (Libras) for UFG TV and linguistic borrowing). *Tradução em Revista* 33:2. 144-170
http://doi.org/10.17771/PUCRio.TradRev.61353
*Fingerspelling or lexical borrowing is used in Brazilian Sign Language (Libras) to spell out words using the signs corresponding to letters of the Portuguese alphabet. This technique is often employed when interpreting from Brazilian Portuguese into Libras. In this paper, the authors report about its use during an interpreting assignment performed by the interpreters from the Accessible Audiovisual Translation Laboratory (LabTavi/UFG) working for the UFG TV programming, broadcast on a free-to-air channel and on the online video sharing and social media platform YouTube.* (AG & ACP)
*DG: Readers are invited to read the review of Viana's thesis in the theses section.*
**Hanquet, Nicolas & le Maire, Delphine**. 2021. Co-interprétation sourd et entendant. L'union fait la force. (Feed interpreting: united, we are stronger) *Traduire* 245. 86-98.
https://doi.org/10.4000/traduire.2470

*This paper on feed interpreting was published in Traduire, a French professional trade journal. The two Belgian authors explain feed interpreting which, they say, has been used for the first time by Belgian media in press conferences on the evolution of the Covid 19 epidemic in 2020. They offer general explanations about sign languages in Belgium (one in the French-speaking community, one in the Flemish-speaking community, and one in the German-speaking community) with academic training of interpreters that only started in 2014 and only a few dozen of graduates to this day.*

*What is perhaps the most interesting part of the paper is how the authors explain feed interpreting using well-known conceptual frameworks used in TIS (Translation and Interpreting Studies): Interpretive Theory and its central concept 'deverbalization' in its derived meaning, namely the methodological principle of translations from meaning, not from linguistic form (the original meaning of the word was the assumption that interpreters forgot the linguistic form of the source utterance), skopos theory to stress the role of the interpreter in the communication context, and Gile's Effort Models. The latter are used to explain the high cognitive load that signed language interpreters, who generally interpret into a non-native language, have to face. To this difficulty, the authors add the variability of the Deaf signers' linguistic profiles and suggest that these two factors explain why they turn to Deaf interpreters. The two authors say that Deaf interpreters are culturally closer to Deaf users of interpreting and can think like them and use language like them. And yet, the two authors say that hearing interpreters are not incompetent, but hearing-deaf teams offer complementarity and genuine added value. They say that feed interpreting makes it possible for hearing interpreters to pay more attention to the source utterances and for Deaf interpreters to be less vulnerable to cognitive pressure associated with the Reception Effort and to ensuing deterioration of the output. Thus, they seem to see the main value of feed interpreting in the Deaf interpreter's 'post-editing' of the hearing interpreter's output.*

**Nogueira, Tiago Coimbra**. (Univ. Federal do Rio Grande do Sul). 2021. Interpretação de conferências: percepção de intérpretes de libras-português sobre a atuação em cabine. *Cadernos de Tradução* 41:2. 128–162.
*The author sent out a Google forms questionnaire to signed language interpreters who worked from Libras into Portuguese from an interpreting booth, with a monitor (this was done for the first time in 2014) and asked them about their impressions. Most of the 11 respondents had worked from a booth in 1 to 3 events. Only 2 had done so 4 times or more. From their responses, working from a booth has the following main advantages over working 'outside' with a microphone, the more traditional way: benefiting from support from teammates and thus being able to provide better quality, being shielded from interference, feeling less exposed and more protected, having the possibility of using various aids in the booth. On the other hand, distance from the signer being interpreted, who cannot be interrupted and asked to clarify when something is misunderstood are a disadvantage. Concern was also expressed about technical failures due to the disappearance of the image on the monitor's screen and to difficulties in seeing slides being projected onto a screen and the signer being interpreted at the same time. (AG & ACP).*

**Nogueira, Tiago Coimbra & Nascimento, Vinicius**. 2022. Formas de apoio no trabalho em equipe durante a interpretação remota de português-libras em conferências. *Tradução em Revista* 33:2. 112-143. (ways of supporting teamwork during remote simultaneous interpreting from portuguese into brazilian sign language in conferences)
http://doi.org/10.17771/PUCRio.TradRev.61347
*This article discusses teamwork in remote simultaneous interpreting during the COVID-19 pandemic. The objective is to present a descriptive analysis of the types of support used by a team of interpreters during a conference, based on the types of support described by Nogueira (2016). The authors found the following support strategies: complement, interpretation confirmation, interpretation suggestion,*

*clarification, correction and also, given the characteristics of remote simultaneous interpretation, a type of support not previously described: "information about internet connection".* (AG & ACP)

**Nogueira, Tiago Coimbra; Santos, Silvana Aguiar dos**. 2018. Tarefas de interpretação de libras/português: reflexões sobre uma proposta metodológica de ensino para contexto de conferência. (Libras-Portuguese interpreting tasks: reflections on a methodological proposal for training in conference environments) Transversal - *Revista em Tradução*, Fortaleza 4:7. 93-112.
http://repositorio.ufc.br/handle/riufc/38109
* *This work is based on Delisle's learning objectives (1988; 1993) and on Hurtado-Albir's ideas on training in specialized translation (2007). We discuss the teaching of interpreting for Libras/Portuguese interpreters and some of the challenges faced in our country. We took as an example the interpreting tasks applied to Libras/Portuguese interpreters in the conference context‖ module, which was part of a training course for Libras/Portuguese interpreters promoted by the Balneário Camboriú Deaf Association (ASBAC), with the support of the Santa Catarina Association of Sign Language Translators and Interpreters (ACATILS) and the Brazilian Federation of Associations of Professional Sign Language Translators and Interpreters (FEBRAPILS). The preliminary results showed that the students replicated the same interpreting attitudes and practices from the educational context to the conference context, without considering the specificities of these spaces. The tasks developed, together with the pre-established learning objectives, helped to map out the characteristics of each context, the language used and the types of genres and sub-genres encountered.* (AG & ACP)

**Santos, Giovana Bleyer Ferreira dos & Barbosa, Diego Maurício**. 2017. Considerações sobre o processo de desverbalização e da cenarização na tradução e interpretação de uma língua oral para uma língua de sinais. (About deverbalization and scene setting when translating and interpreting from a spoken language into a sign language). *Revista Sinalizar*, Goiânia 2:2. 218-234, Jul./Dec.
* *Abstract: This article aims at discussing some issues related to the interpreting process, such as Deverbalization (Seleskovitch 1975), which must occur when the interpreter receives the information from the source text and needs to decode it (de-verbalize it) in order to re-create sense in the process of production of the target text. This work also presents Gile's IDRC [Interpretation - Decision - Resources - Constraints] Model, which clarifies that the translation process is composed of a succession of stages of comprehension and reformulation in which the interpreter must deal with the resources and constraints that are imposed to him during the proceedings.* (AG & ACP)

**Stevens, Tara; Hale, Kimberly; Roush, Daniel** (Eastern Kentucky University). 2022. Learning to read the room. Sociolinguistic course design for ASL-English interactive interpretation. In **Porlán Moreno, Rafael & Arnedo Villaescusa, Carmen** (eds). *Interpreting in the classroom: Tools for teaching*. Córdoba: UCO Press. Editorial Universidad de Córdoba. 83-103.
* *The focus in this course is discourse analysis, which makes students aware of the aims of various speech acts that occur during interpreting-mediated encounters beyond the face message of the utterances. This should help them react more efficiently to situations as interpreters. The authors describe classroom practice and follow-up activities. They explain that there are three distinct sign languages in Belgium, one for the francophone population, one for the Flemish-speaking population, and one for the German-speaking population.*

>>>**Wehrmeyer, Ella** (Northwest Univ., Venderbijlpark, South Africa). 2016. An annotation system for signed language interpreting corpora. *Hermeneus*, TI, 17. 279-318
* *The system was constructed on the basis of existing systems for the purpose of investigating a corpus of interpreted news broadcasts from English into South African Sign Language (SASL) that Wehrmeyer constructed when looking at the reasons for insufficient understanding by Deaf viewers of the SASL*

*output. Her annotation system is designed to analyze five main groups of factors: linguistic features of the interpreter's sign language produced, characteristics pertaining to the quality of production of a face-to-face message, characteristics of the type of language used by the interpreter (i.e., parole) and features of the interpreting process, including differences between the source and target messages and the interpreter's phonological, syntactic and discourse errors.*
*\*DG: At a time where in our field (as opposed to say, research in medicine) tools are sometimes picked up just because they exist and used to analyze data just because the data are available and provide fuel for yet another publication without a fundamental question as a driver, Wehrmeyer's approach and publications around her concern about unsatisfactory understanding of interpreting output deserves to be highlighted as a good example of meaningful research.*

**WEININGER, Markus J**. 2022. Qualidade de interpretação e mudanças no papel de intérpretes de libras: normas, ética, identidade, autopercepção, formação. *Tradução em Revista*, 32:1. 43-65. (Interpreting quality and changes in the role of Libras interpreters: norms, ethics, identity, self-perception, training). http://doi.org/10.17771/PUCRio.TradRev.59667
*\*Abstract: The text focuses on the quality of signed language with a view to improve its general level. After a review of important studies on the quality of interpreting, it analyzes standards and expectations in relation to the profession's codes of ethics. It discusses the identity and self-perception of interpreters and goes on to address the training of interpreters.* (AG & ACP)


**Theses**

**>>>Viana, Luciene de Macedo Gomes**. 2022. *Gatilhos de problema e seus efeitos na interpretação simultânea de Libras para português : um estudo sobre informações numéricas e datilológicas.* (Problem triggers and their effects in simultaneous interpreting from Brazilian Sign Language into Portuguese: fingerspelled information and numbers) Master's thesis, Universidade Federal de Minas Gerais, 22 de Agosto de 2022.
http://hdl.handle.net/1843/45625
*\*Fingerspelling is the use of handshapes to spell out letters and represent numbers in sign languages, and is widely perceived as difficult. In this thesis, Viana explores it as a (cognitive) 'problem trigger', referring to Gile's terminology (2009, 2011) in interpreting from Brazilian Sign Language (Libras) into Portuguese. The material comes from a further education course offered at the author's university, in which 29 professional signed language interpreters were enrolled. They interpreted into Portuguese video recordings of short speeches (just over 3 minutes) in sign language. Fifteen participants interpreted a video on military dictatorship, and 14 a video on income tax. The author focused on fingerspelled information, including names, nouns and numbers as problem triggers, and on errors, omissions, unfilled pauses and speech segment lengthening in the output. In the first Video, fingerspelled numbers were dates (1964, 1985 and 2018) and the number 21. There were also two fingerspelled names and two nouns ('comunista' and 'código' (communist and code). In the second Video, the fingerspelled numbers were 2012, 30, 24 556.65 and 13th, there was one name (Receitanet), four nouns (salário, formulário, dia, abril), one acronym INSS. In Video 1, one name was rendered correctly by 13 interpreters and was omitted by 2. The other name was rendered correctly by 8 of the group only, the word 'comunista' by 7 and the word 'codigo' by 9. In Video 2, The acronym was rendered correctly by half of the interpreters and omitted by half. All other nouns and the other name were rendered correctly by 6 interpreters and omitted by 8. Viana concludes from these numbers that fingerspelled nouns, names and acronyms are indeed problem triggers. As regards fingerspelled numbers, in Video 1, the date 2018 was rendered correctly by 14 interpreters and incorrectly by 1, while in all other cases, there were more errors and omissions than correct renditions. This includes*

*the number 21, rendered correctly by only 1 interpreter, incorrectly by 2, and omitted by 12. In Video 2, all numbers were rendered incorrectly or omitted by more interpreters than those who rendered them correctly. Viana also found that when speakers fingerspelled nouns, names and numbers, there were pauses and/or extensions of articulation in the Portuguese output. Pauses, in particular, tended to occur after the fingerspelled nouns and names, and during the fingerspelling of numbers.* (AG & ACP)

*\*DG: An example of how simple methodology in a master's thesis can yield valuable findings. A very good thesis, and a good example of the relevance of research on signed language interpreting for research into spoken language interpreting and vice-versa. The literature review is relevant and solid. Viana takes from spoken language interpreting research the Effort Models and the concept of problem triggers as a conceptual framework. She mentions that among signed language interpreters, there is a majority of practitioners whose sign language is a B and that they frequently express a preference for working into it nevertheless.*

*A noteworthy technical point: the duration of the fingerspelling of the nouns went from 3.454 msec to 5.067 msec in Video 1. The corresponding words in Portuguese were 3 to 5 syllables long. According to the literature on spoken language articulation rates, typically, speech rates vary from a little over 5 syllables per second for Mandarin to slightly less than 8 syllables per second in Japanese. In Video 2, the fingerspelling was much faster. The durations went from 750 msec to 2.950 msec, with only two nouns fingerspelled in less than 1 second. Again, the spoken words were of 2 to 4 syllables. This would suggest that in speech, the duration of single fingerspelled words tends to be that of groups of several spoken words. Which would also mean that when interpreting from spoken language into signed language, fingerspelling is likely to cause lag and possible saturation of working memory. A problem trigger indeed.*

## Doctoral dissertations

**Pereira, Maria Cristina Pires**. 2014. *A interpretação interlíngue da Libras para o português brasileiro : um estudo sobre as formas de tratamento*. (Interlingual interpreting from Brazilian sign language to Brazilian Portuguese) Doctoral dissertation - Universidade Federal de Santa Catarina, Centro de Comunicação e Expressão, Programa de Pós-Graduação em Estudos da Tradução, Florianópolis. https://repositorio.ufsc.br/xmlui/handle/123456789/129363

*\*Abstract: This dissertation investigates the forms of address used in interactions mediated by sign language interpreters (SLI) in Interlingual interpreting from Brazilian Sign Language (Libras) to Brazilian Portuguese (BP). The focus of this research is the dialogue interpreting performance in higher education, with emphasis on how Deaf interlocutors refer to themselves (elocutive form of address) and to their hearing co-locutors (alocutive form of address). Different situations of linguistic mediation that occur in interactions between students and teachers, hearing or deaf, were videotaped in a federal university located in Rio Grande do Sul (RS) in different situations: classroom, meeting, interview and presentation (conference). The data showed an alignment of sign language interpreters to the position of Deaf talkers and diversified forms of both elocutive address forms beyond 'eu' (I), including inflected verb, zero interpretation, 'a gente' (we, us, someone, indeterminate) and 'nós' (we), and alocutive forms of address.* (AG & ACP)

## OTHER INTERPRETING RELATED PUBLICATIONS

**>>>Ayasse, Nicole D; Lash, Amanda; Wingfield, Arthur.** 2017. Effort Not Speed Characterizes Comprehension of Spoken Sentences by Older Adults with Mild Hearing Impairment. *Front. Aging Neurosci.* 8:329. doi: 10.3389/fnagi.2016.00329
*In a 'visual world paradigm' experiment, younger and older adults listened to sentences that referred to one of four objects displayed on a computer screen and were asked to use a mouse to point to the one object out of the four that each sentence referred to as soon as they identified it. Their eye movements were tracked and pupil dilation was measured. Older adults took longer to point the cursor towards the object than the younger, but their eyes moved to the object as rapidly as those of the younger participants, indicating that actual comprehension was as fast as that of the younger participants – in spite of the fact that the manual overt reaction with the mouth and the cursor seemed to suggest otherwise. Moreover, older adults with hearing impairment, who understood the sentences as fast as either younger adults or normal-hearing older adults, had significantly larger increase in relative pupil size leading to fixation on the correct object, which showed the comprehension process was more effortful.*

DG: While this experiment was done in an environment unrelated to interpreting, it is relevant to interpreters and to researchers interested in interpreting cognition as regards at least two points:
1. It suggests that comprehension under adverse hearing conditions (impaired hearing in this case) is effortful
2. It suggests that the correlation between speed of processing and effortfulness is not straightforward
3. It shows the limitations of visual-manual response time as an indicator of comprehension. Food for thought as regards the use of indicators in interpreting research in general. The authors also recall that early findings in studies on working memory capacity found that the progressive increase in pupil size as the amount of information from a list to be recalled increased in size could cease or reverse when capacity was saturated ("overloaded"), and say this could reasonably be interpreted as disengagement when cognitive ability or one's willingness to commit effort is not up to task demands. The link with frequent situations in the booth and with the Tightrope Hypothesis is obvious.

Overall, findings of papers such as this one, if convergent, add objective evidence to the idea that interpreting under adverse hearing condition is effortful per se, a point which is becoming increasingly important with the high prevalence of remote simultaneous interpreting in the wake of the COVID epidemic.

**Dorigo, Marco**. 2023. *Il Quadro sociolinguistico e la figura dell'interprete nei campi di concentramento fascisti per civili jugoslavi* (1941-1943). Doctoral dissertation, Università degli studi di Udine.
*According to the author, this is the first comprehensive study of the interpreters in Italian concentration camps created by the Italian fascist regime and used between 1941 and 1943 from a sociolinguistic angle. Sources used were in Italian, Slovene, Croatian and Serbian: written and oral reminiscences of former inmates, texts, drawings, reports and internal documents by the Italian Royal Army and reports by high-ranking members of the Catholic Church. The author conducted three narrative interviews.*

Most of the text is about the camps and general language issues, including a small glossary of terms generated in the camps (camp jargon) for communication between various language groups. Interpreters are discussed in the second part only. Interpreters were Yugoslav prisoners, soldiers of the Italian army and priests. Generally, their linguistic skills were insufficient. Apparently, no competence criteria were developed. Most of the interpreting was done in consecutive, and there was sight translation as well. Interpreting was used in interrogations, medical visits, in contacts between prisoners and army representatives, but it was generally forbidden for Italian soldiers to establish personal relationships with the prisoners. There was also consecutive interpreting of entire speeches after the speech was over and the (Italian) speaker was no longer present. There was also sight

*translation of available Italian daily newspapers. Dorigo notes that some interpreters interpreted in the 3rd person, thus distancing themselves from the speaker's ideas – but it is unclear whether they were even aware of the first-person norm. Most of the prisoners who were assigned the function of interpreter were also 'capo'. Military chaplains also acted as interpreters when high-ranking Catholic church officials visited the camps. Dorigo also notes that in the camps, interpreters had some privileges that other prisoners did not have, which made survival easier for them. Some soldier interpreters preferred this task in the camps to being sent to 'special battalions' where life was more difficult for them. Many interpreters who had an Italian nationality were in fact Slovenians, Croatians or Montenegrins, which put them in a difficult position, in a 'grey zone'.*

>>>**LEE, Jieun & SONG, Yonsuk** (Ewha Woman's Univ., Hankuk Univ. of Foreign Studies). 2022. A survey of translation and interpreting studies doctoral students' experiences. Findings and implications for doctoral training in South Korea. *Forum* 20:1. 65–90.
*\*An analysis of a 66 multiple-choice questions survey with 73 respondents who were either doctoral students or recent graduates of doctoral programs (from 2015 on) from the two largest and oldest doctoral programs in South Korea, the two with which the two authors were affiliated, established respectively in 2005 and 2000. Email invitations were sent to potential participants. 93% of the respondents were female. 32 (43%) had English as a first foreign language, 12 (16%) had Japanese, 7 (10%) had Chinese, 6 had French and 6 had Russian. Most started their doctoral studies while in their thirties (78%) or in their forties (15%). More than half were married with children. Their motivations were interest in the discipline (42 respondents), interest in an academic career (34), self-fulfillment (25). When they first enrolled in the doctoral program, nearly 90% had more than three years of professional practice experience. More than 93% continued practicing as translators or interpreters during the doctoral program. Only 15% had written an MA thesis or doctoral dissertation before entering the doctoral program. In other words, they were novice researchers. 82% had published papers in peer-reviewed journals before submitting their PhD for examination. 21 respondents mentioned research methodology courses as the most useful during their coursework. The second most frequently mentioned course was translation and interpreting theory. The biggest challenges they encountered were time management and insufficient research competence (58% and 44% respectively).*
*\*DG: While the individual responses were not surprising or new, the information as a whole is interesting, as it provides a quantitative approximation to various aspects of the PhD students' situation in Korea as regards TIS. Many of them probably apply to most other countries as well, in particular the fact that most doctoral students are practitioners and continue practicing translation or interpreting while studying – and their lack of research competence when starting their PhD program. Both of these features have implications which, in my view, are not sufficiently taken on board in academic institutions, because in most other disciplines, doctoral students are in a different situation. Incidentally, in South Korea, TIS is a vibrant discipline, and the most cited arts and humanities journal is a TS journal. Unfortunately, the Korean colleagues' work is not sufficiently well-known on the international scene because most of their TIS publications are written in Korean.*
   *I was also wondering why the authors of the paper did not mention doctoral seminars and schools organized in Korea – there are many of them – or CETRA and other doctoral summer schools in the West, which do seem to contribute significantly to the doctoral students' experience. Neither did they mention Getting Started in Interpreting Research.* Amsterdam/Philadelphia: John Benjamins (edited by Gile, Dam, Dubslaff, Martinsen, Schjoldager in 2001), which covered topics in relation to doctoral studies in TIS.

**Montero Domínguez, Xoán** (Universidade de Vigo, Spain). 2021. La representación de los intérpretes en los largometrajes de ficción. (The image of interpreters in feature films). *Transfer* 16:1-2. 46-68.

*Interpreters as they are presented in various settings in feature films, focusing on 3 of them: La niña de tus ojos (Fernando Trueba, 1998) – "the girl you dreamt of", The interpreter (Sydney Pollack, 2005) and "Je l'aimais" - "I loved her" (Zabou Breitman, 2009). Strangely enough, the author uses these films to support descriptions and analysis of interpreting, which is fine but unexpected in view of the paper's title.*

**Monzó-Nebot, Esther & Wallace, Melissa** (Universitat Jaume I, Spain & Univ. of Texas at San Antonio, USA resp.). 2020. Research methods in public service interpreting and translation studies: epistemologies of knowledge and ignorance. *FITISPOS INTERNATIONAL JOURNAL* 7:1. 15-30.
*An essay which focuses on the strengths and vulnerabilities of research into Public Service Interpreting and Translation (PSIT). They stress the interdisciplinary nature of research into PSIT, with various aspects which call for different approaches and methods and qualified researchers while the number of such researchers in the field is small and the dialogue between epistemologies and associated research methods can be difficult. They mention inter alia methodological inertia (which this editor believes is one form of the law of least effort) and refer to a lack of awareness of the large variety of phenomena in the field, which can lead to overgeneralization. This a very general paper, with no discussion of specific cases, but the authors' points, which have been made before, deserve to be recalled periodically.*

**Picchio, Laura**. 2023. *L'interpretazione dialogica tra cinema e media digitali: il Giffoni film festival come caso di studio* (Dialogue interpreting in the cinema and digital media: the Giffoni film festival as a case study). Doctoral dissertation, Università degli studi di Macerata, Italy.
*A systematic, extensive discussion around the topic, which includes literature reviews and reflections on dialogue interpreting, on interpreting and the mass media, on interpreting in film festivals, on interpreting against the background of video technology, on new media, on multi-step methodology, qualitative and quantitative. The author created a corpus, used expectation questionnaires and reception questionnaires, and analyzed various events, with onsite streaming and remote streaming, including spatial positions and gestures, the interpreter's visibility. She draws conclusions for constructivist training through YouTube and using other new technologies.*

**Porlán Moreno, Rafael & Arnedo Villaescusa Carmen** (eds). 2022. *Interpreting in the classroom: Tools for teaching*. Córdoba: UCO Press. Editorial Universidad de Córdoba.
*This resolutely didactically-oriented collection of 10 essays by authors from various parts of the world addresses practical interpreter training in various settings. Those which address conference interpreting are micro-reviewed in the conference interpreting articles section. The others are listed here with a few comments. Some are interesting because they offer specific teaching methods. Others draw the readers' attention to aspects that are not usually addressed in conference interpreting environments but have become increasingly relevant even for students who initially contemplate become conference interpreters exclusively.*

- **Ivana Čeňková** Apprentissage autonome de l'interprétation au niveau Master (Entraînement individuel et en groupe). 11-20.
*On autonomous self-training in conference interpreting at Charles University, Prague*
*See the micro-review of the article in the conference interpreting articles section*

- **Ruiz Rosendo, Lucía** (Univ. of Geneva). Training interpreters to work in conflict settings. 21-36.
*Focuses on CBL (Case-based learning). The author mentions in particular the difficulty involved in applying established codes of ethics in such settings*

- **Iacono, Katia** (Univ. of Vienna). Research-led semi-structured role plays. 37-55.

*Focuses on the design of role plays for graduate students of Italian/Romanian dialogue interpreting. In this chapter, "research led" apparently means scenarios drawing on the academic literature.*

- **Persaud, Maria Clementina** (Univ. Pablo de Olavide). Revisiting Gile's Effort Models and Self-Assessment in Consecutive Interpreting for Undergraduate Interpreting Studies. 57-81.
*See the micro-review of this article in conference interpreting articles section*

- **Stevens, Tara; Hale, Kimberly; Roush, Daniel** (Eastern Kentucky University). Learning to read the room. Sociolinguistic course design for ASL-English interactive interpretation. 83-103.
*See the micro-review in the signed language interpreting section.*

- **Lawandos, Abla & Menhem, Lena** (Ecole de Traducteurs et d'Interprètes de Beyrouth, Université Saint-Joseph). Formation et adaptation à l'ère des bouleversements. 105-119.
*The two authors focus in this paper on cultural preparation of their students, on ethical preparation, on language issues within the Arabic-speaking world, on work related to remote interpreting, the motto being 'flexibility'.*

- **Vigier-Moreno, Francisco J.** (Universidad Pablo de Olavide, Sevilla). May it please the court. Introducing undergraduate students to court interpreting through reality-based role plays. 121-136.

- **Lázaro Gutiérrez, Raquel** (Universidad de Alacalá). Self-care for interpreters. 137-151.
*This paper looks at an important topic which is not very popular in the literature, namely occupational risks. This includes emotional risks when dealing with community interpreting situations, stress, vicarious trauma and burnout. Self-care activities, including physical activities, are recommended to prevent or heal such damage. In the author's university, self-care is taught, both in the form of lectures and in the form of exercises, including breathing, muscle relaxation and stretching exercises.*

- **Gonzalez, Erika & Revolta, Andrew** (RMIT University, Melbourne). A Pedagogical Approach to Work Integrated Learning for Conference Interpreting. 153-171.
*See the micro-review in the conference interpreting articles section.*

- **Pagura, Reynaldo** (University of Illinois at Urbana-Champaign). Training Interpreters in Multilingual/Multipurpose Classes in the United States – A Possible New Paradigm? 173-183.
*Pagura notes that on the US market, there is a need for interpreters who are able to work in different settings rather than specialize in one, e.g., conference interpreting. Pagura believes it is a good idea for training institutions to adapt their curricula to this situation. In his paper, he offers general suggestions for teaching interpreting.*

**Sibul, Karin** (independent researcher). 2023. Responsibility and ethic in simultaneous interpretation of films. *Vertimo studijos* 16. 145-156. Vilnius University Press, Lithuania.
*The author, who is a conference interpreter and is interested in the history of interpreting in Estonia, looks at the way foreign films were interpreted 'simultaneously' into Estonian in academic film clubs at Tallinn Polytechnic Institute and at Tartu University in Soviet Estonia. Sibul identified 47 interpreters and conducted 16 interviews with interpreters who worked with more than 10 languages at the academic film clubs in the 1970s and 1980s. There were no trained interpreters in Estonia et the time, but there were many language students and philologists who were invited to 'interpret', virtually always without having a chance to preview the film or read the script. Apparently, occasionally, people who were invited to interpret did not know the language of the film but 'interpreted' anyway. Sibul wonders whether these 'interpreters' acted 'ethically'.*
*DG: Why should their behavior be considered 'unethical'? As explained by the author, these were not professional interpreters, and they were recruited to help viewers who did not understand the*

*languages of the sound tracks gain a better idea of what the films were all about. It is interesting that some of them seem to have performed this function taking on an artistic role while others acted as reporters, and perhaps still others acted differently, but it is difficult to see why their 'professional ethics' should be evaluated against present-day professional codes of conduct developed in and for a very different environment.*

**Silva Christiano S. do V**. 2020. Um olhar sobre a evolução histórica dos estudos da interpretação no Brasil (A look at the historical development of Interpreting Studies in Brazil) *Tradução em Revista* 28:1. 87-116. http://doi.org/10.17771/PUCRio.TradRev.48174
*\*Interpretation Studies (IS) has evolved over the last few decades. Its evolution, however, is marked by limitations, such as a shortage of researchers, a lack of institutionalization and others. The pattern of development of IS observed in Europe and the United States is not the same as that observed in countries in the East or in the western southern hemisphere, such as Brazil. However, comparing the historical evolution of IS in these different regions helps us to be clearer about the patterns of the area in general and the specific needs of each region. A literature review and a comparative approach were used to enable a better understanding of the current situation of EI in Brazil. (AG & ACP)*
*\*DG: General. It would have been nice to have a more precise comparison.*

**>>>UNHCR Austria**. 2017 *Handbook for Interpreters in Asylum Procedures.* Adapted from UNHCR Austria 2015: *Trainingshandbuch für Dolmetscherinnen im Asylverfahren*. Linz: Trauner.
*\* A Handbook composed of 12 'Units' by various authors covering Asylum and International Protection, the Personal Interview and Interview Techniques, The Basic Principles of Interpreting, The Interpreter's Role, Professional Ethics and Professional Conduct, Interpreting Modes, Note-Taking, Sight Translating Interview Transcripts, Interpreting for Vulnerable Applicants, Interpreters as Experts in Multi-lingual and Transcultural Communication, Information Mining for Interpreters and The Interpreter's Emotional Experience. Concise language, references, examples, didactic material.*
*\*DG: This book should be excellent reference material for training purposes, and perhaps for users of interpreters on the authorities' side, because it explains clearly and in simple words some cognitive and other phenomena that people who rely on interpreters to help them understand and make decisions are not necessarily aware of – in spite of their importance. Congratulations to the Austrian project leaders who put this book together.*

\*    \*    \*

**Beginner's corner**

### TIS practisearchers as immigrants
Daniel Gile

Voinova's auto-ethnographical paper in the conference interpreting articles section refers inter alia to the somewhat uncertain and perhaps fluctuating social status of immigrants navigating between two national identities.

In Translation and Interpreting Studies, many scholars are practitioners who have become researchers, not as 'freelancers' who occasionally publish a piece of research, but as academics affiliated with an academic institution and seeking recognition as such in a cognate discipline to which they aspire to belong. Some have completed a full academic obstacle-course through which they acquired not only degrees, but also the relevant research skills. Many others have degrees, but did not go through the whole guided hands-on process of learning research skills from the basics to more advanced techniques, and what is more important, the mindset that goes with them. In their home

community, that of translation and/or interpreting practice, they are natives. But in the relevant cognate discipline, they are immigrants who *claim* the status of full members of that disciplinary community. And just as a foreign accent or occasional infelicitous behavior betrays the foreign background of immigrants from another country (or another social group), their behavior occasionally betrays them through reasoning that is not quite correct for the relevant discipline, erroneous or infelicitous use of concepts, theories and methodological tools, or somewhat excessive orthodoxy as regards formal norms – "more Catholic than the Pope".

It is a very good thing that after a long period of quasi-exclusive introspection and self-observation, ever since the second half of the 1990s, we have been seeking and using concepts, theories and methods from cognate disciplines. This has allowed us to study translation and interpreting in more depth and accuracy and take some distance from some received but perhaps not-so-solid wisdom which was entrenched in interpreting communities. But does this mean we have to become members of the community of linguists, psychologists or sociologists?

We practisearchers possess genuine knowledge and experience in the practice of translation and interpreting and as such are in a position to take some distance from conceptual misconceptions and incorrect inferences about translation and interpreting found in publications by cognate discipline researchers. Moreover, TIS is increasingly recognized as a discipline per se; it has its own institutional organizations, academic positions and publications. Admittedly, in the academic world, our status and resources are still weak compared to those of established disciplines, but it is now possible to have a full academic career within TIS in many countries. What is more, in our position, we can pick and choose topics of interest which we find relevant to TIS, along with methods we find most suitable to investigate them in our translation and/or interpreting environment, thus enjoying more freedom and less pressure from institutions, chapels and competition for publication space than academics in many other disciplines.

Perhaps the practisearchers' status as immigrants into academia but legitimate settlers in recently-founded TIS country should not be as uncomfortable as all that? Perhaps it is even satisfactory? Provided, of course, they have credibility as researchers. Research means more than expressing one's normative views, more than writing overviews and explanations of ideas found and implemented in the practitioners' community, more than describing training curricula and related procedures. Research implies trying to advance knowledge with rigorous, critical thinking about ideas and facts, and with equally rigorous data collection and analysis when an empirical research track is chosen. When we comply with these basics, fellow researchers from other disciplines are likely to take us seriously – as TIS researchers. And to welcome contributions we may offer, provided we show that we have read their publications and studied their ideas and findings carefully – and demonstrate mastery of and compliance with scientific thinking and acting.


## Acquiring critical thinking habits in IS
Daniel Gile


In some disciplines, e.g., cognitive psychology, from first year undergraduate studies on, students learn how theories were developed to account for phenomena, how they were scrutinized critically, found not to account satisfactorily for this or that other phenomenon and replaced by other theories that were scrutinized critically themselves and replaced by still other theories in a never-ending quasi-Popperian process. Moreover, from first year on, they study research methods and statistics and conduct experiments which are scrutinized critically by their teachers for design, implementation and inferencing. A one-year course in research methods and statistics is probably not sufficient to generate the same mindset. Perhaps working over several years with a competent and conscientious doctoral supervisor who has the time to guide beginning researchers does. Not all doctoral supervisors meet

these requirements. Do IS researchers who have not benefited from such guidance acquire rigorous and critical thinking (and acting) habits nevertheless?

Some are 'naturals'. Some have acquired the required mindset through an academic background that did not necessarily involve research. Mathematics and Law are two good examples. But there are other pathways as well, the keywords being *exposure*, *action* and *dialogue*.

- *Exposure* to research criticism, especially criticism addressing logical issues in research such as validity, representativity, bias, overgeneralization, mixing categories in classifications, and criticism regarding rigorous use of words, misrepresentation of ideas and citations and so on is likely to encourage readers to adopt similar critical thinking patterns.

- *Action* refers to doing research criticism oneself. The most useful pathway, both to the actor/giver and to the receiver is probably peer-reviewing. Another way is to make sure one's own research includes *critical* scrutiny of previous research on similar topics, even if one decides not to include critical comments in one's publication. A third way, which I recommend as part of all research training programs, is a set of critical reading exercises: students are given a research text to read critically at home, and their comments are discussed in class. Finding appropriate authentic texts can be problematic, and the idea is to build up critical reading skills and habits, not to damage reputations, but there are ways around this obstacle. One is to manipulate existing texts to create anonymous texts overtly announced as manipulated that include 'hotspots' to be detected and discussed. Another is to take specific parts of existing research such as inferences from data or descriptions of sampling procedures and presenting them in anonymized form to students for critical discussion. I have used both methods in seminars.

- *Dialogue* refers to exchanges with other critical readers. The advantages of such exchanges are obvious: a heightened sensitivity, as what may be missed by one person is likely to be detected by another, the possibility of finding confirmation or a correction of one's own critical assessment, and increased motivation. Such dialogues can be found in critical reading seminars, but more often in editorial teams and assessment committees.

Recommended additional reading:

Gile, Daniel. 2001. Critical reading in (translation and interpreting) research. In Gile, Daniel, Helle Dam, Friedel Dubslaff, Bodil Martinsen, Anne Schjoldager (eds). *Getting Started in Interpreting Research*. Amsterdam/Philadelphia: John Benjamins. 23-38.

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