

THE CIRIN BULLETIN

Conference Interpreting Research Information Network

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

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This Bulletin aims at contributing to the dissemination of information on conference interpreting research (CIR) and at providing useful information on CIR 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 by DG, who takes responsibility for the comments and for any errors introduced by him.
2. 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 therefore makes this distinction in his abstracts and comments. The same applies to the distinction between ‘cognitive load’ and ‘cognitive effort’, ‘cognitive effort’ being the effortful response to cognitive load, namely factors that make it necessary to exert effort to complete a task. The relation between the two is not necessarily linear, or even monotonic.
3. The sign >>> highlights items that the editor considers noteworthy, for one reason or another.
4. TIS stands for ‘Translation and Interpreting Studies’

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EDITORIAL

Some history – and a call for contributions

The CIRIN network (under the initial name IRTIN for International Research and Theory Information Network) was born 35 years ago – *Bulletin* n°1 was printed on February 1991 (https://cirin-gile.fr/BULL1to8_IRTIN_1991to1994.pdf) – as a network of (volunteer) individuals who believed in

actively fostering exchanges on research into conference interpreting at a time when the number of publications on conference interpreting was small, the Web was in its pre-infancy, and printed documents were virtually the only way to keep abreast of developments. From a tentative short list of bibliographical references collected manually and a few lines about research activities sent to national Nodes by snail-mail and photocopied and distributed by them in their respective countries during the first few years of its existence, the *Bulletin* gradually grew into a more substantial source of information. At the end of 1998 (*Bulletin* n°17), it went online.

Over the past twenty-five years, publications on conference interpreting have been growing exponentially, and so has the number of journals in which they can be found. A setup with no external funding and one person only to collect the information, organize it and edit and post the *Bulletin* can only cover a fraction of the production. But it can draw the attention of colleagues to noteworthy publications. If authors of theses, dissertations, books, chapters, reports etc. on conference interpreting make the effort of sending to CIRIN their texts, summaries or at least references, these will be posted in the *Bulletin*, for the benefit of all.

Research activity on and around signed language interpreting in Brazil

In May this year, I was fortunate enough to participate in a conference organized at the *Faculdade de Letras da Universidade Federal de Goiás* in Brazil by Diego Barbosa and Guilherme Lourenço. It addressed several themes, including interpreting for inclusion and media interpreting. There were pre- and post-conference workshops, round tables, plenaries and parallel sessions to accommodate the large number of speakers from all over Brazil (plus two invited speakers from overseas, Christopher Stone from the UK, a well-known sign-language interpreting personality and member of the AIIC Research Committee, and myself). The overwhelming majority of participants came from signed language interpreting, but a few speakers also talked about conference interpreting, media interpreting and spoken language community interpreting. Some of the presentations were professional rather than academic, but there were also presentations of research, including some promising studies. Interpreting practitioners were thus exposed to actual research. During the conference, I felt much energy from participants, with an open mind and willingness to pool resources together. Potentially a strong asset for an increasing research presence of Brazilian production on interpreting in the near future?

Two noteworthy points:

- During presentations on interpreting for the media, signed language interpreters discussed challenges in spatial self-management when their sign-language rendition is presented on a small sub-screen embedded in the main screen; when the person they are interpreting turns to or points to a physical object or a person on the set, they cannot just turn or point in the same direction as would be natural. They have to make a special mental effort to point in a direction that will make sense to Deaf viewers of their rendition in the sub-screen, depending on where it is positioned on the main screen. One constraint and effort that spoken-language interpreting do not have to manage.
- The official languages of the conference were Portuguese and Brazilian sign language (LIBRAS). To help the two participants who did not master them, besides traditional simultaneous interpreting that was provided during plenaries, signed language interpreters volunteered to simultaneously interpret into English from Brazilian sign language for the guests (while standing). At least some of them were not trained as conference interpreters, English was not necessarily their B language as defined by AIIC, and the interpreting direction in which they were working was unusual for them. And yet, they managed to provide fluent and clear renditions of speeches that were sometimes technical. Food for thought.

Persistent miscommunication

In the 1970s and 1980s, D. Seleskovitch, M. Lederer and other proponents of Interpretive Theory from the ranks of interpreting practitioners (“practisearchers”) criticized and rejected studies on interpreting by linguists and psychologists for treating translation and interpreting as linguistic operations and overlooking their nature as a contextualized act of communication. A minority of other practisearchers, including I. Kurz in Vienna, J. Mackintosh and C. Stenzl in London, B. Moser-Mercer in Monterey and D. Gile in Paris, considered that observation and introspection were not a sufficient basis for scientific investigation of interpreting and that there was something to be learned from the methods and theories of researchers from cognate disciplines.

The wheel has turned. Research into interpreting, especially research into interpreting cognition, now relies mostly on theories and methods from cognitive science. To the extent that some authors no longer understand (or acknowledge) the possibility that early authors had knowledge and intuitive insights of phenomena that scientific research in the canonical sense has not yet studied exhaustively.

Research initiatives explore reality along certain channels – speaking a certain language. It may be tempting to ignore or discard other channels. Careful readers of Seleskovitch, Lederer and other practisearchers should understand that in their language, they talked about the same phenomena that Amos and Pickering (2025) – reviewed here – talk about in another language. The potential complementarity of the viewpoints could open up avenues for some fine-tuning of shared knowledge. But if speakers of different research languages in IS do not acknowledge each other’s legitimacy and do not endeavor to understand each other, we might lose much of what we have gained since the 1990s.

Convenience of tools and data: a threat for groundwork?

When reading some of the early research reports in cognitive psychology, I was struck by the thoughtful and creative designs that were often engineered to test certain theories against others. Similarly, in some of the recent CIR publications, there is clever, careful, thoughtful preparation of studies where the measurements per se can be quite simple. In other CIR publications, measurements and analytical techniques are sophisticated, but the findings do not provide a good answer to the research questions. The sample may have been too small for inferential statistics to be powerful enough, or biased; what was measured may not have been a good indicator for the target phenomenon (e.g., measuring cognitive load through cognitive effort in tasks and under conditions where disengagement may well have occurred); disregarding desirability bias in surveys and interviews with questions that are likely to bias the answers, and so on. These potential weaknesses could have been spotted during conceptual (and sometimes technical) groundwork and dealt with. In research methodology classes and critical reading seminars, when such flaws are pointed out, they are generally understood by participants. Good groundwork can make all the difference between meaningful research and academic educated guesses. Does this sound obvious? If so, why do we bypass the groundwork so often? Is it because of poor training, or because we are fundamentally lazy? I speculate that having conveniently available sources of data (corpora, data bases) and tools (statistical packages, other equipment) makes it tempting to bypass some (important) thinking and move straight into action. Research educators might help remedy the situation by raising awareness upstream. And conscientious peer-reviewers could do something downstream, hopefully before publication.

In this issue

A few pointers:

- A majority of Chinese authors (some operating from overseas), as has been the case for a couple of years now. But much solid research from Poland, which has become an important CIR pole (no pun intended). One paper from Iran (but another one from Hungary by an Iranian author), and one from Thailand.
- A vast majority of papers published in journals, some of which are local, one chapter in a

collective volume, 3 books, 6 theses, one doctoral dissertation. Just as a reminder: this is by no means a representative sample. If say one or two collective volumes had been reviewed in this issue (a few came out, but CIRIN does not have access to them) the proportions could be very different.

- The main topics addressed in items listed in this issue are training, including interpreting competence (having read the bibliometric study on interpreting competence, I deliberately looked for a few references out of curiosity), technology, including AI and RSI. Cognitive issues are ever-present in this *Bulletin*. One rather original topic is inclusive/non-binary language, with several references of theses from the Univ. of Bologna. Presumably under the influence of one or two engaged supervisors.
- Noteworthy papers are highlighted with the >>> sign.

Daniel Gile

CIR PUBLICATIONS

ARTICLES

Albl-Mikasa Michaela; Ehrensberger-Dow Maureen; Gieshoff, Anne Catherine and Hunziker Heeb, Andrea. 2024. English as a lingua franca in interpreting and translation: a survey of practitioners. *Front. Commun.* 9:1413110. doi: 10.3389/fcomm.2024.1413110

**A large-scale online survey, with 883 participants, including 185 conference interpreters, 117 community interpreters, and 558 translators. Of particular interest here is their input on challenges they encountered with text and speeches by non-native speakers (NNS) of English. On the whole, they report difficulties that are well-known to translators and interpreters, but this large-scale operation provides interesting quantitative indications:*

- 86% of the conference interpreters report that more than half of the speeches they interpret are produced by NNS.
- At least one third of the respondents from each group reported vagueness and lack of logic as challenges when translating or interpreting NNS.
- The way respondents frequently cope with texts and speeches by NNS, in particular focusing on them to make sense out of them, delaying the target-language reformulation, optimizing their output, making compromises etc., involves increased cognitive load.

**DG: This work around the impact of poor verbal expression in English by NNS is valuable. But it might be a good idea to clarify that the deleterious phenomena that this and other investigations by the ZHAW team around M. Albl-Mikasa have been observing and analyzing apply to the less proficient NNS who use ELF, not to all. Many native speakers are not good writers or speakers, and many NNS master English rather well and write and speak clearly and correctly, with only occasional or rare infelicities.*

Surely more than 90% of us researchers and other academics who write in English are NNS. Are our oral presentations and publications in English as difficult to process as responses to this survey suggest for “NNS”? Perhaps another denomination, e.g., LPNNS (Less Proficient Non-Native Speakers), would help prevent a massive epidemic of suicides among us NNS TIS authors who will have read the survey?

Ameri, Saeed, and Eslami, Maliheh (Univ. of Birjand, Iran). 2025. Simultaneous Interpreting of Code Switching in Iranian Presidential Speeches on PressTV. *Critical Language and Literary studies*. DOI: 10.48308/clls.2025.240098.1355. https://clls.sbu.ac.ir/article_105871.html

**An analysis of how one trained and experienced interpreter working from Persian into English for the Iranian international news Channel of Press TV handled Arabic words (24) and phrases and speech segments of more than 3 words (10) introduced in a Persian speech by an Iranian President. The tactics included omissions.*

**DG: In view of the fact that the speech was by the Iranian President and that a video recording can be found on the PressTV website, it is intriguing that the omissions were left rather than corrected after the live broadcast.*

>>>Amos, Rhona & Pickering, Martin J. (Univ. of Geneva & Univ. of Edinburgh resp.) 2025. A new perspective on models and theories of simultaneous interpreting. *Target* 37:2. 184-212. <https://doi.org/10.1075/target.00031.amo> | Published online: 2 June 2025 Target ISSN 0924-1884 | E-ISSN 1569-9986

**The authors start by reporting about early theories of SI interpreting as considering two main routes, one semantically mediated and the other non-semantically mediated. They review mainly laboratory-based evidence that “meaning” is routinely accessed during comprehension, that cross-linguistic activation regularly takes place in SI without interfering with the processing of meaning. They are “relatively confident” about the idea that both source and target language are activated during source-language comprehension, rendering early accounts which suggest that meaning may first be comprehended in the source language alone highly unlikely. They ask whether syntactic priming could also speed up utterance planning and production in SI. They formulate the possibility of interpreters sometimes avoiding repeating syntactic structures when it is possible to do that, thus using more cognitive resources than necessary. And they refer to laboratory-based evidence using the visual-world paradigm showing that prediction is regular even when cognitive resources are limited.*

**DG: This reviewer welcomes evidence from the laboratory about some fast routine access to meaning, about some activation of another language while listening to utterances in one language, about some routine prediction. But the early authors that Amos and Pickering cite were aware of these possibilities more than half a century ago. The very warnings by Seleskovitch, Lederer and many others about language interference suggest they were very much aware of cross-language activation. So was Gile (see his ‘escort effect’ in his Gravitational Model of language availability). And the associated facilitation effect during production is mentioned in Basic Concepts and Models. Do Amos and Pickering understand the aims underlying some of the models developed by trainers, Seleskovitch, Lederer, Gile and others? What they did is separate functionally comprehension and production in order to stress to students the importance of in depth analysis during comprehension and of rigorous, interference-free idiomatic production. The findings reported in Amos and Pickering’s are interesting, but do not justify a “new perspective” which does not take on board the very intentions underlying these early models.*

Balakhonov, Vladimir (Univ. of Innsbruck). 2022. Corpus-Assisted Exercises in Conference Interpreter Training. *Journal of Research in Higher Education* 6:1. <https://doi.org/10.24193/JRHE.2022.2.4>

**Ideas about how to use online speech corpora to create interpreting exercises, with a rationale and examples.*

Bartłomiejczyk, Magdalena & Rojczyk, & Arkadiusz. 2025. How native-like do conference interpreters sound in L2? A phonetic analysis of retour interpretations into English in the European Parliament. *Translation, Cognition & Behavior* DOI: <https://doi.org/10.1075/tcb.00096.roj>

**A close look at the pronunciation of 8 Polish European Parliament interpreters when working into English through scrutiny of spectrograms and waveforms. Deviations from native English accents due to interference from the Polish phonological system were found, but they did not damage the intelligibility (word/utterance recognition) of the interpreters' output.*

An interesting point: the authors cite Stachowiak-Szymczak (2019, 2020) who analyzes the same samples of free speaking, reading and interpreting by 40 professional Polish interpreters and finds evidence of cross-linguistic prosodic and phonological transfer for the interpreting condition (when working into A). This suggests that when working into one's native language, language interference can also cause one's accent to deviate from native accent.

Beliakova, Elena (Rikkyo Daigaku, Tokyo). 2024. A Report on the AIIC conference on the impact of AI on conference interpreting (in Japanese). *Interpreting and Translation Studies 通訳翻訳研究* 24 : 269-275.

**A rather comprehensive report on the panels. The author notes at the end of the report that this conference was not so much on the replacement of human interpreters by AI (a question that seems to bother many students and newcomers to the profession), but on the support AI tools can give interpreters.*

>>>Broś, Karolina; Czarnocka-Golebiewska, Katarzyna; Molczanow, Janina; Szupica-Pyrzanowska, Małgorzata (Univ. of Warsaw). 2025. The role of expertise in coping with accents during simultaneous interpreting A pupillometric study. *Interpreting* 27:1. 52–86.

**Twenty-three interpreting students and recent graduates and 27 professional interpreters were asked to interpret into Polish (their A language) 5 read-out audio speeches in English of about 5 minutes in the simultaneous mode with 5 different moderately-strong-to-very strong accents (American English, Chinese, Italian, Polish and Swedish). Their pupil dilation patterns were analyzed as an indicator of cognitive effort (the authors make a distinction between cognitive effort and cognitive load – p.53).*

In all participants, pupils initially dilate and then gradually decrease in size, rather abruptly in professionals, more gradually in students. Overall, in pupillometric terms, professionals reacted similarly to all accents, while there were differences among students. A dilation, followed by a decline, and return to near-baseline by the end of the first minute for professionals, not for students. Dilation was stronger and more long-lasting in the case of the participants' second foreign language accent than in the case of the first foreign language. Interestingly, pupil response was correlated with the status of these languages as first or second foreign language, not with language skills as measured by the Michigan tests. The authors speculate that the effect observed is related to the frequency of use of the language, in other words to language-switching experience, which might be a key determinant of the bilingual advantage in executive control (p. 78). The authors infer from the data that exposing students to a variety of accents is important. The idea is not new, but here, it is substantiated with data.

**DG: A very good example of multidisciplinary cooperation, with researchers from cognate disciplines who show actual understanding of what interpreting is all about. They are also aware of the limitations of their study, including ecological validity issues.*

Of particular interest in methodological terms:

- 1. The pupillometric findings indicate increased cognitive effort when interpreting accented speech, whereas EEG measurements in another study showed none. This may have to do with the experimental conditions and/or materials, but also with differences in sensitivity between the two physiological indicators. Clearly, the absence of a significant effect in a particular design with a particular indicator cannot be taken as 'proof' that the effect does not exist. This should be obvious to any researcher, but some statements in the literature suggest that it is not.*
- 2. The authors observed that some participants, especially students, exhibited significant decreases in*

pupil size down to or below baseline level when interpreting speeches with certain accents, especially Chinese. They explain these through possible disengagement. They report on the basis of studies on listening tasks that listeners may find the acoustic challenge too demanding, which explains decrease in pupil size indicating possible overload or fatigue (p. 76).

CHAN, Venus (Hong Kong Metropolitan Univ.). 2025. Unveiling the strengths and weaknesses of technology in interpreter training. A literature survey. *Forum* <https://doi.org/10.1075/forum.23028.cha> | Published online: 14 January 2025

**The author reviews publications on computer-assisted interpreting (CAI) tools, virtual reality (VR), and a combination of mobile and virtual/extended reality (VR/XR) technologies as applied to interpreter training, with interesting classifications. She points out, on the basis of the literature, some salient advantages of technology, starting with the possibility of offering students much learning material even from a distance. She reports that some trainers resist the use of recent technology because of its cost and the need to master advanced technical skills. She also mentions the risk of students over-relying on technology, a point that has come up in other publications as well.*

**DG: This paper offers a glimpse of technology that is already available. But the rapid advances of AI open up a huge range of possibilities for trainers even without advanced technological skills, since AI tools with a simple interface that accepts natural language instructions can respond to creative specifications.*

Chanprapun, Sasee (Thammasat University, Pathumtani, Thailand). 2018. Dealing with Cognitive Saturation in English-to-Thai Simultaneous Interpreting of Quantity Numbers. *jSEL* (Journal of Studies of the English Language, Thammasat Univ). 13:2. 1-27.

**The author notes that in Thai, large numbers are articulated in units, tens, hundreds, thousands, ten thousands (this unit does not exist in English), hundred thousands (neither does this unit) and millions. Accordingly, translating large numbers from English into Thai entails conversion operations. This is similar to the conversions required for Japanese, Chinese and Korean, where the units are somewhat different. She analyzes the difficulty associated with the conversion as resulting from an additional step, namely multiplying existing Thai units by multipliers (e.g. 10, 000 in English requires accessing the Thai unit for 1,000 + multiplying it by ten). Note that when translating twenty-three into German, the additional load comes from the permutation into drei und zwanzig (three and twenty).*

To save time and working memory resources, the author advocates writing the English numbers with numerals indicating the multiplication factors and a single letter indicating the unit (while interpreting). For instance, 25,459,124,087 will be written as 25b/459m/124t/87. The efficiency of the system was tested with 7 students who were asked to interpret 18 recorded sentences. The students were then trained in the use of the system over two months (24 hours of training and practice), and were asked to interpret the same sentences again. It was found that indeed, for those conversions requiring a single step (direct replacement of an English word into a Thai word), scores were higher than for conversions requiring two steps. There were varying degrees of improvement between the pre-test and post-test results.

**DG: This was a pre-post design without a control group (there were not enough students). One cannot discount the possibility that improvements were due to intensive training per se, not to the method.*

>>>de Souza-Júnior, José Ednilson Gomes ; Galán-Mañas, Anabel ; Henrique Rodrigues, Carlos. 2025. Competências do intérprete: uma análise bibliométrica das produções científicas entre 2003 e 2023 (Interpreting competence: A bibliometric analysis of scientific publications from 2003 to 2023). *Cadernos de Tradução* 45. e101907. DOI <https://doi.org/10.5007/2175-7968.2025.e101907>

**A purely quantitative bibliometric analysis of publications from Scopus and Web of Science about interpreting competence, apparently based on keywords in English only. The authors found a total of 129 texts which met their selection criteria and cited 2 586 references by 194 authors. Only 7 texts (about 5%) were co-authored by international teams. By far the most 'productive' media from which the texts were selected in terms of citations were two journals, 'The Interpreter and Translator Trainer' (12 texts and 129 citations), and 'Interpreting' (6 texts and 224 citations). Interestingly, the Benjamins Translation Library was among the media, but BITRA was not. The largest number of texts on the topic by authors was 5 (!), by Dong Yanping, followed by 4, by Li, X. & M. Yenkimaleki. 87.5% of the authors who published on the topic only published a single text. China and the US together account for 47,64% of the citations. The most often cited references are Gile's 2009 version of Basic Concepts and Models, followed by Pöchhacker's Introducing Interpreting Studies, followed by Christoffels et al.'s 2006 paper on memory and language skills in simultaneous interpreters.*

**DG: At first sight, doing a bibliometric analysis on the topic of interpreting competence sounds like a good idea. But the findings are puzzling. Was there so little published work on interpreting competence from 2000 to 2023? Are those authors whose name crop up in the study actually perceived as influential on the topic by peers? Are there no other authors who are perceived as influential on the same topic? Why are Spain and Germany, where so much work on translatorial competence has been done, not as present as the USA?*

In their abstract, the authors say they conducted a bibliometric analysis of research on interpreter competence "to identify the concepts and theories related to interpreter competencies in the most impactful bibliographic references." If that was the objective, restricting their sources to Scopus and the Web of Science may not have been a good idea: on the whole, these two organizations do attempt to implement what they consider high scientific quality inclusion criteria, but that precisely is the problem, because overall, as regards translator and interpreter training, there is much reflection in the literature (as opposed to 'scientific' research as defined by canonical science criteria). If only for that reason, many impactful publications may have been missed. Other doubts arise about the terms used for the query. Nearly all the words and word groups incorporate "interpreting" or "oral", plus "competence", "skills", "capability" or "ability". Actually, many texts on translation competence also mention and discuss interpreting, and many texts on training discuss competence. Again, this query strategy could well have affected coverage.

Using Scopus and Web of Science only may have been convenient, but using more sources, including BITRA, academic social networks, and general and specialized browsers, might have generated more convincing results. A more 'manual' approach, but perhaps more effective when seeking to find the theories and concepts in the most impactful texts.

>>>**DU, Meng & WANG, Binhua.** 2025. Cognitive processing in simultaneous interpreting with synchronous captioning: An eye-tracking study of Chinese head-final noun phrases with varied dependency distances. *System* 133, October 2025, 103761 <https://doi.org/10.1016/j.system.2025.103761>
**A study on the impact of Automatic Speech Recognition on cognitive processing during SI. 30 Chinese MA interpreting students from the UK and China interpreted a speech with synchronous captioning while being eye-tracked. The speech contained 16 experimental sentences with controlled dependency distances in noun phrases in which the head noun was highlighted, and 16 control sentences without highlighting. Highlighting reduced omission rates and made the output more structured and less flexible. Neither highlighting conditions nor dependency distance values were found to significantly impact dwell time.*

**DG: (This micro-review is based not on the full text, to which CIRIN does not have access, but on the information provided on a preview page on a science.direct.com website.) Interesting, creative.*

Hale, Sandra; Lim, Julie; Martschuk, Natalie; Goodman-Delahunty, Jane. 2023. Note-taking in court interpreting: Interpreter perceptions and practices in a simulated trial. *Translation & Interpreting* 15: 1 DOI: 10.12807/ti.115201.2023.a01

**A study of notes taken by 13 qualified courts interpreters (7 Mandarin-English, 6 Spanish-English for others) in a simulated criminal trial in Australia with speech segments 1 word to 45 words long. The distribution of lengths of utterances is not indicated. 5 of the 7 Mandarin-English interpreters took notes in a mix of their working languages. So did 3 of the 6 Spanish-English interpreters. The “quality of notes” was assessed as low, medium or high depending on how many of the 7 note-taking principles formulated by Rozan were complied with. This rank was not correlated with the quality of their performance.*

**DG: This paper adds evidence to the ongoing debate about language choice in note-taking. 8 of the 13 interpreters (61,5%) took notes in a mixture of both their working languages. More interesting data could perhaps have been obtained through close scrutiny of the notes depending on the length of utterances and on their content. Overall trends which disregard these parameters are of little use, just as the decision to rate the “quality” of notes on the basis of compliance with Rozan’s very general principles of note-taking.*

FU, Yungyun (Guangdong Univ. of Science and Technology). 2024. A Study of Effort Models: Theory, Development and Challenge. *International Journal of Science* 11:4. 23-28.

**A short overview*

HAN, Chao & CHEN, Shirong (Nat. Univ. of Singapore, Xiamen Univ.). 2024. Evaluating written versus audio feedback in formative assessment of consecutive interpreting An exploratory qualitative investigation. *FORUM* 22:2. 182–205.

**Formative assessment sessions were organized during an 18-week consecutive interpreting practicum for senior undergraduate students. One of the two authors, who taught the course, provided alternatively recorded audio feedback (6 to 10 minutes) and text file feedback (typically 150 to 200 words) feedback. The students’ responses were collected through an online questionnaire and are analyzed in the paper. Their preferences are analyzed.*

Havelka, Ivana & Valacchi, Margherita (Univ. of Vienna). 2024. Interpreter-computer interaction in RSI: the role of graphical user interfaces in interpreters’ perception. *Revista Tradumàtica. Tecnologies de la Traducció*. 22. 377-400. <https://doi.org/10.5565/rev/tradumatica.406>

**Semi-structured interviews with 6 experienced Austrian interpreters yielded data on graphical user interfaces (GUIs) in remote simultaneous interpreting. The interviewees confirmed data collected in other publications about challenges arising in RSI. In terms of cognitive load, they mentioned the requirement to manage multiple devices, the challenge of communication with remote boothmates, often by typing in chat applications, the time it takes a microphone to be turned on or off which, they say, takes two to three second with Kudo. On the basis of the interviewees’ comments, the authors offer recommendations for the design of optimal GUIs.*

>>>Janikowski, Przemyslaw & Chmiel, Agnieszka (Univ. of Silesia in Katowice & Adam Mickiewicz Univ. in Poznań resp.). 2025. Ear-voice span in simultaneous interpreting: Text-specific factors, interpreter-specific factors and individual variation. *Interpreting* 27:1. 238-51.

** EVS was studied in authentic Polish-English interpretations by 39 Polish-A interpreters from the Polish Interpreting Corpus (PINC) based on European Parliament plenary speeches. EVS values were larger when interpreting into English. EVS increased with the progression of the source speech (sentence position effect), but decreased with increasing ST word position within sentences – and increased with increasing TT word position. It increased with increasing ST speech rate and decreased*

with increasing TT speech rate. It was longer in read-out speeches than in impromptu speeches. Some personal data, including WM, age and experience were available for 10 interpreters in the sample. WM did not modulate EVS, but experience did. There was much inter-individual variability (the shortest mean EVS was 2.13 sec and the longest 5.63 sec). There was also high intra-individual variability when going from sentence to sentence.

**DG: Interesting, solid and careful. Variability is one important feature that emerges from the data.*

Martín de León, Celia (Universidad de Las Palmas de Gran Canaria). 2025. Mirrors and Windows. Gestural alignment in simultaneous interpreting. *Interpreting* 27:1. 87-123.

**An experimental study in which three interpreters' gestures interpreting into German from an English-language video were analyzed with a view to explore relationships between them and the speaker's gestures in terms of 'alignment'. For each gesture by the speaker, the author determined that an interpreter did not perform any gesture, performed a different gesture, performed a gesture with a similar function, or performed a gesture with a similar function and form. In the last two cases, the author considered there was alignment. On average, alignment was found in 26% of the cases (15.2% were similar in form and function and 10.8% in function only. Similarity was determined on the basis of resemblance in at least 2 out of 5 features of form). There was marked inter-individual variability, except for handshape.*

**DG: This exploratory study is interesting. Much data, but interpreting them and explaining the similarities and differences will require more work, with larger samples and other language combinations.*

Matsushita, Kayoko; Yamada, Masaru; Ishizuka, Hiroyuki. 2025. Visual attention during Zoom - based remote simultaneous interpreting: A challenge for handover and interpreter performance. *Intercultural Communication Review 異文化コミュニケーション論集* n°23: 29-45.

<https://rikkyo.repo.nii.ac.jp/records/2001355>

(when accessing the page in Japanese, there are two boxes side-by-side. One says 'information'. Click on the other box to download the pdf version of the paper – in English)

**This study explored cognitive challenges in handovers during RSI using Zoom when the two interpreters were remote from each other. The source speech was an authentic Q&A session following a speech at the Japan National Press Club – a corpus had been built from press conferences at the club. In a lab experiment, the eye movement of the interpreters interpreting this session on site were analyzed. While they looked at the speaker's face about half the time, they looked at the chat box and the language box about 19% of the time, with frequent gaze shifts. In another experiment with 12 interpreters working by pairs (with interpreters not being co-located) using the Zoom platform, the time required for handovers was measured: 96% of the simulated RSI took longer than the handovers in the onsite booth during the original conference – with high variability, from less than 2 seconds to more than 12 seconds. The authors also looked at the renditions around handover and found inconsistent quality.*

**DG: Some details about the design of the study are not clear and/or not optimal, but the evidence does seem to document – subject to further confirmation – that RSI does impose higher cognitive load because of the requirement to attend to multiple Areas of Interest, that it does increase the time required for handovers from one boothmate to another, and that this can lead to local loss of information.*

Nogueira, Tiago Coimbra (Universidade Federal do Rio Grande do Sul). 2019. A mobilização da competência interpretativa na atuação de conferências: uma reflexão a partir do modelo do PACTE (When interpreting competence comes in: reflections based on the PACTE model). *Belas Infiéis* 8:1. 191-211. DOI: 10.26512/belasinfiéis.v8.n1.2019.22636

**See signed-language interpreting section*

>>>**Nowak-Korcz, Paulina** (univ. of Lodz, Poland). 2022. Le génocide des nazis dans les témoignages des interprètes et traducteurs au procès de Nuremberg. *Int J Semiot Law* (2022) 35:1567–1596. <https://doi.org/10.1007/s11196-021-09834-w>

**A paper on the 1945 Nuremberg trials, which focuses on organizational and human aspects of the events as regards interpreting and the interpreters. This includes the selection of interpreters, their on-the-spot training, workload for teams, turnover rates due to the candidates' inability to perform adequately or to sustain the emotional pressure, criticism from polyglots who attended the trials, including officers of the court, the inability of some interpreters to translate outrageous language. A rather original account among the publications on interpreting at the Nuremberg trials.*

Renau Michavila, Marta (Universitat Jaume I). 2010. La Técnica Alexander, una nueva voz en la didáctica de interpretación (The Alexander technique, a new voice in interpreter training). *Puentes* 9. 81-88.

A curiosity. In this paper, the author advocates the use of the Alexander technique to help interpreting students manage stress. The Alexander technique is an essentially postural correction technique developed at the end of the 19th century by Frederick Matthias Alexander when he suffered from recurrent laryngitis and observed he could remedy it by improving posture and body awareness. Renau Michavila does not say much about the technique per se but reports that she introduced it to interpreting students at her University and that students reacted favorably to it. This paper is listed in this issue of the Bulletin because it implicitly refers to one aspect of interpreting competency, namely stress management competency, and illustrates some points made in the review of **de Souza-Júnior et al.'s 2025 paper.*

Stachowiak-Szymczak, Katarzyna. 2020. Voice Onset Time and Rhythm Transfer in Simultaneous Interpreting. In *Multilingual Mediated Communication and Cognition*, edited by Ricardo Muñoz Martin and Sandra L. Halverson, 69–89. London: Routledge

** Quoted in **Bartłomiejczyk, Magdalena, Rojczyk, & Arkadiusz**. 2025*

Takahashi, Kinuko; Kimura, Goro Christoph; Naito, Minoru; Nishihata, Kaori; Iwasaki, Nobuko. 2024. Changes in the perception of interpreters in society between the two Tokyo Olympic Games. (in Japanese 日本における通訳という職業に対する認識の変化. *Interpreting and Translation Studies* 通訳翻訳研究 24 : 213-231.

**From 1964 to 2021. Based on newspaper articles and four successive editions of an 'how-to' book for aspiring interpreters. The number of occurrences of the word 'interpreter' were counted in newspaper articles, and in the book, the illustrations on the cover and the tables of contents of the four versions were compared. The authors infer from the data that there is increased public awareness of interpreting as a specialized profession.*

>>>**Tayebi, M. Rasoul** (Univers. of Debrecen, Hungary). 2025. Omission as an indicator of challenge in SI: The interpreters' perspective. *Applied Linguistics Compass* 1:1. 39-70.

**The analysis of 42 responses by interpreters to an online, anonymous survey on omissions with multi-choice questions and open questions (the questionnaire is not shown in the paper). The author takes the Effort Models as a conceptual framework for his survey, and in particular the Tightrope Hypothesis, and considers on that basis that omission "is not merely a failure of fidelity but often a strategic, adaptive response to processing saturation." After a pilot study involving 20 academic and professional interpreters, a Google Forms® questionnaire was launched. Respondents were asked*

whether they had ever left out information during the interpreting process. Only those who acknowledged they did moved on to more detailed questions, about what they left out and why. The statistics are based on the number of responses selected in pre-defined categories and apparently on spontaneous answers to open questions. All respondents but one had formal academic training in translation/interpreting. Their working languages included mostly English, French, Italian, German, Spanish, but their nationalities or professional domiciles are not indicated. 68% of the respondents believed that interpreters should render all the source speech's information to the highest possible extent, and 28% that interpreters are qualified to decide what to render and what to leave out. As to the reasons for leaving out something from the source speech, besides source speech comprehension problems (42%), they mentioned *inter alia* time pressure which did not allow them to render everything and they were afraid of losing track of the speaker. 45% mentioned failure to recall a target-language equivalent (low production availability in terms of the Gravitational Model of language availability). 55% mentioned that the source speech was too fast for them, 45% that the speech contained too much detail, 29% that the speaker had a strong accent. Tayebi considers that the findings support the Effort Model and particularly the Tightrope Hypothesis.

**DG: It is refreshing to read direct testimony from interpreters when there are so many statistical analyses of response times, durations of pauses and gazes etc. that are interpreted on the basis of theories from cognate disciplines without input from practitioners. The data do provide some evidence in support of the usefulness of the Effort Models and Tightrope Hypothesis as a conceptual framework for analysis, but they should be viewed with some caution, inter alia because, besides missing details about the design of the study and about the respondents, they rely on subjective perceptions and memory, and there is a possibility that the wording of the options proposed as answers suggested responses that do not correspond exactly to what the respondents would have said spontaneously.*

Ünal, Fatma & Çoban Odacıoğlu, Fadime. 2023. Developing an Interpreting Competence Scale (ICS) and evaluating the interpreting competence of prospective interpreters and professionals in Turkey. *RumeliDE Dil ve Edebiyat Arasturmaları Dergisi* 32. 1582-1608. DOI: 10.29000/rumelide.1253016.

**On the basis of a review of the literature, the authors developed a 40-item questionnaire (how exactly it was disseminated is not indicated in the paper) to explore the perceptions of interpreting students and interpreting professionals on interpreting competence. The questionnaire covered four dimensions including Thinking skills, Linguistic cultural competence and Interpreting Process management and collected essentially Likert type responses from 342 university students including undergraduates at various points in their studies and postgraduates and doctoral students, and from 9 active professionals.*

Technically, the methodology was quite systematic, with initial studies on desired sample size, work with a group of experts to develop the scale, the selection of statistical tools on the basis of normality-assumption testing, validity and reliability analyses, exploratory factor analysis, internal consistency analyses, confirmatory factor analysis, and piloting.

Various comparisons by gender, age, year of studies at the university etc. were conducted.

WANG, Lihan & WANG, Weiwei. 2025. An Empirical study on GenAI Use in Speech Difficulty Evaluation Toward a human-centered application of AI in interpreting education. *INContext* 5:1. 116-145. ISSN 2799-6190 | eISSN 2799-8952

**Setton and Dawrant (2016, trainer's guide, chapter 2) proposed the Speech Difficulty Index, based on a combination of 6-point Likert scales assessments on 4 dimensions: Subject Matter, Speed of Delivery, Density and Style, Accent and Prosody. Three different speeches were assessed by the authors using SDI but excluding the accent and prosody dimension. 25 undergraduate students from Guangdong Univ. of Foreign Studies majoring in translation and interpreting were asked to interpret the three*

speeches in consecutive and then assess their difficulty without being informed about the SDI. ChatGPT was also tasked with generating difficulty scores for the three speeches on the basis of transcripts. The students' and ChatGPT's assessments were compared. A comparison of the scores was done. Many discrepancies were found.

**DG: Interesting idea. One wonders whether AI could learn how to assess speeches when being fed speeches already classified by experts as more or less difficult.*

>>>**WANG, Xiaoman & WANG, Binhua.** 2025. Advancing automatic assessment of target-language quality in interpreter training with large language models: insights from explainable AI, *The Interpreter and Translator Trainer*, DOI: 10.1080/1750399X.2025.2533015

**A study along the same lines as WANG Lihan and WANG Weiwei's study reviewed above. In this study, the authors compared human assessment and AI assessment of the linguistic quality of interpreting output. Graduate Chinese students' were asked to interpret English speeches into Chinese in consecutive, and the linguistic quality of their output in Chinese was assessed by two experienced Chinese-A interpreters and by two AI assistants, ChatGPT and Claude. The scores were compared, and the AI assistants were prompted to justify corrections they proposed. Details are available in the full text. Claude's assessments were well aligned with human assessments, while GPT scores were markedly lower. The justifications provided by the two AI assistants for correction they proposed help understand differences in their assessments. It seems that both prefer complexity and formality, while human assessors (only two of them in this case) give priority to clarity and flexibility depending on the communicative context. The difference may stem from the fact that the two LLMs (ChatGPT and Claude are so-called Large Language Models) are trained on internet texts, books and Wikipedia, i.e., predominantly edited written texts, whereas the interpreters' speeches are on-the-spot-produced oral utterances, with different norms. The authors suggest several potential approaches for fine-tuning. Using interpreting corpora for training LLMs, adapting prompts to change the LLMs criteria, and combining human and AI-generated assessments.*

**DG: This paper addresses a topical issue in a creative way. I also appreciate the thinking that followed the empirical findings.*

YAN, Hao; Zhang, Yi; FENG, Yanqin; LI, Yang; ZHANG, Yueting; LEE, Yujun Leea; CHEN, Maoqing; SHI, Zijuan; LIANG, Yuan; HEI, Yuqin; DUAN, Xu. 2024. Assessing mental demand in consecutive interpreting: Insights from an fNIRS study. *Acta Psychologica* 243 (2024) 104132

**Twenty groups of 3 students from Xi'an University, one impersonating a Chinese speaker, one a student interpreter (2nd year postgraduate student majoring in interpreting) and one impersonating an English speaker were asked to engage in simulated conversations on topics assigned to them in consecutive-interpreting mediated communication. Real-time fNIRS measurements were performed on the interpreters, who were also asked to fill out a NASA-TLX questionnaire, and their interpreting performance was assessed. In the Mental Workload questionnaire, relatively high rates were found for mental demand, performance and effort. The overall interpretation scores reached good levels. A statistical model using the mental demand component of the MWL questionnaire provided the best explanation of individual differences in interpreting scores. fNIRS results showed a significant mediating effect of brain activation in three areas of the brain (IFG, MTG and ITG) on the relationship between mental demand and interpreting scores, which makes the author infer that the poorer performance caused by higher mental demand might be due to the finite capacity of the students' mental resources. The authors say that their findings strongly suggest that mental demand played a crucial role in CI, that interpreters had to draw upon a considerable amount of mental resources within their limited cognitive capacity to successfully accomplish their tasks. As mental demand increased, so did brain activation, and this was associated with a drop in interpreting performance.*

They add that the functions of the brain regions of interest align with the three efforts proposed in the Effort Models, and cautiously infer that this empirical evidence supports the Effort Model.

>>>**YANG, Shanshan; LI, Defeng; LEI, Lai Cheng Victoria.** 2025 Multimodal processing in simultaneous interpreting with text: Evidence from ear-eye-voice span and performance. *PLoS One* 20:7. e0326527. <https://doi.org/10.1371/journal.pone.0326527>

**In an interesting investigation of simultaneous with text, 15 professional interpreters and 30 interpreting trainees (Chinese A, English B) were asked to simultaneously interpret 3 Chinese speeches into English at three speech rates (slow, medium and fast) while the script of the speech was displayed to the participants on a computer screen and eye-tracking was performed. Ear-Voice Span, Eye-Voice Span (IVS), Ear-Eye Span, informational fidelity and fluency were measured and compared. The professionals consistently outperformed the students. At the fastest rate, professionals rendered successfully 83.5% of the sentences, whereas the students rendered 65% of them. Several findings are particularly noteworthy:*

- 1. All 'Span values' ('EIVS') decreased as the delivery rate (of the source speech) increased. In other words, in simultaneous with text, lag times seem to decrease when cognitive load increases.*
- 2. Informational fidelity decreased as delivery rate increased, but fluency increased (including pause duration and filler frequency). This is interpreted by the authors as a strategic trade-off between content accuracy and delivery fluency.*

Assuming that cognitive load (i.e., the cognitive effort required to do the task) increases as source speech delivery rate increases, this finding also suggests that dysfluency indicators (including pauses, filled or unfilled) are not reliable indicators of cognitive load. Perhaps because disengagement occurs, which may or may not be detected through errors and omissions.

- 3. As delivery rate increased, a strategic shift occurred toward prioritizing auditory input over visual clues.*
- 4. EIVS patterns were more stable in the group of professionals than in the group of students.*

YANG, Shuangshuang and LEI, Mu (Macquarie Univ. & Guangdong Univ. of Foreign Studies respectively). 2024. The Influence of Pre-task Preparation on Cognitive Load in English to Chinese Consecutive Interpreting Process. *International Journal of Chinese and English Translation & Interpreting*, Issue 6 <https://ijceti.at-journals.com>

**Thirty second-year MIT students from a Chinese university were divided into 3 groups of 10. The first was instructed to prepare for a consecutive interpreting assignment on a technical topic mainly through extra-linguistic knowledge acquisition, the second to prepare through linguistic preparation, and the third was given no preparation. Disfluency patterns were compared.*

YUAN, Lu & WANG, Binhua (Univ. of Leeds). 2024. Eye-tracking the processing of visual input of live transcripts in remote simultaneous interpreting Preliminary findings. *FORUM* 22:1. 118–144. ISSN 1598-7647 | E-ISSN 2451-909X

**Thirteen advanced interpreting trainees interpreted in the simultaneous mode two comparable English speeches into Chinese, one with subtitles and one without them. The speeches were scripted and read out. They were assessed as difficult according to the Flesch Reading Ease score. Under the subtitle condition, accuracy turned out to be slightly better, and cognitive effort as assessed through eye tracking by dwell time and fixation count was higher.*

**DG: It is not unexpected that reading text would involve greater visual effort than looking at a face, when pronunciation is clear and no significant lip-reading effort is required. It would have been interesting to also analyze pupillometric data and check that it tells the same story about general cognitive effort. See also YUAN & WANG's report on the same experiment (2023) in Bulletin 66.*

ZHAN, Cheng (Guangdong Univ. of Foreign Studies). 2014. Professional Interpreter Training in Mainland China: Evolution and Current Trends. *International Journal of Interpreter Education*: 6:1, Article 2. Available at: <https://tigerprints.clemson.edu/ijie/vol6/iss1/2>

**An overview. This open-access paper was missed in previous issues of the Bulletin.*

ZHAO, Nan & LIN, Yumeng. 2025. The roles of language proficiency, working memory, and anxiety in speech error repairs in consecutive interpreting. *Target* <https://doi.org/10.1075/target.00032.zha> | Published online: 26 June 2025

**The data come from a consecutive interpreting test taken by 53 final-year students from Guangdong Univ. of Foreign Studies majoring in interpreting and working from English into Chinese. Errors were classified as 'conceptual' (meaning errors), lexical, syntactic or phonological. On the whole, errors were corrected half of the time. Once they were detected, about 91% of them were successfully detected. Working memory correlated with error detection and correction. Anxiety levels (combining self-efficacy anxiety and state-trait anxiety) correlated negatively with repair rate. (see also ZHAO 2022, reviewed in issue 64).*

M.A. AND GRADUATION THESES

Ambrus, Oleksandra. 2017. *Die Bedeutung der Dolmetschkompetenz für DolmetscherInnen*. (The meaning of interpreting competence for interpreters). MA thesis, University of Vienna.

**In her literature review, Ambrus presents three models, by Kutz, Pöchhacker and Albl-Mikasa respectively. The empirical part of the thesis is based on a 20 question online questionnaire posted on the page of the University of Vienna's website to which students of the same university had access. 61 of them responded, 41 of whom answered all the questions and expressed their opinion on different aspects of interpreting competence, including but not limited to the relative importance of 9 interpreting sub-competences, their degree of satisfaction with their native language competence, the importance of foreign-language competence components, their level of satisfaction with their foreign-language skills as regards the same competence components, and so on.*

Fajmonová, Eliška. 2025. *Pravý bilingvismus u konferenčních tlumočnicků: výhoda či nevýhoda?* (True Bilingualism and Conference Interpreters: Advantage or Disadvantage?), in Czech. MA thesis, June 2025, Charles University, Faculty of Arts, Institute of Translation Studies, dir. Prof. PhDr. Ivana Čeňková, CSc.

**This MA thesis explores how true bilingualism affects the individual aspects of work among conference interpreters. Its aim is to examine whether, and in what ways, true bilingualism may represent an advantage or a disadvantage in the context of conference interpreting (see also the doctoral thesis of Ch. Thiéry, 1978). The thesis is divided into two parts. The theoretical section focuses on the specifics of individual bilingualism, with particular emphasis on the characteristics and manifestations of true bilingualism in interpreting. The second, empirical part (65 completed questionnaires (38 open and closed questions) presents research conducted among AIIC conference interpreters who report having two "A" languages. The goal of this research is to determine whether true bilingualism offers benefits in conference interpreting, or whether it may also entail challenges.*

The thesis shows that true bilingualism brings significant advantages to professional conference interpreters, especially in terms of flexibility (e.g. less cognitive effort while interpreting between two "A" languages), intuition, and cultural sensitivity. However, these benefits come at a cost, as true bilinguals often face identity challenges, constant language calibration and never-ending perfectionism of their two "A" languages. (IC)

Facchini, I. 2022. *Linguaggio non binario in interpretazione di conferenza: uno studio sperimentale sull'applicabilità dello schwa in interpretazione consecutiva dall'inglese in italiano*. (On non-binary language in conference interpreting) MA thesis, Università di Bologna.

**English-into Italian, in consecutive.*

Lezoca, Frederica. 2025. *Linguaggio inclusivo in interpretazione consecutiva dall'inglese in italiano: analisi delle tendenze traduttive di interpreti professioniste in un contesto reale* (Inclusive language in consecutive interpreting from English into Italian: an analysis of trends in professional interpreters in an authentic context). MA thesis, Università di Bologna.

**The corpus was taken from a Youtube playlist devoted to FestivalLetteratura 2024, a cultural event, with five interviews being interpreted from English into Italian in consecutive. Several other theses on the same topic were written at the same University, by Facchini in 2022 and by Vuolo in 2023), as well as Tiberi's listed below.*

Tiberi, Anna. 2024. *Il genere dei nomi di professione: uno studio sperimentale sul linguaggio inclusivo in interpretazione simultanea dall'inglese in italiano* (the gender of names of professional occupations nouns: An experimental study on inclusive language in simultaneous interpretation from English into Italian). MA thesis, Università di Bologna.

**In this thesis, 27 2nd-year MA students of interpreting at the author's university were involved. They were asked to interpret into their A-language, Italian, a speech constructed ad hoc with a number of nouns, most of which indicated professions. The students were interviewed and asked for explanations for their choice of masculine, feminine or mixed forms in Italian.*

Vuolo, L. 2023. *Interpretazione di conferenza e identità non binaria: uno studio sperimentale sull'utilizzo del linguaggio inclusivo in interpretazione simultanea*. (Conference interpreting and non-binary identity: an experimental study on the use of inclusive language in simultaneous interpreting. MA thesis, Università di Bologna.

DOCTORAL DISSERTATIONS

XU, Cui. 2021. *Identification of I2 interpretese: a corpus-based, intermodal, and multidimensional analysis*. Doctoral dissertation, The Hong Kong Polytechnic University.

**See the micro-review and comments on XU, Cui & LI, Dechao (Beijing Institute of Technology, Hong Kong Polytechnic University). 2024. More spoken or more translated? Exploring the known unknowns of simultaneous interpreting from a multidimensional analysis perspective. Target 36:3. 445 – 480, in Bulletin n°69 (2025).*

BOOKS

Davitti, Elena; Korybski, Tomasz; Braun, Sabine (eds). 2025. *The Routledge Handbook of Interpreting, Technology and AI*. Oxon and New York: Routledge.

**In this collection (to which CIRIN has no access. A review may be posted at a later date, if the volume becomes available), many chapters are on conference interpreting or apparently very relevant to conference interpreting, in particular the following:*

Chmiel, Agnieszka and Spinolo, Nicoletta. Remote simultaneous interpreting (ch. 3. 51-?)

Korybski, Tomasz. Portable interpreting equipment (ch.5. 79-?)
Ünlü, Cihan. Technology-enabled consecutive interpreting (ch. 6. 91-?)
Saina, Francesco. Tablet interpreting (ch.7. 108-?)
Prandi, Bianca. Computer-assisted interpreting (CAI) tools and CAI tools training (ch. 8. 123-?)
Orlando, Marc. Digital pens for interpreter training (ch.9. 145-?)
Amato, Amelia; Russo, Mariachiara; Carioli, Gabriele; Spinolo, Nicoletta. Technology for training in conference interpreting (ch. 10. 156-?)
Seeber, Kilian. Conference settings (ch. 13. 229-?)
Davitti, Elena; Korybski, Tomasz; Orăsan, Constantin. Quality-related aspects (ch. 17. 305-?)
Mellinger, Christopher. Cognitive aspects (ch. 19, 388-?)

GAO, Fei. 2023. *Ideology and Conference Interpreting: A Case Study of the Summer Davos Forum in China*. London: Routledge. 192 pages. ISBN 9781032569079.

**CIRIN does not have access to this book. This summary is entirely based on a review written by GU, Chonglong, of Hong Kong Polytechnic University and published in the Journal of Translation Studies 8:1.94-97 (2024). In view of the interesting nature of this work, this reviewer (DG) decided to list the book with a few pointers, even though the analytical procedure in the book is not entirely clear to him. Note that CIRIN did have access to another publication presenting Gao's work, which was read and reviewed in CIRIN Bulletin n°66 (Gao & Munday, 2023)?*

The book is based on Gao's University of Leed's doctoral dissertation. The author uses appraisal theory as the linguistic toolkit and corpus-based CDA as the main methodological approach. The data come from the 2016 Davos Forum in China. Gao investigates ideological shifts in view of the "us"/"them" dichotomy, and points out that the speakers' discourse is systematically edited, with a positive "us" and negative "them" pattern, that interpreters align with the speakers, highlights prosodic emphasis

Stachowiak-Szymczak, Katarzyna. 2019. *Phonology Matters in Interpreting*. Frankfurt am Main: Peter Lang.

** See Bartłomiejczyk, Magdalena & Rojczyk, Arkadiusz.* 2025

Videos

Albl-Mikasa, Michaela (interviewed by **Anne Catherine Gieshoff**) 2025

<https://mindsbetweenlanguages.org/2025/01/26/episode24/>

Another interesting interview on the 'Minds between languages' Youtube channel. Albl-Mikasa reports on the CLINT project, which looked at the effects of interpreting from non-native English speeches. A number of points made are particularly interesting:

- The accuracy of the interpreters' rendition of ELF speeches tends to drop over time
- When interpreting ELF speeches, interpreters are more 'interventionistic': they correct/explain more
- Over time, interpreters tend to automate translinguistic equivalences, presumably for lexical units and formulaic language. According to Albl-Mikasa, in the case of ELF, these translinguistic equivalences suffer. Presumably because there is no immediate recognition of the source-language part of the paired lexical units/formulas?

... AND BEYOND CONFERENCE INTERPRETING

SIGNED LANGUAGE INTERPRETING

ARTICLES

De Meulder, Maartje and Stone, Christopher (Univ. of Utrecht Univ. of Wolverhampton respectively). 2024. Finally Free from the Interpreter's Gaze? Uncovering the Hidden Labor of Gaze Work for Deaf Consumers of Interpreter Services. *International Journal of Interpreter Education* 15:1, Article 8. Available at: <https://open.clemson.edu/ijie/vol15/iss1/8>

**In general, sign language interpreters appreciate seeing the Deaf persons for whom they are working and are used to, require and/or are trained to receive direct real-time feedback from them ("backchanneling"). This includes nodding, confirming, reassuring, maintaining eye contact, prompting signs etc. In remote simultaneous interpreting from a SL into a spoken language, interpreters do not see Deaf users of their services, which frees Deaf users from the obligation to attend the interpreters' gaze. The authors reflect on conversations with colleagues about this topic. In particular, they argue that this "gaze work" is experienced by Deaf consumers as an imposition, from which remote interpreting offers relief. Automated captioning also offers Deaf academics the opportunity to switch their gaze to captions – and to monitor the accuracy of interpreting in real time. At the end of the paper, the authors relate this topic to diversified needs for Deaf consumers of interpreting services, possibly with a future division between a community interpreting model and a conference interpreting model for SLI. In the case of the latter, gaze work prevents Deaf consumers from looking around them and limits opportunities for socializing. Thought-provoking.*

Nogueira, Tiago Coimbra (Universidade Federal do Rio Grande do Sul). 2019. A mobilização da competência interpretativa na atuação de conferências: uma reflexão a partir do modelo do PACTE (Interpreting competence in a conference interpreting context: reflections based on the PACTE model). *Belas Infêis* 8:1. 191-211. DOI: 10.26512/belasinfeis.v8.n1.2019.22636

**A general discussion on the applicability of the translation competence model developed by PACTE for signed language interpreting. This paper is a follow-up to Nogueira's MA thesis and relies inter alia on the observation of a team of signed language interpreters at a conference in Brazil. The point Nogueira makes is that in spite of the difference in modalities and working conditions, basically, the sub-competencies required from signed-language interpreters are very similar to those required from translators.*

QI, Duo (Inner Mongolia Univ., China). 2024. Study on Energy Allocation of Sign Language Interpreters in Political Meetings under Gile's Effort Model. *Lecture Notes on Language and Literature* (2024) Clausius Scientific Press, Canada. DOI: 10.23977/langl.2024.070729

**On January 21, 2024, a Congress opened in Chongqing, with at least the mayor's address being interpreting into sign language, for the first time, live on television. The interpreter in charge said in an interview with a reporter that the "rigorous wording of the government work report" posed a challenge. The author also mentions numerical expressions and corresponding units as challenging. He also mentions the translation of "complex words" into "simpler and more colloquial superlative words" – probably words less specific – and states that when interpreting into sign language, it is inevitable to encounter some words that have not yet been formally compiled into sign language*

dictionaries”. The author also talks about “synchronizing lips”. This seems to refer to mouthing. A very general, rather prescriptive text.

OTHER INTERPRETING-RELATED PUBLICATIONS

The Japanese translation and interpreting studies journal *Interpreting and Translation Studies* 通訳翻訳研究 published its issue n°24 (2024). There are 17 items in its table of contents, including the 57-pages text of a keynote lecture on the translation of cultures and Islam, 4 articles, including one on *Bande dessinée* (adaptation into drawings as in comic strips) adaptations of Haruki Murakami’s novels, an analysis of US. Federal Government Translation Policies to protect the Rights of individuals, a historical analysis of Japanese translation studies writing during the Meiji period, research notes, reports, book reviews, dissertation summaries and a special eulogy praising the late Akira Mizuno. Quite diversified. One paper (by Beliakova) and one report (Takahashi et al.’s) are reported in the conference interpreting articles section.

Bartłomiejczyk, Magdalena; Pöllabauer, Sonja; Viktoria Straczek-Helios, Viktoria. 2025. “The heart will stop beating”. Ethical issues in activist interpreting – the case of Ciocia Wienia. *Interpreting* 27:1. 124–150

**Ciocia Wienia is an informal Vienna-based collective which facilitates access to abortion, mainly for Poles, and provides support and interpreting services in abortion clinics. According to Boéri and Delgado Luchner (2021), some activist interpreters see their work as a mere act of solidarity and selflessness, while others lean toward an ethics of agency and intervention. This seems to be the case of Ciocia Wienia. Thirteen interviews were conducted with members and associates to explore their ethical approaches when interpreting. Only four of them had a background in translation or interpreting. The data suggest that members are aware of professional deontological codes for interpreting but opt for an interventionistic approach.*

Brighi, Giada (Univ. of Stockholm). 2025. Applying curriculum mapping and constructive alignment to a translator study programme: A case study of translation theory classes at undergraduate level in Sweden. *Stridon* (Univ. of Ljubljana) Journal of Studies in Translation and Interpreting, 5:1. 69–91.

**Setting aside the curriculum mapping topic and technique, this paper recalls ideas and citations by TS authors on the role of theory in translator training and mentions studies on perception of theory modules by students in various countries. Strikingly, in Li (2002), students interviewed considered theoretical modules the least popular. In an international survey by Katan (2009), interviewees were asked to rate 12 subjects according to their relevance for the translation profession. Practical translation classes were rated highest and theoretical classes lowest. Interestingly, translators who were not trained at university considered theory important, while those who were, considered it less important. Kamenická (2011) found that Czech students expected to acquire broad theoretical knowledge before taking the classes concerned and criticized them afterwards for being too theory-heavy. All these studies suggest that trainees-to-be have positive expectations from theory, but are disappointed. Shih (2011) found that students at an English University judged the usefulness of theoretical concepts by their applicability. Di Mango (2018) also finds that students who were not introduced to translation theory tend to view it more favorably. These findings on translation students are in line with reactions found among interpreting students (Kleibs 2018, micro-summarized in CIRIN Bulletin n°56, Gile and Barranco 2021, micro-summarized in CIRIN Bulletin n°63), and suggest that among those students who expect to become professional translators and interpreters, the most*

welcome orientation of translation and interpreting theory is probably one which is directly applicable. Does this mean that curricula should not include less applicable components? Not necessarily, especially if trainers manage to introduce them in an attractive, interesting way, with pleasurable learning.

Derancy, Ophélie. 2018. *A descriptive approach to English as a B language. The DCI Interpreters.* MA thesis, Université Paris Diderot.

**DCI stands for Direction de la Coopération Internationale, which is part of the French Ministry of Internal Affairs. The thesis is introspective and is based on the author's internship working with a team of DCI interpreters who are essentially in charge of interpreting assignments having to do with cooperation on security matters and involving mostly law-enforcement organizations. Derancy considers they are conference interpreters, but from her description of the work (and qualifications) of members of the team, working mostly in consecutive and adapting the English output to what is likely to be understood best by foreign delegations, this is liaison work.*

The main message of this thesis is that the interpreters' B languages do not comply with any standard norm of native proficiency and constantly evolve under the influence of varieties of language (say English, in this case) that they hear when encountering native and non-native speakers. I would argue that this is true at the DCI, but not generally true in the case of conference interpreters, who do settle for a more-or-less standard variety of their B language with only minor adjustments in specific contexts (for instance, when using the sociolect of European Institution). But this remains to be investigated further.

YANG, Chunwen. 2025. Exploring essential personality traits for professional interpreters: a Delphi method study. *Front. Educ.* 10:1597064. doi: 10.3389/feduc.2025.1597064

** A two-round Delphi study was conducted with a purposively selected panel of 20 experts, including interpreter trainers, professionals, and corporate clients. In the first round, open-ended responses were collected to identify essential personality traits. This was followed by a structured ranking exercise in the second round. Thematic analysis was conducted on qualitative data. Thematic analysis from round one identified 24 traits, grouped into eight dimensions: Emotional Stability and Resilience (D1), Cognitive Flexibility and Adaptability (D2), Empathy and Cultural Sensitivity (D3), Confidence and Assertiveness (D4), Integrity and Ethical Standards (D5), Self-Motivation and Discipline (D6), Meticulousness (D7), and Patience (D8). In the second round, D2 emerged as the most important trait, followed by D1, D4, D3, D5, D7, D6, D8. Kendall's $W = 0.371$ ($p < 0.001$) indicated a significant level of expert consensus.*

**DG: Apparently, the "experts" were all from China. Furthermore, the study was on "interpreters" in general, as opposed to interpreters working in a particular setting. Are essential personality traits for interpreters working in different settings the same?*

* * *

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

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