

THE CIRIN BULLETIN

Conference Interpreting Research Information Network

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

***BULLETIN n°71
January 2026***

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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

A new CIRIN Node for Switzerland

Michaela Albl-Mikasa from ZHAW, a familiar name to readers of the Bulletin, who has been particularly active in research on English as a *Lingua Franca* in interpreting, is retiring and will be replaced by Anne Catherine Gieshoff, equally motivated and energetic. Welcome Anne Catherine, and many thanks to both of you for your commitment.

Poles of research into interpreting

V. Dastyar, an independent Iranian interpreting scholar, who has also co-authored papers with Western authors, has compiled a bibliography of publications by Iranian authors. The bibliography, which he will attempt to update from time to time, can be found at the following URL

https://www.zotero.org/groups/6368389/iranian_interpreting_research/item-list

Some of the items are open access and downloadable. A couple of them are micro-reviewed in this issue of the *Bulletin*. I tried to download more, but probably due to current events, I could not access the site. Let us hope that the situation will soon return to normal. There is interesting TIS activity in Iran.

Besides Iran, in this issue, there are contributions from countries that are seldom visible in the CIR publications landscape, including Egypt, Indonesia, Oman, Saudi Arabia, Serbia, and Ukraine, plus a contribution on Signed Language Interpreting from Iceland. Do they announce the future crystallization of new poles of research? This would be a welcome development, as some CIR-related phenomena may be culture- and/or language-specific, and others, which are not, may become more visible when studied under the light of environments that have different linguistic and/or cultural features. Much will depend on the motivation of authors with drive and authority in their respective countries, perhaps more than on financial and institutional resources. And acknowledging their efforts in international fora could help.

As illustrated in the past few issues of the *Bulletin*, one research pole (no pun intended) that is definitely well established and important in Europe is Poland, with numerous serious and interesting studies over the past decade, some of them quite sophisticated. Both the geographic evolution of the main production centers and the qualitative evolution of CIR are very interesting, and probably have unique features not commonly found in other, more established disciplines. I hope they will draw the attention of sociologists of science. If readers know people who are looking for a topic for a doctoral dissertation, exploring this evolution from the 1960s to the 2020s should be a fascinating exercise.

Directionality in interpreting

An interesting collection of papers about directionality and interpreting into B is offered in Moratto and Zhang (2026). The integration of interpreter training into academia has fostered critical engagement with ideas based on traditions and ideology, and interpreting trainers can now hear voices that challenge some of these ideas. Interestingly, even authors who were trained in the tradition of AIIC now take some distance from ‘work-into-A-only’ principle, not because working into B cannot be avoided and is a necessary evil, but because they realize that the relative advantages and drawbacks of working into A vs. working into B probably vary to a large extent depending on many factors. Further research into the matter might lead to ideas about how to optimize training for work into B as well.

Computer-aided interpreting

Unsurprisingly, more and more studies on the use of recently developed technology and its effects are being published. Examples are found in this issue. But this is only a beginning, with tools that do not (yet) change fundamentally the interpreting process as such. More is to come, with fast, low-error automatic speech recognition and automatic translation. When will technological development, combined with market pressures, lead to deeper changes in the way conference interpreting is done?

Small samples and implications from findings

Many studies micro-reviewed in the *Bulletin* use very small samples, and even samples of one person. There is nothing wrong with that. But there is something wrong with the idea of writing about implications of findings from such studies, and from studies that have never been replicated. This seems to have become a standard final part of papers, theses and even doctoral dissertations, and calls

for a common-sense based reminder, which is proposed in the Beginner's corner at the end of this issue of the *Bulletin*.

Daniel Gile

CIR PUBLICATIONS

ARTICLES

Ahmed, Safa'a (MSA Univ., Egypt). 2022. Artificial Intelligence in Simultaneous Interpreting Training; An Experimental Study of Speech-to-Text Technology. *Occasional Papers* Vol. 79 (July 2022): 273-300.

**Thirty 4th year undergraduate students were asked to complete a questionnaire about AI in interpreting, then to interpret an English speech into Arabic in simultaneous, to interpret the same speech (?) with a live transcription by Otter.ai, then interpret the same speech with an improved model (?) then to complete a post-task questionnaire.*

Through the questionnaires, pre-task post-task changes of attitudes were investigated. Differences in performance were also examined in the no-technology vs. speech-to-text technology and improved speech-to-text technology conditions. The author concludes from the data that STT is not quite operational yet, with modest performance improvements in some students, and performance deterioration in other students.

**DG: Reading the paper, I felt some uncertainty about the design of the study, and I am not sure whether findings from the performance of 4th year undergraduate students, who have not had the time to acquire interpreting-specific attentional management skills, can be extrapolated to professionals. But comparisons of performance with and without automatic speech recognition are helpful and should help improve CAI tools, especially if retrospective interviews help understand whatever was observed in performance measurements. The commitment of this colleague from Egypt to research (she has published several papers in the past few years) is encouraging. More research from Arabic-speaking countries would be welcome.*

Al Zahran, Aladdin; Jamoussi, Rafik, Ali, Eassa (Sohar Univ., Sohar, Sultanate of Oman). 2025. Arabic sentence patterns in interpreted, translated, and original speeches: A corpus-based approach. *Cadernos de Tradução* 45, 2025, e104911.

**In Formal modern Arabic, the default syntactic structure is VSO. In English, it is the SVO structure. The authors note that when interpreting from English into Arabic, moving from a source SVO structure to a target VSO structure entails reordering information, with the risk of overloading working memory. They hypothesize that interpreters will tend to avoid that and opt more for SV(O) structure, in spite of the risk of shifts of focus and emphasis. They also hypothesize that since the same cognitive pressure does not apply to written translation, translators will tend to opt for the dominant VSO structure. They tested these hypotheses with a corpus made of official political speeches in English, their authentic simultaneous interpretations into Arabic as broadcast on the media, their written translation, and authentic Arabic speeches of the same nature. Their hypotheses were clearly supported by the descriptive data, thus adding further corroboration to the language-pair specificity of interpreting as regards syntactic structures.*

**DG: A serious paper and a welcome contribution from Oman.*

Aluthman, Ebtisam S. and Al-Buraidi, Haifa M (Princess Nourah bint Abdulrahman Univ. (PNU), Riyadh, Saudi Arabia). 2024. A Psycholinguistic Approach to Consecutive Interpretation: Identifying Problems Among Saudi Interpreters. *World Journal of English Language* 14:5. 229-240.

**The authors used a questionnaire to investigate problems experienced in consecutive interpreting as reported by 51 undergraduate trainee interpreters and 51 professional Saudi interpreters. The questionnaire was structured along the phases of consecutive interpreting as sketched out in Gile's Effort Model of Consecutive Interpreting, with questions on how frequently they encountered them (Never/Sometimes/Always). Some responses corroborate well-known facts, e.g., source speech density and high delivery speed. Some of the professional interpreters' responses are worthy of more attention, precisely because they point to challenges that persist in experienced professionals:*

- 1. 72.5% of them find it sometimes hard to understand the source speech.*
- 2. 64.7% of them sometimes find that lack of attention/concentration affect their understanding of the source speech*
- 3. 43.1% of them report that sometimes, poor sound quality affects their understanding of the source speech*
- 4. 49% of them report that they are sometimes unable to understand their own notes, and 62.7% that they sometimes find it difficult to connect ideas when reading their notes.*

**DG: "sometimes" is a bit vague. Perhaps a 5-point Likert scale would have been more informative. But the relatively high proportion of professional interpreters who report problems with sound quality, with concentration and with note-taking deserves further investigation.*

Brander de la Iglesia, María. (Univ. of Salamanca). 2025. B Free: Perceptions of Difficulty in Simultaneous Return Interpreting. In *Traducción y Sostenibilidad Cultural II: Retos y Nuevos Escenarios*, edited by Sara García Fernández, Fátima Gómez Cáneba, Beatriz Guerrero García, Francesca Placidi and Margarita Savchenkova, 318–326. Salamanca: Ediciones de la Universidad de Salamanca.

**See Brander de la Iglesia 2026, reviewed below.*

Brander de la Iglesia, María. (Univ. of Salamanca). 2026. Motivation in Return Interpreter Education. The Ethics of Care in the Teaching and Learning of Interpreting into B. In Moratto & Zhang (eds). 87-115.

**The author highlights the role of motivation in raising achievement levels and strongly recommends that classroom practice, including materials, tasks and attitudes, be fine-tuned towards increasing motivation, with empathy and taking on board the students' affective reactions to their own performance.*

She mentions a large-scale, longitudinal study, in which she found that when using didactic material considered interesting and useful, the perception of difficulty would decrease, regardless of directionality – and interpreting into English was perceived as less difficult regardless of whether it was the students' or volunteers' A or B language (Brander de la Iglesia 2025).

**DG: I can only agree with the author's position, which I have been advocating ever since the beginning of the 1990s. What comes a bit out of the blue is the reference to feminist research, in the conclusions. The underlying thought seems to be that there is more empathy among women than among men, but this is a different topic which deserves a separate discussion, or at least more elaboration, and does not apply to return interpreting only.*

>>>Chmiel, Agnieszka; Spinolo, Nicoletta; Korpala, Paweł; Olalla-Soler, Christian; Rozkrut, Paulina; Kajzer-Wietrzny, Marta; Serena Ghiselli, Serena. 2025. The impact of remote interpreting settings on interpreter experience and performance. *Translation and Interpreting Studies* <https://doi.org/10.1075/tis.24125.chm> | Published online: 13 October 2025

**21 English-Polish and 15 Spanish-Italian interpreters, all experienced with experience in RSI, performed remote simultaneous of three recorded speeches under three conditions; with a boothmate on site, a remotely located boothmate with communication via chat, and a boothmate in a virtual booth integrated in the platform they were working with. Each text contained 100 problem triggers: 70 numbers, 20 proper names, and 10 low-frequency items. They were used to assess interpreting accuracy. A research actor played the role of the boothmate and provided written prompts for preselected problem triggers: 35 numbers, 10 proper names, 10 low frequency items. Participants were also asked about their subjective experience with RSI through questionnaires. Cognitive load was assessed on the basis of subscales from NASA-TLX. An eye tracker was also used. Here are a few of the findings – there are more, about perceived cognitive load and gates analysis: Mean accuracy was 78% in the remotely located boothmate condition and 80% in the on-site and virtual booth condition. Items prompted by the boothmate reached a mean accuracy level of 87% vs. 68% for unprompted items. There was also a language-pair effect, with 87% for Spanish-Italian and 72% of English-Polish.*

**DG: This is a meticulously designed study by colleagues in Poland, Italy and Spain working together, and one which yielded interesting results. Inter alia, it corroborated the usefulness of human prompts and the language-pair specificity of interpreting, but most importantly, it suggests that RSI platforms can provide ergonomically acceptable solutions to teamwork. Whether the quality of the sound and of the connection in real-life interpreting is equally acceptable is another question.*

Donovan, Clare. 2026. Language Combination and Retour: An Interpreting Norm. In Moratto & Zhang (eds). 13-45.

**The chapter starts with an interesting review of the directionality debate in conference interpreting. Fourteen interpreters based in West Africa and 8 student interpreters from ESIT and ISIT in Paris were interviewed about retour interpreting.*

The paper includes interesting information about interpreting in Africa, including language policy issues, the salient presence of religion in interpreting on the African continent, the master's degree in interpreting at Lomé University and the language context, which is covered in the interviews. It seems that the standard AIIC language definitions may not be suitable for the African continent as regards Western languages, as the native languages of African interpreters are generally not part of them and the official language combination of English, French, Spanish or other Western languages as A-languages is somewhat artificial – and breeds uncertainty and even some hostility towards a norm seen as imposed by outsiders.

One of the possible effects of this situation, mentioned by Donovan, is that interpreters may feel anxious about their performance in their official A language and how it will be judged.

Here a few noteworthy ideas, as well as comments from the interviews:

p.19 Neurolinguistic research indicates that production probably requires more effort than comprehension of the same item (Paradis 2004). A production deficit (into B) seems inevitable, but its extent is unclear. High inter-individual variability is inevitable, and careful preparation involving activation of resources could offset this deficit.

p.30-31 Two Lomé students considered that English is intrinsically more flexible than French, more suited to chunking. Donovan notes that the idea that interpreting may be inherently more difficult into some languages than others is rarely considered by researchers in the “native or retour” debate. (Gile's comment: True, but this possibility was defended as early as 1995, in the 1st edition of Basic Concepts and Models).

p.31 All 8 students from France agreed about less fluency and more self-doubts and stress when working into B.

p.32 One student further said that the language combination (as a “tag”) might become a “self-fulfilling prophecy.”

p.33 Many students display an emotional connection to their languages, which explains partly how they have achieved a high degree of proficiency.

The students were also asked to do two exercises in consecutive, one from B into A and one from A into B. For both the Paris and Lomé students, there were more disfluencies and more non-idiomatic language uses in B than in A, but the difference is less clear for the Lomé students. In terms of content, the overall performance of Lomé students is much weaker when working into A.

**DG: Donovan concludes by saying that the notion of language combination is an idealization of a complex reality. I agree.*

Fang, Jing (Macquarie Univ., Australia). 2026. Directionality and Explicitation in Consecutive Interpreting. A Case Study Focusing on Attitudinal Meaning. In Moratto & Zhang (eds). 149-171

**A Chinese-A English-B interpreter was asked to interpret in consecutive two TED talks, one in English (into Chinese) and one in Chinese (into English) and then to retrospect. The analysis focuses on attitudinal explicitation. In some cases, the interpreter indicated that explicitation was driven by a concern for better comprehension by the audience. In other cases, that explicitation was not a deliberate choice. In yet other cases, explicitation was a tactic to gain some time while organizing the message in the target language. In both directions, the interpreter stated she sometimes had difficulty finding an appropriate way to express a word or expression found in the source speech.*

HE, Sihui & CHEUNG, Andrew K. F. (Hong Kong Polytechnic Univ.). 2026. Investigating Explicitation Patterns in Chinese to English Return Interpreting. A Case Study of a Public Hearing. In Moratto & Zhang (eds). 131-148.

**The analysis of an ad hoc interpreter's consecutive interpreting in a public hearing. Explicitation patterns were compared to those of English into Chinese A interpreting during the same public hearing.*

HE, Yuanjian. 2018. Translating and interpreting as bilingual processing. The theoretical framework. In D. Li, L. C. Lei, & Y. He (Eds.), *Researching cognitive processes of translation* (pp. 15-48). Singapore: Springer Singapore.

**An extensive analysis of bilingual language processing as applied to translation and interpreting based on linguistic and neuro-linguistic theories, with no real engagement with either the tactical, communication-oriented, socially situated role of T&I or cognitive limitations of source speech and target speech processing in that particular environment. A major hypothesis underlying HE's approach is the "processing economy principle", whereby T&I processing relies on memory by default, and computation kicks in when memory does not do the job. De Groot, Christoffels and Paradis are cited often, but the ideas and work of cognitive psychologists and practisearchers are not taken on board.*

HE, Yan & WANG, Yi (Fudan Univ. & Tianjin Foreign Studies Univ.). 2025. Managing Linguistic Uncertainty in Interpreting: Insights from an Empirical Investigation. *Journal of Literature and Art Studies*, October 2025, Vol. 15, No. 10, 750-761 doi: 10.17265/2159-5836/2025.10.002

**Eight professional interpreters were asked to sight-translate two English texts which contained infrequent vocabulary and metaphorical expressions. Short follow-up interviews were conducted immediately after the task to see whether the cognitive problem-triggers had caused uncertainty. Two interpreter trainers were also asked to rate the participants' output on a scale from 0 to 10. The most frequent tactics were "creative interpretation" (clearly number one, with the interpreters drawing on the surrounding context and saying something neutral enough not to stray far from the original message) and omission (ranking number 2). It is not clear from the paper how the tactical nature of the omissions was determined. No data or analysis of data from the interviews are presented. The authors*

claim that the data support HE Yuanjian's Processing Economy Hypothesis (HE 2018, reviewed above).

Hodzík, Ena; Özkan, Deniz; Diriker, Ebru. 2025. Simultaneous interpreting experience enhances semantic prediction in Turkish. *Target* 37:4. 627-655.

**A World View Paradigm study of semantic prediction based on verbs, with interpreting students and professional interpreters. Participants listened to sentences with verbs that were semantically constraining and sentence with verbs that were not e.g., "eats", which refers to something edible, vs. "sees", which could refer to anything that can be seen. Visual scenes with objects that could be predicted on the basis of the verb and objects that could not were shown to them on a computer screen. Eye trackers pinpointed the time when the participants' gaze moved towards the target object in the pictures. Differences between students and professionals and the link between the time of prediction and working memory capacity (WMC) were investigated. Prediction started earlier in professionals than in students. WMC contributed to prediction in students, but not in professionals*

**DG: Interesting. It remains to be seen whether this difference in the specific monolingual task in the laboratory carries over into interpreting tasks.*

HUANG, Danfeng; TAI, Zhiming Dennis; CHEUNG, Andrew K.F. 2025. Text Classification to Detect Interpretation in Bidirectional Simultaneous Interpreting: Improved TF*IDF and Stacking. *IEEE Access*. Volume 20 (2017). DOI 10.1109/ACCESS.2025.3563148

<https://ieeexplore.ieee.org/document/10973051>

**Based on what the reviewer (DG), who is a layperson as regards natural language processing, has understood: Natural Language Processing (NLP) includes methods to represent texts as "vectors" with certain numerical values determined on the basis of "global features" detected and measured by machines. (for an introduction, see <https://www.deepset.ai/blog/what-is-text-vectorization-in-nlp>). In this study, a particularly efficient text vectorization method called TF*IDF, which calculated the numerical values of texts on the basis of the frequency and relevance of lexical items in texts, was used to see whether the numerical values for the interpreters' output differ from those calculated for source speeches, both for work into A and for work into B, in this case English and Chinese, in a corpus from the UN Security Council. This method differs from usual methods, based on the scrutiny of specific linguistic items such as demonstrative pronouns, lexical bundles, collocations, meta-discourse markers and passive voice. Here several algorithms are combined and compared for performance, thus attenuating possible biases associated with specific features of the texts and neglecting others.*

In the corpus, the authors found that the vectors for the interpreters' output differ significantly from the vectors for the source speeches, and that these differences were more salient when the (Chinese) interpreters were working into Chinese, their A language. Somewhat unexpected, but the authors offer a potential explanation.

HUANG, Danfeng and CHEUNG, Andrew K. F. (Hong Kong Polytechnic Univ.). 2026. Normalization in Return Simultaneous Interpreting. *Lexical Sophistication in Ensemble Learning*. In Moratto and Zhang (eds). 195-214.

**Normalization refers to the tendency to conform to typical patterns of the target language. Comparisons were done between original English speeches by native speakers from the USA, and English interpretations from Chinese into English. In the corpus, normalization was not detected in SI into B, but interpreters seemed to prefer more frequent and contextually unique individual words and n-grams.*

The authors refer to previous studies according to which interpreters working into B prefer highly frequent lexical items to help them cope with the challenge (p. 208)

>>>**Kajzer-Wietrzny, Marta, Agnieszka Chmiel, Danijel Koržinek, Przemysław Janikowski & Dariusz Jakubowski.** 2025. (09 Dec 2025): Nothing will tear us apart? Uncovering grammatical features of Polish interpretese with supervised learning models, *Perspectives*, DOI: 10.1080/0907676X.2025.2596717

** In this exploratory study (seeking to find regularities in data rather than testing a specific hypothesis), the authors compared grammatical features of authentic Polish speeches with those of interpretations into Polish from the comparable Polish Interpreting Corpus (PINC) from the European Parliament. They combined corpus-linguistics methodology with advanced statistics to find which grammatical features distinguished best authentic speeches from interpretations into Polish.*

They found that Polish interpretese is very verbal and relies heavily on overt linking devices, particularly subordinating conjunctions and prepositional phrases introducing pronouns. This tendency is more pronounced in interpretations of impromptu speeches, which also exhibit greater use of pronouns and personal verb forms. The features seem to reflect segmentation of incoming speech, perhaps with a view to limit the accumulation of cognitive load as sentences unfold.

**DG: A thorough transdisciplinary study using corpus linguistics and advanced statistics. One of a series of excellent studies that Polish colleagues have been producing recently, and a good contribution to the still small existing corpus of studies on interpretese.*

>>>**Korpai, Paweł; Jankowiak, Katarzyna and Kaczmarek, Łukasz D.** 2025. Emotional content affects interpreters Insights from psychophysiological, behavioral, and self-report measures. *Interpreting* <https://doi.org/10.1075/intp.00125.kor> | Published online: 28 November 2025

**25 interpreters interpreted consecutively isolated sentence with an affectively positive, neutral or negative content, from their Polish A language into their English B language or vice-versa. The authors compared Self-report Affect scores, preparation time, production time, electrodermal activity, heart rate, in all conditions. They found differences in affect scores, shorter preparation and production times in neutral sentences than in sentences with positive and negative affect with shorter preparation time when working into A. Mean skin conductance was smaller than in negative sentences. Heart rate was slower when interpreting into A. The authors note that these findings align with research indicating that affective content can increase cognitive load and require more attentional resources than affectively neutral content.*

**DG: Very interesting, well-designed, and the authors should be commended for looking at multiple indicators in the same study. As to the conclusion, playing the devil's advocate: did the participants really experience affective reactions when interpreting isolated sentences in the lab, which they knew were experimental, and did not concern real events with people they knew and cared about? Is it not possible that the differences found were due to the difficulty of expressing such positive, and especially negative sentences, in a way which gets the affective valence across? One way to check this would be to do a dual task experiment, with one task being listening to the same sentences, and the other some controlled task that has nothing to do with interpreting. Would the same differences be replicated?*

Kukić, Marko. (University of Belgrade, Serbia). 2025. Translational challenges in simultaneous interpreting: a case study. *Collection of Papers of the faculty of philosophy*, LV (3) / 2025. 35-47.

**The paper starts with an overview of cognitive challenges faced in simultaneous interpreting, framed within the Effort Models paradigm. The author then illustrates these challenges with 5 excerpts from a read-out speech in. English by the Serbian President at COP26 and its interpretation into Serbian as posted on YouTube. The excerpts contain many omissions of important speech segments.*

**DG: A publication by a Serbian author is rare and therefore welcome. So is the English-Serbian language combination. It is always interesting to see what happens in language combinations which are seldom explored. The overview of the cognitive challenges proposed by the author is clear and rather comprehensive – it even includes challenges associated with simultaneous with text when*

speakers deviate from the script. There is no systematic analysis of the whole output compared with the source speech, so the extracts presented can only be viewed as illustrations. One major problem is that judging by the extracts, the quality of the output is far below the minimum acceptable standards for conference interpreting. Perhaps the interpreter was not a professional, or the sound was very poor. Be it as it may, the extracts presented are not sufficient to illustrate validly the difficulties qualified professional interpreters working under acceptable conditions face.

Lim, Hyang-Ok (Hankuk Univ. of Foreign Studies, Seoul). 2026. This Way or That? Another Look at Interpreting into B. In Moratto & Zhang (eds). 1-12.

**In order to gauge the perceptions Korean interpreters have about interpreting into their B language (English in this case), the author conducted interviews with 2 professional interpreters and collected responses to questionnaires by 7 other interpreters. In addition, she organized a focus group with students. The questions were apparently very general. Among the professionals, preferences (interpreting into A or into B) vary. Some interpreters actually feel more comfortable working into their B, depending on the topic, on circumstances, and on the direction in which they work more often. One respondent said her main difficulty when working into B is having to make an educated guess when the (English) target language requires information not given in the Korean source speech, as Korean frequently uses ellipses (p. 8). One interesting comment from students is that the density of the Korean Lexicon due to its largely Chinese etymology and reliance on Chinese characters forces them to unpack meaning into longer English structures, which takes more time (p. 10).*

**DG: interesting information about language-specific challenges in interpreting.*

LIU, Minhua; Kurz, Ingrid; Moser-Mercer, Barbara; Shlesinger, Miriam. 2020. The interpreter's aging. A unique story of multilingual cognitive decline? *Translation, Cognition and Behavior* 3:2. 287-310.

**A report on the first phase of the AIIC Lifespan Study. Ten interpreters over 70 years of age were interviewed in an attempt to find out whether they could indicate aging-related phenomena associated with cognitive decline in language use. Their testimonies recall those of aging individuals outside the world of interpreting, but they said little about cognitive decline in language use due to age.*

Mirzaee, Adeleh; Razavi, Mousavi Razavi, Mir Saeed, Fatemeh Parham; Mehrdad Dadgostar, Mehrdad. 2025. The effect of automatic speech recognition on Iranian interpreters' cognitive load: An fNIRS study. *SKASE Journal of Translation and Interpretation* 18:2. 240-258.

**This paper is apparently a summary of Mirzaee's 2025 doctoral dissertation. Twelve Iranian interpreters were asked to perform simultaneous interpreting with ASR and without ASR. Changes in the concentration of oxyhemoglobin (HbO₂) and deoxyhemoglobin (HbR) were measured using functional Near-Infrared Spectroscopy (fNIRS). HbO₂ is an indicator of brain activation. Mirzaee measured the statistical significance of the differences between the mean values of the differences in concentration that were measured. She found that out of the 5 brain regions investigated, one, the left temporal cortex (LTC), was significantly activated when interpreting from English into Persian, and that the values of the indicators were lower when interpreting with ASR. In a retrospective questionnaire, she found that the participants' subjective perception was not fully in line with the physiological values that were measured.*

**DG: It is interesting that LTC was the only region for which a clear difference was found between the two conditions. It is also interesting that the participants' perception of the difficulty of the task did not correspond fully with neural activity as it was measured. Playing the devil's advocate, if cognitive load is defined as the amount of cognitive effort required for an individual to perform a task at a given performance level, and cognitive effort is the amount of cognitive effort actually exerted when performing the task (what Mirzaee calls 'cognitive load'), is it not possible that the lesser cognitive*

effort measured was due to disengagement because of the distracting effect of ASR? In which case, omissions may have caused the mean values of cognitive effort to be lower? In other words, while the author's conclusions are plausible, they would have to be checked against actual informational completeness performance to gain more weight.

Oraki, Abouzar. (Vali-e-Asr University of Rafsanjan, Iran). 2022. A Comparison of the Status quo of Interpreting at Iranian and Foreign Universities. *Iranian Journal of Translation Studies*, 20:78. 27–46. Retrieved from <https://www.journal.translationstudies.ir/ts/article/view/954>

** (The following is a slightly modified extract from the abstract): The present descriptive study was an attempt to figure out the status quo of interpreting programs in Iranian as well as international universities and examine the necessity of offering interpreting in Iran. The findings indicated that interpreting as both a task and a program is of paramount importance to many universities and organizations worldwide and is taught at different universities at a postgraduate level. On the other hand, no interpreting program at any level is being offered at Iranian universities which justifies the many errors or mistakes committed by Iranian interpreters who have not undergone specific education to acquire the competences required and only do the task out of experience. The current study, thus, recommends interpreting be offered as a must at Iranian universities so they can train highly-qualified interpreters meeting the standards and requirements of the professional market. (VD)*

Prandi Bianca. 2026. Computergestütztes Dolmetschen. (Computer-Aided interpreting). In Oliver Czulo, Martin Kappus & Felix Hoberg (Hrsg.), *Digitale Translatologie*, 131–152. Berlin: Language Science Press. DOI: 10.5281/zenodo.17523046

**This chapter is a systematic overview of CAI. The author mentions the use of CAI tools for preparation, especially as regards terminology, while interpreting, with, inter alia, automatic recognition of problem triggers and their translation, She mentions the possibility of fully translating a source speech, in which case the interpreter's role is turned into live post-editing. Prandi's overview covers research on the influence of CAI tools on cognitive processes and on their output, on CAI ergonomics and on CAI system performance.*

Rakhmawati, Susi Septaviana and Emilia, Emi (Universitas Pendidikan, Indonesia). 2026. Exploring Perceived Cognitive Efforts in Multilingual Return Interpreting. In Moratto & Zhang (eds). 215-246.

**In their literature review, the authors mention Dose (2017), who considers that the conventional preference for interpreting into one's A vs. interpreting into one's B does not take on board the complexity of the issue and in particular the potential influence of contextual familiarity. This approach highlights the possibility that each direction can be associated with distinct challenges and benefits.*

In the study reported here the authors analyze responses of 18 professional interpreters and 18 student interpreters to questionnaires regarding their perception of cognitive effort. Students performed consecutive and simultaneous interpretations of the recording of an Indonesian speech and then completed a questionnaire on perceived cognitive effort. Questionnaires were also distributed to professional interpreters.

Setting aside problems due to insufficient knowledge of English or insufficient availability of English vocabulary, students mentioned stress which impacted their performance, including stage fright when asked to interpret in front of the class.

Rebrii, Oleksandr, Rebrii, Inna, & Pieshkova, Olha. (Ukraine, V.N. Karazin Kharkiv National University for OD and OP, Ivan Kozhedub Kharkiv National Air Forces University of IR) (2025). Interpreter's note-taking: Ukrainian experience vs European tradition. *Advanced Education* 27: 5-21. DOI: 10.20535/2410-8286.337838

**For readers interested in the history of conference interpreting and of interpreter training: the authors speak of “our department” without naming it, but say it was formerly named “the Department of Translation and the English Language” in 1972. At that time, it was one of 5 departments in the USSR for training military translators and interpreters. For “quite a long time”, it was more concerned with teaching students foreign language. In the late 1990s, it started focusing on translation and interpreting. Instructors concentrated their efforts on consecutive and sight translation, and built their course around note-taking, with material from the Soviet era, as they had no access to foreign manuals. They found out later that the Soviet-era manuals proposed an approach based on Rozan’s manual without naming or citing him. They decided to adapt the method to “the new realities of the independent Ukrainian State”, and opted for a “socio-political orientation of the course”. A textbook was published by Rebrii O.V. in 1999, a second edition in 2002, and a third in 2006, and again in 2012 and 2020.*

Note-taking is taught in a one-semester course with 2 contact hours a week, roughly on the basis of the Rozan method. The method prescribed includes taking notes in Ukrainian, conducting a syntactic transformation into the grammatical norms of the target language, abbreviating words, in particular by removing the vowels in the middle of the words (typically, Ukrainian has more than 5 or 6 letters) and by doing away with double consonants. Interestingly, the authors note that after many years of teaching note-taking, they realized that these forms of shortening words were seldom used by students, because the effort involved in implementing them was more than the advantage afforded by abbreviation per se. A list of 107 symbols is taught, along with symbol-specific exercises.

**DG: Interestingly enough, though the authors now seem to have access to ‘Western’ literature, they have misconceptions about translator and interpreter training in ‘European Universities’: they write that note-taking is part of interpreter training at graduate level and that neither translation nor interpreting are taught as undergraduate level – which is not true. Neither do they seem to have fully adopted the Interpretive Approach, which extracts the meaning of the source speech and only uses notes as reminders of the content, but without making any syntactic or lexical “transformation”, which costs time and attentional resources. They also misrepresent the ideas of several Western authors they cite. More contacts with Western colleagues and programs should set this right.*

Šveda, Pavol. (Comenius Univ., Slovakia). 2026. Mastering Retour. Approaches to Preparation, Terminology, and B-Language Proficiency in Retour Interpreting. In Moratto & Zhang (eds). 46-66.

**The author used an online questionnaire and responses by 15 Slovak A interpreters working for the European Union, 5 of them 26 to 35 years of age, 5 aged 37 to 50, and 5 aged 51 to 65, and asked them about preparation strategies and language maintenance and improvement in their B language. Fourteen of them had English as a B language, and one had a German B.*

Šveda, Pavol and Poláček, Ivo. (Comenius Univ., Slovakia). 2026. From Marginal to Mainstream. Retour Interpreting in the European Union. In Moratto & Zhang (eds). 67-86.

**An overview of retour interpreting in the European Union, with statistics. The data show that retour interpreting has become indispensable for newer member countries of the EU, and that the ideal work-into-A only principle has become remote from reality.*

In the literature review part, the authors note a study by Opdenhoff (2011) which finds that there is no significant difference in the quality of retour interpreting vs. into-A interpreting. They also quote Kalina (2015) who believes the influence of directionality is overstated when contextual factors, including preparation, are not taken into account. A number of other authors in this collection are of a similar opinion.

Tan, Liwen. (Hunan University). 2026. B Language as Professional Benchmark. Assessing Interpreters’ Foreign Language Output. In Moratto & Zhang (eds). 116-130.

**The author takes a corpus of 60 hours of recordings of classroom simultaneous interpreting from Chinese A into English B in a Chinese university, and a corpus of data on English as a B language in teaching, with texts, essays and videos created by over 20 interpreters. Errors were scrutinized and classified into various categories.*

One interesting point made by the authors is what I have called elsewhere “silent interference” or “covert inference”, a narrowing of one’s range of linguistic tools for production for fear of making errors, mispronouncing words etc. (p.263).

Walczyński, Marcin. (University of Wrocław). 2025. Terminology as a Trigger of Polish-English Certified Interpreters’ Psycho-Affective Factors. *Orbis Linguarum* 59/2025, DOI: 10.23817/olin.59-19. 259-273.

**Twenty-six Polish certified (sworn) interpreters working mostly in public service interpreting settings filled out a 46-item online questionnaire about their experience of psycho-affective factors. Most of the responses corroborate what is already well-known in interpreting circles, including conference interpreting circles. One interesting finding is that negative psycho-affective reactions (e.g., stress, and anxiety) do not necessarily diminish in intensity as experience increases.*

>>>**Wang, Jihong** (Macquarie Univ.). 2026. Inaccuracies and strategies related to cognitive overload in simultaneous interpreting. New insights from microanalysis of numbers. *Translation, Cognition & Behavior* <https://doi.org/10.1075/tcb.25005.wan> Published online: 23 January 2026

**In this case study with a single interpreter’s authentic SI recordings of one speech interpreted from English into Mandarin and one speech interpreted in the other direction, Wang analyzes speech segments adjacent to segments featuring numbers (“microanalysis”) and thus responds to Gile’s 2008 call for such local analysis, especially as regards imported load. Wang and another educator and professional interpreter assessed the informational accuracy of renditions of segments containing numbers and of segments adjacent to them. They also measured long pauses and lag times.*

71% of the numbers were rendered accurately into English, and 77% into Mandarin. From her detailed local analyses of the source segments and the corresponding output, Wang speculates about the time-course of the interpreting process, including times of cognitive overload associated with long lag and possible tactical decisions by the interpreter. She concludes that numbers, including small numbers, were a challenge in this sample of interpretation, that cognitive overload sometimes affected the processing of the numbers themselves and/or of neighboring elements, especially when there were series of numbers in the source speech, that there were tactical omissions of some numbers which were redundant.

**DG: Having called for local analyses myself, I am clearly biased in favor of the method, which has a better chance of picking up phenomena that may drown in the noise of statistical analyses of whole speeches. Measuring time lags is clearly helpful in detecting places where cognitive overload may have occurred. The author’s speculations about the time-course of the number-related challenges and their effects are probably correct, but retrospection would have gone a long way towards corroborating them. Direct retrospection was clearly not possible in this case, because the recordings were probably old, but it should be possible if recordings are made on the spot and interpreters agree to engage in immediate retrospection. An experimental alternative is to take the same authentic source speeches and ask several interpreters to interpret them in laboratory conditions, and then retrospect. References from authentic material could reinforce experimental results if convergence is found.*

Wang, Jihong and Fang, Jing (Univ. of Queensland & Macquarie Univ., Australia, resp.). 2026. Are Simultaneous Interpretation into A More Accurate Than Those into B? A Case Study of Authentic Data. In Moratto and Zhang (eds). 172-194.

**A case study with a single Mandarin-A English-B interpreter was asked to interpret an English speech into Chinese and a Chinese speech into English. The speeches were transcribed, and each sentence in the target language was assessed for accuracy by two professional interpreters as showing 'Close interpretation', 'Strategic addition', 'Strategic omission', 'Minor addition', 'Minor omission', 'Minor distortion', 'Major addition', 'Major omission', 'Major distortion'. The interpreter was found to produce considerably more 'Close interpretations' when working into B. There was some variation in other categories of informational shifts. Overall, accuracy was similar in both directions.*

The authors note the possibility that there were unique challenges in each language direction.

They also note, using Gile's Effort Models and his analysis of local cognitive load as a theoretical framework, that the main difficulties included cognitive overload associated with excessive imported cognitive load (p. 183, 186, 187). They conclude that their findings support Gile's claim that cognitive problem triggers are likely to cause cognitive saturation and affect the quality of SI performance (p. 186). On page 188, they speculate that at one point, EVS was too short to manage the syntactic difference between the two languages and made the interpreter follow the sequence of information expressed in the original Chinese sentence, which led to a distortion of meaning. On page 189, they explain a problem by the difficulty of thinking of an appropriate English equivalent to an unexpected Chinese culture-specific terms used in the source speech. On the same page, they mention the need for a long EVS to re-order the sequence of information in the target language.

In their conclusions, they consider that their findings support the rationale underlying the Effort Models, as well as the idea that interpreting in each language direction has its unique challenges, and that in view of the large number of determinants of SI performance, the impact of directionality per se may be small or negligible (p. 190).

**DG: The authors' analyses and conclusions seem plausible, but the explanations offered remain speculative, without further evidence by retrospection or critical engagement with other possible explanations.*

WU, Yinyin (National Taiwan University). 2025. The rhetorical structure of conference opening remarks. A corpus-based move analysis. *Forum* <https://doi.org/10.1075/forum.25007.wu> | Published online: 28 October 2025

**An original study. Seventy-four opening remarks delivered by leaders of the American Institute in Taiwan at international conference were collected and analyzed, leading to the categorization of eight major moves (rhetorical units) and 30 component steps. The findings, including linguistic features, are aimed at helping expand the English repertoire of interpreting trainees.*

ZHAO, Liuyin & Pöchhacker, Franz. 2025. Quality in simultaneous interpreting with text: A corpus-based case study. *Jostrans* 44: 126-145.

**This seems to be a summary of ZHAO's doctoral dissertation, completed in 2021 and micro-reviewed in Bulletin n°64 (2022). The actual comparison of simultaneous with and without text with data was a case study with a single interpreter.*

M.A. AND GRADUATION THESES

Macková, Alexandra. 2025. *Vliv osobnostních rysů na tlumočnický výkon* (Influence of Personality Traits on Interpreting Performance), MA thesis, in Czech, Charles University, Institute of Translation Studies, September 2025, dir. Mgr. Kateřina Newland Ešnerová.

**This thesis explores the relationship between personality traits, as defined by the Big Five model, and performance in interpreting examinations. The aim of the research was to determine whether there is a correlation between interpreters' personality traits and their*

success in final exams of the EMCI program and/or accreditation tests for European Union institutions. The research sample consisted of 33 participants, including professional interpreters and master's students, who were invited to complete an online questionnaire. The questionnaire included demographic information, details on completed exams, items from the Ten Item Personality Inventory (TIPI), and self-assessment of interpreting performance. The analysis revealed that the personality trait of openness to experience is associated with participation in EMCI and EU exams, while other traits (conscientiousness, extraversion, agreeableness, neuroticism) did not show statistically significant correlations with exam success. Additionally, older participants rated their performance higher than younger ones. Although the study did not provide conclusive evidence of a direct link between personality traits and interpreting performance, it did highlight several relevant associations that may be useful in interpreter education and training. This thesis contributes to the ongoing discussion about the potential use of personality assessment in the professional development of interpreters and opens up avenues for further research into psychological factors influencing interpreting performance.(IC)

Prokop, Ondřej. 2025. *Zkušenosti studentů a absolventů EMCI s výukou tlumočení na dálku po konci pandemie (EMCI students' and graduates' experience with remote interpreting training after the pandemic)*, MA thesis, in Czech, Charles University, Institute of Translation Studies, September 2025, dir. Prof. PhDr. Ivana Čeňková, CSc.

**During the COVID pandemic, interpreting classes moved online, using different types of internet communication platforms. The biggest challenge at the time was teaching simultaneous interpreting, which requires special equipment. In this diploma thesis, we describe the development and current understanding of concepts such as distance interpreting and remote simultaneous interpreting (RSI) and provide an overview of the platforms that have been or are being used to teach them. We also summarize existing academic work evaluating students' experience with distance learning and online platforms, and compare the results of the EMCI consortium's 2021 research with our own questionnaire from the 2022/2023 academic year. In the last section of the thesis, we present the results of a 2025 questionnaire, which was also completed by students and recent graduates of interpreting programs at EMCI universities, and we focus on how they use online platforms today, years after the end of the pandemic.(IC)*

Samcová, Nikola. 2025. *Marc Orlando a jeho přínos pro výzkum tlumočení (Marc Orlando and his Contribution to Interpreting Research)*, MA thesis, in Czech, Charles University, Institute of Translation Studies, September 2025, dir. Prof. PhDr. Ivana Čeňková, CSc.

**This theoretical master's thesis summarizes the contribution of Marc Orlando, a contemporary French-Australian conference interpreter, translator, researcher and professor, to interpreting research. It explores the main areas of his published research on interpreting, namely interpreter and translator education, new technologies in interpreting, with a focus on digital pens /smartpens, and interpreting in Australia. It also includes Marc Orlando's short biography. The thesis is similar to other master's theses dedicated to prominent researchers in global translation studies completed at the Institute of Translation Studies, Faculty of Arts, Charles University.(IC)*

DOCTORAL DISSERTATIONS

Mirzaee, Adeleh. 2025. *An fNIRS study of the effect of automatic speech recognition on Iranian interpreters' cognitive load*. Doctoral dissertation, Allameh Tabataba'i University, Iran.

**See the review in the Articles section*

Nana Gassa Gongga, Aurélia Armelle. 2025. *Linguistic insights on interpreting to international sign (IS)*. Radboud Dissertation series. Nijmegen, Radboud University Press.

**See the Signed Language Interpreting Section. This dissertation is also listed here because NGG's study is set in conference interpreting settings.*

BOOKS

>>>**Moratto, Ricardo & Zhang, Irene A** (eds). 2026. *Retour Interpreting. The Art of Interpreting into B*. London and New York: Routledge.

**This collection of 11 chapters (reviewed in the Articles section) does not report on any large-scale study with strict control, and does not introduce revolutionary ideas or data about retour interpreting. Most of its content is based on case studies, on questionnaires, on interviews, sometimes with participants whose mastery of the working languages is clearly insufficient, sometimes with participants who do not possess professional-level interpreting skills. But the collection is nevertheless well worth reading:*

- It contributes authentic data from the field, largely collected from professional interpreters. At a time where a large proportion of the Interpreting Studies literature has a high theoretical content and statistical findings are often interpreted on the basis of theories from cognitive science, verbal input from professional interpreters helps identify possible corrections to these interpretations.

- After reading the 11 chapters, it is quite clear that:

a. The alleged superiority of interpreting into one's A language as opposed to retour interpreting has no firm empirical backing. Many authors seem to agree that even assuming a production deficit in retour interpreting vs. interpreting into one's A language, a comprehension advantage and other factors, including familiarity with the topic and speakers may well offset this deficit. This means that retour interpreting should not be considered a necessary evil for combinations with certain languages, but an option, to be weighed against other options.

b. The pros and cons of retour interpreting are now largely assessed on the basis of cognitive effort and its effects.

Tiselijs, Elisabet. 2026. *Conference Interpreting Explained*. New York and London: Routledge.

**A considerably updated avatar of Roderick Jones' 1998 book with the same title, published by St. Jerome.*

... AND BEYOND CONFERENCE INTERPRETING

SIGNED LANGUAGE INTERPRETING

ARTICLES AND BOOK CHAPTERS

>>>**Leeson, Lorraine** (Univ of Dublin). 2005. Vying with variation: Interpreting language contact, gender variation and generational difference. In Janzen, Terry (ed). *Topics in Signed Language Interpreting*. Amsterdam/ Philadelphia: John Benjamins. 251-291.

**Introductory note: This chapter in Janzen's interesting collective volume is 20 years old. But as I read it again recently, I thought it would illustrate nicely to interested readers from spoken language conference interpreting some of the additional challenges that signed language interpreters face, as well as some similarities in their tactical behavior.*

After a general introduction about the Irish Deaf community and Irish Sign Language, Leeson presents different kinds of variation in ISL: Gender variation, resulting from strict segregation between boys and girls in schools for the Deaf in Ireland, Gay sign variation, influence from British Sign Language, regional variation, and generation variation.

She says that these variations can be challenging for interpreters, and interpreting tactics (which she refers to as "strategies") used when facing them are discussed, using the Effort Model as a framework (p. 413).

Three tactics not mentioned in the spoken-language interpreting literature caught my attention:

1. The creation of an ad hoc signs ('nonce signs'). Typically, a word in English is fingerspelled, then the nonce sign is produced, not as an attempt to create a new sign to be used regularly by the Deaf community, but for the purposes of one interpreter-mediated encounter (p. 416).

2. When an interpreter is aware that in an audience, Deaf signers use different signs for the same concept, s/he may opt for what could be called 'diversified repetition': using one sign, then another and so on, to maximize the chances that everyone will understand it (p. 417). Leeson notes that this tactic takes attention away from the Reception component, and induces longer lag, with a risk of working memory saturation.

3. Negotiating with the audience: Throughout the chapter, it becomes clear that the interpreters' tactics need to adapt to the specific audience in the event. For instance, Leeson notes that Deaf signers aged sixty and above are less likely than younger people to decode mouthed lip-patterns. One of the tactics used, that Leeson calls "affirming variation while on-task" (p. 420), arises from the great potential for conflict arising from vocabulary choices, presumably because of variation and its sociolinguistic importance as an identify marker. Leeson notes that when such a risk is identified. (p.420), when a sign is challenged by someone, the interpreter can negotiate with the audience to find acceptable signs. The obvious drawback of this tactical choice is that the time and attention invested in such negotiation interferes with the processing of the incoming speech.

The tactics and their advantages and drawbacks are indeed in line with the analysis of coping tactics proposed by the Effort Models paradigm, including 'laws' in their use. They also highlight the importance of sociolinguistic factors in signed language interpreting for Irish Deaf signers, factors that spoken-language conference interpreters do not have to address.

Incidentally, Leeson mentions several times the challenge of lexical gaps, a sensitive issue: in France, mentioning it is often misinterpreted as suggesting that sign languages are in some ways inferior to spoken languages (the topic is addressed in Pointurier-Pournin's 2014 doctoral dissertation).

Thóroddsdóttir, Hólmfríður and Gísladóttir, Karen Rut. 2024. "The Effect of Preparation on the Quality of Sign Language Interpretation," *Journal of Interpretation* 32:1, Article 3. Available at: <https://digitalcommons.unf.edu/joi/vol32/iss1/3>

**In semi-open interviews, 3 sign language interpreters reported on preparation for assignments and on*

challenges they met. An interview was also conducted with the section manager of interpretation services at the Icelandic Communication Centre for the Deaf and Hard of Hearing (SHH) in Reykjavik.

A questionnaire was also sent to the 8 sign language interpreters who participated in special interpreting projects on behalf of SHH in connection with the COVID pandemic regarding their experience coming to interpret live on TV with or without preparation.

In early 2021, an interpreting experiment was prepared to examine the effects of preparation. 11 interpreters interpreted 8 speeches from Icelandic into Icelandic Sign Language (ITM), 4 with preparation and 4 without. They were then asked to comment on their performance, which was played back to them.

Main points were identified in the source speeches and the authors checked their renditions: in unprepared interpretations, 19.75% of them were lost, versus 9.55% in prepared interpretations. Interestingly, the best performance was observed in participants having 10 to 20 years of experience ($n=3$), as opposed to those who had less experience ($n=3$) or more experience ($n=5$). The differences are quite striking: an 8% loss vs. 34% and 19% respectively in unprepared interpretations, and a 2% loss vs. 13% and 12% respectively in prepared interpretations. No conclusions can be drawn from such small samples, especially in view of high inter-individual variability: losses from 4% to 42% when unprepared, and from 0% to 18% when prepared.

The authors also discuss the participants' comments in the framework of the Effort Models: "Looking across the data collected through the lens of the effort model, it could be seen that the participants' discourse revolved around these different efforts, without the interpreters ever talking about the model itself." (p. 16).

DOCTORAL DISSERTATIONS

GOMES, Eduardo Andrade. 2025. *A datilologia na interpretação simultânea Libras-português: um estudo experimental*. Tese (Doutorado em Linguística Aplicada) 3 Faculdade de Letras, Universidade Federal de Minas Gerais, Belo Horizonte, 2025.

(*Fingerspelling in Libras-Portuguese simultaneous interpreting: an experimental study*. 2025. Doctoral dissertation (Doctor's Degree in Applied Linguistics) Faculty of Letters, Federal University of Minas Gerais, Belo Horizonte, Brazil

* In sign language, 'fingerspelling' refers to the use of signs representing letters from the alphabet to spell words from a spoken language. This study investigates how grammatical class (nouns and verbs), lexical frequency (high and low), and display speed (normal, slow, and accelerated) influence the interpreters' ability to accurately and fluently reformulate fingerspelled words from Libras into Portuguese. A total of 48 experimental sentences and 96 distractor sentences were produced in Libras, the fingerspelled words having been selected from the national corpus LexPorBR. Prior to testing with the interpreters, 21 Deaf participants judged the acceptability of the experimental sentences to verify naturalness and semantic coherence. The interpreting task with these sentences used the PsychoPy software, and was administered to 12 professional interpreters after a pilot. Participants also completed an interpreting competency questionnaire and took two separate verbal fluency tests. Grammatical class was not found to significantly influence their performance. High-frequency items, especially those fingerspelled at a slow speed, did. Furthermore, although not decisive, it appears that interpreters who took longer to begin interpreting had more correct renditions. Statistical correlation analyses suggested that people who learned Libras earlier and watched videos in that language for more hours performed better. However, it was not possible to associate the proportion of correct renditions with self-perception of interpreting practices from Libras to Portuguese.

Nana Gassa Gongga, Aurélia Armelle. 2025. *Linguistic insights on interpreting to international sign (IS)*. Radboud Dissertation series. Nijmegen, Radboud University Press.

**This published doctoral dissertation is a series of four empirical studies, comparing aspect of International Sign (IS) and the Dutch sign language NGT.*

The author focuses on IS interpreting in conference interpreting settings. Her approach is mostly quantitative and relies on authentic interpretations of English speeches into IS and NGT. In chapter 2, she compared lag times in International Sign (IS) and in NGT, the national sign language of the Netherlands, by 2 teams (one for each target language) of 2 interpreters each. She recalls that anecdotal knowledge suggests that lag time is longer in IS. In her corpus, she found a slightly longer lag when interpreting into IS, but the difference was not significant, and the lag was much shorter than reported in the literature. In chapter 3, she compares the relative frequency of use of various lexical and non-lexical sign types used in her IS and NGT corpus. She found that the proportion of lexical signs in IS was much lower than in NGT. In chapter 4, she compares the frequency and diversity of lexical signs in IS and NGT. Differences found were small and not significant. In chapter 5, a qualitative study, she looks at how interpreters borrow NGT signs when signing in IS.

**DG: The use of authentic corpora with straightforward comparisons to look more closely at assertions about IS is welcome. Of course, this small set of studies with a single national sign language and very few interpreters needs to be replicated with more interpreters and more language pairs before any conclusions can be drawn, but this is definitely a step in an interesting direction.*

OTHER INTERPRETING-RELATED PUBLICATIONS

Herring, Rachel E. and Gieshoff, Anne Catherine (Century College, Minnesota and Zurich Univ. of Applied Sciences, Switzerland resp.). 2025. Exploring Curricular Aspects of Dialogue Interpreter Training: A Report on Two Surveys. *SKASE Journal of Translation and Interpretation* 18/3. 83-111.

**The findings of two exploratory surveys on teaching dialogue interpreting in both academic and non-academic environments are presented.*

Of particular interest is section 3, on the place of theory in interpreter training, because the fundamental questions and attitudes may well be rather similar in all interpreting settings. The authors cite Arumi Ribas (2020), for whom trainees need a number of concepts that will help them name the process they go through and analyze challenges they encounter, and Hale (2007), who considers that applying theoretical principles in the teaching of practical skills is essential to understanding how trainers assess the students' choices as appropriate or not. Unsurprisingly, teachers from Formal Academic Settings (FAS) read more literature than teachers from Non-Academic Settings (NAS) and disagreed more with the statement that interpreting theory is irrelevant.

The responses list weaknesses of materials for learners. Regarding the most frequently mentioned T&I scholars for their influence in teaching in FAS, Cecilia Wadensjö and Daniel Gile stand out (understandably as regards Wadensjö). For NAS respondents, Cynthia Roat, Holly Mikkelsen (both absent from the top 5 in the FAS list) and Dean and Pollard (n°3 for FAS respondents) are cited an equal number of times.

Regarding the names of scholars to whose work students are exposed in FAS, Pöchhacker (14), Wadensjö (13), Gile (12), Hale (10), Napier (9) can be compared to the list in NAS, with Mikkelsen (4), Roat and, Dean and Pollard (3), Bankroft, Gile, Hale and Rozan (2) being mentioned at least twice.

This study is exploratory and the samples are small, not evenly distributed geographically, and probably not representative of the global population of teachers of public service interpreting. In spite of its limitations, it is interesting, because it documents attitudes that are well-known anecdotally and suggests a distinction between 'thinkers' and 'theoreticians' on one hand, and authors of practical materials and ideas on the other. The distinction is probably even clearer in China and in other places

where textbooks are often used for teaching. Further exploration would be interesting and could perhaps help improve the match between the teachers' and trainees' requirements and specialized publications.

Mizori, Hassan. 2017. *Sense-making in an interpreter-mediated lawyer–immigrant encounter: Incorporating the perspectives of the participants utilizing dialogism*. PhD thesis, University of Leeds. *Mizori 2025, reviewed below, seems to be an expansion of this doctoral dissertation.

Mizori, Hassan. 2025 *Interpreting in Asylum Procedures. Dialogist Interpretation*. Bristol and Jackson: Multilingual Matters.

**In spite of what its title seems to suggest, this book is more about asylum procedures in the Netherlands than about interpreting in these procedures. The author, an interpreter, academic and former asylum seeker from Syria, seeks to improve communication in asylum hearings, in particular by fostering better understanding of the interpreters' role and action. Alongside theoretical and methodological considerations (he favors an ethnological approach), he makes his points using a case study, an interpreter-mediated dialogue between a lawyer and a Syrian asylum applicant. Many examples and analyses of renditions are provided. There are also interviews with the principals.*

Yan, Jackie Xiu; Pan, Jun; Wang, Honghua. 2018. *Research on Translator and Interpreter Training. A Collective Volume of Bibliometric Reviews and Empirical Studies on Learners*. Springer Nature Singapore Pte Ltd.

**In the first part, with 5 chapters, the authors present bibliometric studies on translator and interpreter training, analyzing papers in English published in some peer-reviewed journals. In the second part, with 4 chapters, they use mainly questionnaires to investigate features of learners that have an impact on their acquisition of translation and interpreting.*

* * *

Beginner's corner

Replication and “implications”

Measurements made on samples of interpreters or interpreting performance in empirical research may reflect constant phenomena or trends, but they also reflect the effects of both random variability and variability induced by extraneous factors.

For instance, in a study comparing the output of interpreters working into their A language with the output of interpreters working into their B language, if a difference is found in favor of one or the other, is this difference due to a fundamental ‘advantage’ of one over the other? Or could it be that the interpreters in the sample working into B just happened to be more familiar with the topic than those working into A, or in better physical shape that day, or better able to cope with the linguistic style and delivery characteristics of the speaker? Or that linguistic challenges and the resulting cognitive challenges are more difficult in this particular language combination when working from B into A than when working from A into B? (see the contributions from Moratto and Zhang 2026 reviewed in this issue of the *Bulletin*). The effects of some variability-inducing factors can be smoothed out if the samples are large, but small samples are particularly vulnerable to such variability.

Other factors that could introduce variability come from the design of the study, the indicators selected and their use.

This is not specific to interpreting research: the same questions arise in empirical research in general. Hence an important principle: replicability. The scientific status of results grows as they are shown to be replicable. As the philosopher of science Karl Popper wrote: “We do not take even our own observations quite seriously, or accept them as scientific observations, until we have repeated and tested them. Only by such repetitions can we convince ourselves that we are not dealing with a mere isolated ‘coincidence,’ but with events which, on account of their regularity and reproducibility, are in principle inter-subjectively testable.” (Popper Karl. 2005. *The Logic of Scientific Discovery*. London, UK: Routledge. p. 23).

In interpreting research, the findings of any single study contribute to the body of evidence that will eventually be found convincing in the scientific community. But they cannot be viewed as providing THE answer to questions being debated by investigators. It is reasonable to conclude cautiously from a study that findings strengthen or weaken an idea, or write “if these findings are confirmed in other studies...”, this would have this or that implication. But – in a scientific perspective – making claims, e.g., about didactic or workplace implications from the study, is not in line with scientific norms.

Of course, trainers and interpreting practitioners are not bound by the norm of scientific caution. They may find evidence from a single study sufficiently convincing to draw practical conclusions. This is fine, and they may be right in doing so. But cautious wording of conclusions in an academic paper likely to be read from a scientific perspective is still good policy.

Present Nodes

Nodes are local institutional or individual members who represent CIRIN in their respective geographical area. Members *volunteer* to become Nodes; they cease to operate as such at any time after notifying headquarters in Paris of their intention.

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

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