

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°72

July 2026

Editor: Daniel Gile (DG)

Contributions were also received from:

Rafael Barranco-Droege (RBD), Ivana Čenková (IC), Anne Catherine Gieshoff (ACG)

Editorial address:

D. Gile, 18, rue Alexandre Guilmant, 92190 Meudon, France

e-mail: daniel.gile@yahoo.com

Web site: <https://cirin-gile.fr>

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’

* * *

EDITORIAL

A new CIRIN Node for North-Eastern China

Welcome and thanks to Dean ZOU from Dalian University of Foreign Language, who volunteered to be the CIRIN Node for North-Eastern China, an active pole of research in a very productive country. Much interesting material has come from China in the past 25 years, and more is to come.

Geographically diversified contributions

For various reasons but principally lack of time, the number of items listed and micro-reviewed in this issue is smaller than in previous issues. I have nevertheless tried to include contributions from countries that are not often represented in the *Bulletin* such as Algeria, Greece, Hungary, Indonesia, Oman, Romania, and Russia. When they are solid enough methodologically, they may widen the horizon of ideas and data beyond the dominant European perspective of the past and Chinese perspective over the past two decades. They may also introduce the community to young motivated colleagues whose energy and work will take us further.

Changes in the format of references

Starting with this issue, the format of references listed in the *Bulletin* will be more similar to the standard APA format than in past issues. Among the idiosyncrasies that will be kept, the authors' names will be in bold characters, in recognition of their work. For Chinese, Japanese and Korean names, in the case of co-authored texts, for the first author, the last name will come first and will be followed by the first name, but the other authors will be listed first name first and last name second, and the last name will no longer be capitalized.

Recent technology and CAI

The content of this issue of the *Bulletin* illustrates the popularity of research on the effects of computer-aided tools on interpreting. Does this also reflect a growing use in actual interpreting work? The drivers of academic publications are not necessarily the same as the drivers of society at large, or of the interpreter-species in its natural habitat. Be it as it may, some of the publications offer interesting findings and ideas. Others may be premature. In particular, the validity of data on students for inferences on qualified professionals is questionable. Arguably, these tools are supposed to help interpreters overcome difficulties in the cognitive processing of source speeches on the reception side, and of target speeches on the production side, modulating processes based on skills acquired over time. If the effects of tools are investigated as used by students, who have not had the time in practice required to develop these skills, are they used in the same way, or do they modulate the very acquisition and implementation of CAI-less cognitive skills? The answer could be sought in longitudinal comparative studies, but it seems difficult to extrapolate on the sole basis of measurements of the effects of these tools at one particular point in the students' learning course.

Interpreter training programmes: the case of the Institute of Translation Studies at Charles University, Prague

Most of the research on interpreting comes from training institutions. Research helps improve training methods, and interpreter training institutions have unique knowledge and methods that provide skilled interpreters to society, something that language departments and faculties do not do, even if they do prepare them for the acquisition of these skills. Some institutions are particularly valuable in this respect, and as is well-known in translation and interpreting circles in Europe, the Institute of Translation Studies of Charles University is one of them, with effective action far beyond the Czech Republic through international coordination and cooperation with universities and European institutions. Its existence is now threatened by a sudden decision of the Faculty of Arts, and colleagues are fighting for its survival. Details and information on a petition of support to the Institute can be found at <https://translatologie.cz/english.html>

Daniel Gile

CIR PUBLICATIONS

ARTICLES

>>>> **Al Zahran, Aladdin, Eassa Ali, Rafik Jamoussi & Ali Salim Rashid Al Ghafri** (Sohar Univ., Oman). 2026. "Subject length in English-Arabic simultaneous interpreting Syntactic priming as a driver of structural alignment." *Translation, Cognition & Behavior*
<https://doi.org/10.1075/tcb.25023.alz> | Published online: 16 April 2026

**The authors explain that in Arabic, the Verb-Subject-Object (VSO) sentence structure is dominant; the SVO structure is dominant in English. When interpreting in simultaneous from English into Arabic, if interpreters maintain the dominant, idiomatic structure in Arabic, they have to store the Subject (noun or noun phrase that 'controls' the verb) until the verb appears in the English sentence (or can be anticipated) and can be reformulated in Arabic. Taking as a theoretical/conceptual framework the Effort Models, the authors assume that the longer the subject – the more information has to be stored in working memory while waiting for the verb – the longer the associated cognitive load. They predict a positive correlation between SL subject complexity and SVO vs. VSO choice in the Arabic output. Their corpus consists of transcripts of authentic political speeches and of transcripts of multiple Arabic SI interpretations of each of the English speeches in the corpus, sourced from web-sites of Arabic TV news channels and from the UN Web TV. Interpreters are assumed to be qualified professionals.*

Several statistical tests confirmed that the length of the subject group in the English input predicted the SVO structural option in the Arabic output. The authors also note that working memory informational load may potentiate the effect of syntactic priming, which is not subject-length dependent.

**DG: This contribution from Oman (welcome to Oman as a contributor to IS, with the potential of providing insights from interpreting with Arabic) is interesting as a study per se, but also as an opportunity for other observations:*

1. 'Interpretese': The authors note that the SVO structure is more frequent in Arabic as interpreting output than in original Arabic speech, but that it is not rare in original Arabic speech either. In other words, some features of interpretese can be statistically detectable without necessarily being perceived as incorrect or clumsy by listeners. This is an important point – see the text in the Beginners' corner at the end of this issue.

2. Methodology: I wonder about the need for multiple inferential statistical tests. Overkill? On the other hand, an analysis with segments of different lengths might have produced more finely-grained results and perhaps provided inspiration for fine-tuning of the underlying theory. To determine the length of the segments, descriptive statistics showing the relative frequencies of SVO and VSO structures for 1-word length, 2-words length, 3-words length etc. could be helpful.

Abi-Mikasa, Michaela and Jessica Cooper (ZHAW Zurich). 2026. *InContext* 6(1): 199-193.

**This paper, based on Cooper's 2024 MA thesis, is an example of the way categories of shifts found in translated and interpreted renditions of source speeches and classified on the basis of Relevance Theory can be used to study differences between the communication-relevant quality of native speech versus non-native speech, in this case native English vs. English-as-Lingua-Franca. More specifically, Cooper's study focused on 'enrichment' in translation and interpreting, that is on various ways the translators' and interpreters' output expresses ideas more explicitly than the source texts or speeches. Such shifts in the surface form of their output reveal something about the translators' and interpreters' semantic and pragmatic interpretation of the Texts, but also, according to Relevance Theory, something about what the translators and interpreters believe should be made explicit in their output in*

order to make it most relevant, i.e., provide the best balance between the effort the intended receivers will need to exert when processing it and the cognitive benefit they will get from it. The main question is whether there will be more enrichments in outputs from native English Texts than in ELF Texts. Secondary questions are what kind of enrichments will be more numerous, what differences the enrichment patterns will feature depending on whether the Translation is oral or written and done by professional Translators or students.

The transcript of an authentic speech presented in English by a native Italian speaker and read aloud by a native English speaker was used to create the ELF condition, and a linguistically edited version read aloud by the same native English speaker was used to create the native English condition. Each of the two versions was translated and interpreted respectively by 4 professional translators and 4 professional interpreters and by 4 trainee interpreters and 4 translation students.

Differences found in the relative frequency of various types of enrichment between the EFL condition and the native-English condition, between the translation condition and the interpreting condition, and between students and professionals are presented and discussed.

**DG: The authors are aware of the exploratory nature of this quasi-case study and wisely refrained from conducting inferential statistical tests on the data. Rather, they only claimed to show a potentially useful methodology, and should be commended for doing that clearly.*

While somewhat skeptical about the explanatory power of Relevance Theory as regards Translational decisions, I see merit in the comparative study of various categories of Translational shifts in ELF vs. native English source Texts. But rather than define them on the basis of RT, I would prefer to use grounded theory and retrospective comments by Translators.

Antonova, Anzhelika M. (Herzen State Pedagogical Univ, St. Petersburg). 2023. "Training the augmented interpreter." *Lomonosov Linguistics and Intercultural Communication Journal* 26(4): 25-37.

**Considerations about training at the age of high technology-embedded interpreting. The author recommends scenario-based mock conferences and the widening of the set of skills interpreting students should acquire, including soft skills, which, Antonova believes, mark the difference between mostly automated interpreting and human interpreters.*

Bendazzoli, Claudio and Agustín Darias Marrero. 2026. "Lost in interpretation? Variación diastrática en interpretación simultánea." (Lost in translation? Diastratic variation in simultaneous interpreting) *Loquens*, 13, e135. <https://doi.org/10.3989/loquens.2026.e135>

**"Diastratic variation" refers to variations in language use as a function of sociolinguistic characteristics of the speakers. According to the abstract, this study focuses on the possible influence of the linguistic varieties of Spanish on simultaneous interpreting, with a special emphasis on phonetic factors. To this end, the authors analyze a corpus of authentic original utterances in Spanish by a native speaker, the moderator of a meeting, and 3 non-native speakers of Spanish (migrants from Gambia, Morocco and Senegal) and their respective interpretations into English and French by two teams of two interpreters from an authentic event.*

The authors found that interpreters modulated their output tactically to manage the interaction and sometimes to neutralize or optimize certain features of the utterances.

**DG: The data for this case study come from a rather unusual (but not exceptional) situation in conference interpreting, with a very informal register and possibly a low level of education in the non-native speakers. I wonder to what extent the tactical behavior noted in the interpreters' output can be attributed to phonological factors, and to what extent it is a response to the migrants' way of expressing themselves in a foreign language which they do not master perfectly and to the possible*

influence of emotional factors in their own speech production, as they were referring to their experience as migrants.

Bezzaoucha, Ilhem (Algier 2 University). 2025. "The Intersection of AI and Cognitive Load in Simultaneous Interpreting: New Frontiers." *Cahiers de Traduction* 31(1): 124-130.

** An overview of the potential role of AI, including ASR, neural machine translation and AI-assisted glossary generation in helping interpreters deal with high cognitive pressure during simultaneous interpreting by alleviating the effort involved in auditory processing of the source speech and by providing input for lexical retrieval in the production of the output.*

The author rightfully points out the risks associated with ASR errors, thus requiring a monitoring effort from interpreters, as well as the potential cost of interference between input from AI and the interpreters' usual tactics, which would require re-calibration, and the risk of over-reliance on AI tools, with the potentially associated loss of cognitive expertise. Adaptation will have to come in, starting during training.

Ekici, Enes and Şeyda Eraslan. 2026. "Beyond perceptual failure: cognitive load and number renditions in technology-mediated English-Turkish simultaneous interpreting." In Takeda et al. (eds): 101-120.

**This article investigates whether real-time simulated ASR visual support improves numerical rendition accuracy in English-Turkish simultaneous interpreting by 6 student interpreters. Using a within-subjects experimental design, participants interpreted number-dense source texts with and without ASR-simulated captions. The findings are analyzed through Gile's Effort Model and Seeber's Cognitive Load Model. Results indicate that visual support did not eliminate numerical errors but shifted the error profile, reducing omissions while increasing syntactical errors, suggesting a redistribution of cognitive resources rather than an overall reduction in processing load.*

**DG: Interesting. But would the findings be similar with qualified interpreters, as opposed to students?*

>>> **El Rhaffouli, Yassine and Hicham Boughaba.** 2026. "From resource scarcity to the material digital laboratory: Generative AI and skill-oriented design in conference interpreter training." *REDIT Revista Electrónica de Didáctica de la Traducción y la Interpretación*. Núm. XX 2026 ISSN: 1989-4376

**An interesting concept: the authors develop a project, the MDL framework (Material Digital Laboratory) that uses generative AI to produce highly controllable speeches for interpreter training to adapt them to specific needs and targets at various stages of learning. In MDL, Gemini is the primary speech generation engine, Google AI Studio provides the speech synthesis, and Notebook LM provides the factual basis for the speeches, using corpora selected by the designer/teacher. The authors believe that the use of Generative AI to optimize training material requires trainers to have a new type of expertise so that they can 'engineer' the systems they use.*

**DG: This is one of several publications on the same topic – other publications are listed in the paper – but perhaps the conceptually most advanced one. In a book presently under production, D. Gile mentions the possibility of using AI to generate material for training but could not go further. In this paper, there is an actual project, which makes it particularly interesting.*

A few reservations:

- While specially engineered speeches might go a long way toward helping students overcome some specific obstacles, e.g., accents and numbers, I believe that authentic speeches should still be the main material for interpreting exercises with which students should hone their skills. What makes speeches more or less difficult lies partly in measurable features, but probably lies to a marked extent in much subtler combinations of factors that have not been captured and will not be captured entirely by

quantitative analysis in the near future, depending on the context, on the communication situation, on the interpreter's feelings and attitude to mention just a few aspects. In my view, material engineered with the help of AI should serve the same aim as specific exercises developed for sports activities, activities that help correct/improve some elements that are part of good performance, but that do not replace training with the holistic task.

- I believe that the best use of the trainers' skills is based on their experience as interpreters and as interpreter trainers, who can identify weaknesses, strengths and possible remedial action on this basis. It would be fine to set up teams of experts in material engineering in various centers, and the product of their R&D work could be made available to trainers all over the world. But turning all or most trainers into experts in AI-based training materials sounds like unrealistic and counter-productive to me.

- The authors use the Effort Models as their main theoretical framework and seek to modulate cognitive effort in the three core Efforts of the Models through their AI-generated materials. I am skeptical about the EMs potential for such controlled modulation. The Reception Effort can be modulated by controlling various features of the source speech, but what happens downstream depends to a large extent on the way each source speech segment is treated locally as regards temporary storage and reformulation while the next segment is unfolding.

>>>**Fantinuoli, Claudio.** (Univ. of Mainz). 2026. "Bridging the Usability Gap: Lessons from Interpreting Studies for Machine Interpreting Design." arXiv:2606.16009v2 (cs.CL) 16 Jun 2026.

*A very interesting conceptual and programmatic paper by an author who has been actively engaged and productive in technological tools for CAI. Fantinuoli focuses on critical features of human interpreting that are under-modeled in current systems: faithfulness, conceptualized as the preservation of the speaker's intended meaning, fluency (including the full range of prosodic features of the target speech), operational flexibility, situational awareness, cultural adaptation and error management. He calls for human-inspired design priorities for machine interpreting. On the basis of his analysis, Fantinuoli says that the present metrics that are dominant in the literature are insufficient proxies for communicative success in live interaction and calls for sustained dialogue between IS and computational research and for a paradigm shift in MI, from language processing to a holistic engagement with the communication event.

*DG: A very welcome analysis. It will be interesting to see how the goals can be operationalized.

>>>>**Gieshoff, Anne Catherine** (ZHAW). 2026. "Remote simultaneous interpreting in mixed reality? An exploration of interpreters' preferred visual environments." *InContext* 6(1): 32–60.

*An exploration of the use of mixed reality (MR) headsets: 10 professional interpreters and 13 non-interpreters having knowledge of English as a foreign language interpreted or listened to (respectively) two 7-minutes talks through either an MR headset or a desktop computer. In the MR conditions, listeners could manipulate the size and position of visual elements (including speaker, slides, conference program and even attendees). Various data collection methods were used, including objective measurements, questionnaires and input from retrospective interviews. Visual attention (eye tracking) tended to be focused on the speaker and the slides; both were placed by participants at the center of their field of vision. Interpreters made more adjustments than listeners, who tended to reduce irrelevant and potentially distracting visual input. Fatigue (NASA-Taskload Index and Zoom Exhaustion and Fatigue Scale) was moderately increased rather than lowered by the MR headset. In the participants' retrospection, the most important theme was minimizing head and eye movements.

*DG: A solid, thoroughly prepared exploratory study on a novel technology, with both quantitative and qualitative data collection methods and consideration of ecological validity, with a good analysis of the data and of the limitations of the experiment.

Guo, M., Xie, Y., Han, L., Lei, V. L. C. & Li, D. 2025. “Automatic live captioning in simultaneous interpreting: A comparative analysis of quality.” *Meta* 70(1): 221–242.

<https://doi.org/10.7202/1125409ar>

** This study reports on the relative performance of 27 3rd year undergraduate and 1st year graduate students majoring in English or Translation Studies with “limited experience in SI tasks” doing SI without text, SI with text, sight translation and SI with Automatic Live Captioning for 5 minutes each from video recordings of beginner-level Chinese speeches. Immediately after each task, participants completed the NASA Task Load Index, after which they provided retrospective comments in brief cued interviews. After the whole sequence, they completed a post-experiment questionnaire. Overall quality was assessed by two raters, and the rendition of names, numbers and enumerations was also examined. ASR recognition errors were scrutinized. The authors report that interpreters in SI with ALC perform at an intermediate quality level, doing better than in SI without text, but not as well as in SI with text or sight translation.*

**DG: Basically, the design of the study is comprehensive and potentially powerful – with qualified interpreters as participants and speeches of at least moderate difficulties. But what do findings tell us if speeches are easy and participants are beginning students?*

Hikmaharyanti, P. D. A., G. A. S. R. Jayantini, & I.K. Wardana (Universitas Mahasaraswati Denpasar, Indonesia). 2026. “Do the Ears Lead the Brain? Decoding the Interpreter’s Cognition through EEG Insights in Simultaneous Interpreting.” *Dirasat: Human and Social Sciences* 53(6): 9179.

<https://doi.org/10.35516/Hum.2026.9.179>

**In the brain, Gamma (γ) waves, characterized by high-frequency brain oscillations, are closely linked to complex cognitive functions such as attention, memory integration, and language processing. These waves are believed to be essential for the coordination of neural networks during tasks requiring high cognitive demand, such as SI.*

This study explores three questions:

- 1) How does auditory stimulation affect the electrical activity in the brain of interpreters during simultaneous interpreting?*
- 2) What are the patterns of gamma (γ) waves during the simultaneous interpreting process?*
- 3) How do both auditory stimulation and the patterns guide the decision of application features to support self-practice?*

EEG measurements were performed on 3 novice interpreters and 3 experienced interpreters from Bali who interpreted from English into Indonesian and from Indonesian to English. After the task, semi-structured interviews were held with them.

Interpreting performance was found to be better in the experienced professionals. Their gamma wave activity was also higher and more stable than the novice interpreters’, especially during moments of high cognitive pressure. In their comments, experienced professionals mentioned using “strategies”, while novices reported difficulties in managing multiple auditory streams and maintaining focus, which often led to cognitive overload.

**DG: Intriguing. Did the authors manage the technical aspect of EEG while interpreting, with its potential artifacts, well enough to identify specific features of gamma-ray patterns to draw meaningful conclusions? If so, this is good news, in spite of the small size of the sample. But no data are provided in the paper. Perhaps this was an exploratory pilot study and a larger one is planned?*

Jiang, Zhaokun (National Univ. of Singapore). 2026. “Scaffolding early-stage simultaneous interpreting learning using computerized dynamic assessment.” *Language Learning & Technology*, 30(1): 1–25. <https://doi.org/10.64152/10125/73701>

** Here is the official abstract found on the webpage indicated above: Computerized Dynamic Assessment (CDA) integrates assessment and instruction by algorithmically delivering immediate, adaptive scaffolding to uncover and cultivate learners' developmental potential. Although CDA has shown promise for receptive language skills (e.g., reading and listening), its effectiveness in simultaneous interpreting (SI) remains underexplored. As a high-stakes bilingual task, SI requires the concurrent processing of source-language input and target-language output, rendering it both cognitively taxing and anxiety-inducing. To address this gap, the present study employed a pretest–intervention–posttest design with 35 novice SI learners from two intact classes, with one class serving as the CDA group (n = 18) and the other as the non-CDA group (n = 17). The CDA group received adaptive, graduated scaffolding targeting five types of complex syntactic structures, whereas the non-CDA group received static, non-graduated support. Interpreting performance was assessed using seven complexity, accuracy, and fluency (CAF) indices, and interpreting-specific anxiety was measured with a Likert-scale questionnaire. Results indicated that the CDA group achieved significantly greater gains in syntactic complexity and fluency and reported lower interpreting anxiety; by contrast, improvements in accuracy were comparable between groups. Overall, these findings provide empirical evidence that the benefits of CDA extend beyond receptive skills to facilitate integrative, real-time oral production under combined cognitive and affective pressure.*

Jiang, Xinlei, Y. Lin, and X. Zhang. 2026. “Source language interference or cognitive load minimization? Evidence from a syntactic dependency-annotated corpus of bidirectional interpreting.” *Humanit Soc Sci Commun* (2026). <https://doi.org/10.1057/s41599-026-07400-y>

** Official abstract: The source language interference hypothesis suggests that the complexity of target texts aligns with that of source text, whereas the cognitive load minimization hypothesis argues that target text complexity decreases as the source text complexity increases. We analyzed source text complexity, measured by lexical density (LD), the percentage of numerals (Number), mean length of clauses (MCL), mean dependency distances (STMDD), inequivalent dependency type (DT) and root distance (ROOT), in relation to the syntactic complexity of students' output, measured by mean dependency distance (TTMDD) in both into-A and into-B consecutive interpreting. Results indicate that 1) a majority of influential predictors are consistent across both interpreting directions; 2) lexically, reduced impacts of numbers in both directions and LD in into-A interpreting (i.e., English-Chinese) support the cognitive load minimization hypothesis; 3) syntactically, MCL shows increasing effects in both directions, corroborating the source language interference hypothesis. Notably, DT in into-B interpreting (i.e., Chinese-English) and ROOT in both directions align with cognitive load minimization, while the differential effects of STMDD point to divergent hypotheses. These observations provide initial evidence of cross-linguistic cognitive processing mechanism in bi-directional learner consecutive interpreters.*

**DG: An interesting study of short consecutive as practiced by young students. In spite of the use of the same concepts and terms as in research on professional interpreting, it is not clear to what extent the data collected and analyzed in this study are valid for inferences on the cognition of real-life consecutive interpreting by professionals. See also the short text at the end of this issue.*

Milcu, Marilena. (“Lucian Blaga” Univ. of Sibiu, Romania). 2026. “Stress in conference interpreting: A literature review.” *Futurity of Social Sciences* 5(1): 4–21. <https://doi.org/10.57125/FS.2026.03.20.01>

**A bibliographical study analyzing empirical research on stress in conference interpreting between 1990 and 2024. Out of 247 publications selected initially, 45 peer-reviewed empirical articles and 12 theoretical frameworks – with Lazarus and Folkman's 1984 translational model of stress serving as a foundational framework – were included in the analysis.*

Paganin, Giulia. 2026. “Interpreters as professional cognitive multitaskers.” In Mack and Amato (eds). 143-161.

**In Mack and Amato’s collective volume on the interpreters’ health and wellbeing, this chapter looks at the relationship between cognition and mental fatigue and starts by pointing out that beyond speech comprehension and production, interpreting involves reflection, problem-solving and decision-making (p. 143). On p. 144, she broaches the topic of “mental workload”, which, according to Wickens et al. 2012, “characterizes the demands of tasks imposed on the limited information processing capacity” (of the human brain). To this reviewer, this definition corresponds to cognitive load, whereas ‘mental load’ would include affective factors. Later, Paganin cited a metaphor used by Gieshoff and Heeb (2023): cognitive load would be the price of a task, and cognitive effort the amount that the person performing it is willing to pay.*

**DG: this chapter illustrates the complexity of navigating between concepts such as mental load, cognitive load and cognitive effort in the literature, as there is no consensus on their respective definitions.*

Peng, Xuejiao, Xiangling Wang, and Guangjiao Chen, G. (Hunan Univ.) 2025. “Multimodal input in computer-assisted simultaneous interpreting: Effects on interpreting quality, cognitive load, and attention dynamics.” *Linguistica Antverpiensia, New Series: Themes in Translation Studies*, 24, 114–136.

**Drawing on analyses of quality assessment, self-reported questionnaires, and eye-tracking data, this study compared CASI with conventional SI regarding the effects on overall interpreting quality, cognitive load, and attention dynamics. In it, 30 Chinese MA student interpreters (with no professional interpreting experience) performed simultaneous interpreting (SI) from English to Chinese across four input conditions: audio-only, audio–video, audio–text, and audio–video–text. The overall quality of their performance was assessed, eye-tracking measurements were performed, and there were retrospective semi-structure interviews. The results indicate that the visual input provided by CASI tools significantly improved their interpreting quality and reduced their cognitive load as measured by the NASA TLX questionnaire; moreover, the audio–video–text CASI condition yielded the highest interpreting quality and a relatively low cognitive load. In addition, the student interpreters strategically adjusted their visual attention across different visual input conditions. When audio, video, and text inputs were available concurrently, they prioritized textual input over both auditory cues and speaker video and demonstrated distinct patterns of strategic coordination. A noteworthy point: 10 out of the 27 students reported difficulties in coordinating the simultaneous processing of the audio signal and the visual text.*

Ünlü, Cihan and Aymil Doğan. 2024. “Enhancing consecutive interpreting with ASR: SightTerp as a computer-assisted interpreting tool.” *Revista Tradumàtica. Tecnologies de la Traducció*, 22, 401-425. <<https://doi.org/10.5565/rev/tradumatica.382>>

**Based on Ünlü’s 2023 MA thesis, micro-reviewed in CIRIN Bulletin n°68 (2024).*

>>>>**Wiedenmayer, Anthi** (Aristotle University, Thessaloniki). 2026. “Artificial Intelligence as a Pedagogical Tool for Speech Generation in Conference Interpreter Training.” *International Journal of Language, Translation and Intercultural Communication*, 11, 100–113. <https://doi.org/10.12681/ijltic.44846>

** This very interesting article explores the pedagogical potential of Artificial Intelligence (AI) for the generation of customized speeches designed for interpreter training, with particular reference to the framework of the European Masters in Conference Interpreting (EMCI). It argues that, when employed critically and pedagogically, AI-generated speeches can enhance training effectiveness by enabling*

precise control over key discourse parameters, including complexity, information density, register, and mode of delivery. Furthermore, the article proposes a structured methodological approach for the integration of AI-generated materials into interpreter training, with a clear distinction between applications in simultaneous and consecutive interpreting. The paper includes examples for appropriate prompting for the generation of suitable material at various stages of training.

M.A. AND GRADUATION THESES

Bellal, Mounia. 2026. *The Neurocognitive Lens. On Translation and Interpreting in Diplomatic Mediation. Diagnosing and Remediating Institutional Breakdowns.* Master's thesis, University of Algiers 2, Faculty of Foreign Languages, Department of Translation and Interpreting.

**This carefully written thesis is rather original in that it focuses on a neurocognitive view of interpreting as analyzed by Adolfo García and attributes recurrent errors in interpreting performance to the breakdown of the inhibitory control which helps select the appropriate interpreting output over undesired candidates. She illustrates her ideas with 12 examples ("Models" in her words) from translation, consecutive interpreting and simultaneous interpreting. She then proposes remedial training strategies ("protocols" in her words).*

**DG: This thesis shows real commitment and serious work. At this point, the terminology Bellal uses is idiosyncratic and her eagerness to find that inhibitory control failure is the root of recurrent categories of translation and interpreting errors may have inhibited her awareness of the need to consider more than one possible cause for phenomena observed.*

Biedermann, Annika. 2026. *Unterstützung oder Belastung? Eine prozessorientierte Untersuchung zu Strategien im computergestützten Simultandolmetschen.* MA thesis, ZHAW Zürcher Hochschule für Angewandte Wissenschaften.

**Four professional interpreters were asked to interpret two short speeches with many problem triggers, under two conditions: Excel-based glossary, and ASR. Comparisons were made on the basis of the participants' interpreting performance, eye-tracking data and retrospective comments.(ACG)*

Cooper, Jessica. 2024. *Translating and Interpreting ELF: A Relevance-Theoretic Analysis of the Translator Versus Interpreter Approaches to English as a Lingua Franca.* Master's Thesis, Zurich University of Applied Sciences.

**See Albl-Mikasa and Cooper (2026), reviewed in the articles section.*

Ryntová, Aneta. *Od psychické zátěže k psychické pohodě: S čím se tlumočníci potýkají a jak pečují o své duševní zdraví / From psychological distress to well-being: Mental health challenges and protection in interpreting/*, MA thesis in Czech, Institute of Translation Studies, Faculty of Arts, Charles University, director of the MA thesis: PhDr. Marie Hana Příbylová, PhD.

**This master's thesis examines the well-being and psychological stress of professional interpreters in the Czech Republic. The aim is to identify stress factors across various interpreting modalities and to analyze the coping strategies employed, as well as the needs regarding systemic support. The theoretical section defines concepts such as well-being, strain and stress, emotional labor, burnout, and vicarious traumatization within the context of the interpreting profession, while also outlining existing systemic support options for interpreters in the Czech Republic. The practical part, based on an empirical questionnaire survey conducted among 19 interpreters, focuses on identifying key stressors, the relaxation and active strategies used by respondents, and their perception of the*

adequacy of systemic support. The thesis proposes measures to enhance systemic support, psychological hygiene, and the overall visibility of the profession (IC)

DOCTORAL DISSERTATIONS

Szentirmay, Piroska Margit. 2025. *A szinkrontolmácsolás jellemzői vallási kontextusban. A többnyelvű katolikus egyházi kommunikációs események érintettjeinek elvárásai, a tolmácsok profilja és képzése vallási kontextusban (Aspects of Simultaneous Interpreting in a Religious Context – The Stakeholders' Expectations of the Multilingual Catholic Communicative Acts, the Profile and Training of Interpreters working in a Religious Context)* (in Hungarian). Doctoral dissertation, Eötvös Loránd University, Budapest, Hungary. Available at

<https://edit.elte.hu/xmlui/handle/10831/120775?key=Szentirmay%20Piroska>

*On the basis of the author's abstract: *The dissertation explores the practice of simultaneous interpreting in a religious context. It identifies the main characteristics of interpreting in a religious context drawing on observations conducted during events within the Hungarian Roman Catholic Church. It adopts a tripartite perspective based on the stakeholders involved: the client (the Church), the users (the faithful) and the service providers (the interpreters themselves). It analyses the expectations of the Hungarian Roman Catholic Church as a client procuring interpreting services as well as its criteria when selecting interpreters. It also reports on the users' expectations as expressed by the audience of multilingual events organized by the Roman Catholic Church in relation to the simultaneous interpreting, and the set of criteria used by them to assess the interpreters' competence and to evaluate the quality of their performance. It also explores the context-specific challenges encountered within a religious context, which are overcome by the interpreters by relying on their long-term interpreting strategies and by applying short-term coping tactics. It discusses the specific motivations encouraging interpreters to take on assignments in a religious context. In the final part, it reviews the training programs worldwide that serve the preparation of language mediators working or serving in a religious context, focusing on the extent to which they meet the expectations of clients and users, as well as the challenges reported by the interpreters.*

BOOKS

>>>>**Wang, Binhua.** 2026. *New orientations in interpreting studies and interpreter education. Information Processing, Meaning Mediation and Language-pair Specificity.* London and New York: Routledge.

*An up-to-date and down-to-earth review of and reflection on fundamental issues in and around interpreting and interpreter training, which takes on board recent developments, by an author who has taught in several Chinese universities and in the UK. It is the author's attitude which makes reading the book interesting and useful when reconsidering traditional ideas about interpreting.

A number of points deserve special attention:

In chapter 1, "Revisiting the epistemology of Interpreting Studies", Wang says that one of the most important contributions of IS has been the confirmation of the intrinsic complexity and cognitive difficulty of interpreting, meaning that many prescriptive ideas are not necessarily useful heuristics. (p.2)

On page 7, he insists on the importance of agency of human interpreters. In particular, professional standards and codes of ethics must be interpreted flexibly to accommodate the complexity of real-life situations, in which interpreters need to act in the best interests of the participants in communication. On page 10, A particularly interesting point: Recent neuroimaging studies (e.g. Hervais-Adelman et al. 2015) have revealed that SI recruits not only brain areas involved in language processing, but also the basal ganglia, which play a crucial function in decision-making and action-planning (also on p.23) On p.25, Wang recalls that Gerver (1976: 167) acknowledged the role of motivational, situational and other factors. This citation runs contrary to the mistaken belief that psychologists only consider de-contextualized information processing as relevant in the study of interpreting.

Wang's analysis of language-pair specificity in English-Chinese interpreting is particularly interesting: well-documented and with examples, including a discussion of strategies and tactical choices for coping with the associated challenges.

The final chapter includes a wide discussion of interpreting competence and the analysis of a survey on the topic.

... AND BEYOND CONFERENCE INTERPRETING

SIGNED LANGUAGE INTERPRETING

Lisboa, Leandro Vieira, Neuma Chaveiro, Dolores Rodríguez-Martin. 2026. "Sign language interpreters as professional signers." In Mack and Amato (eds). 123-142.

**In this chapter (chapter 6) of Mack and Amato's edited volume, the authors focus on occupational risks for signed language interpreters (SLIs). Starting with basic facts about sign languages and their importance for Deaf persons and communities, they then mention Dean and Pollard's 2001 and 2013 application of Demand-Control Schema (also mentioned in other chapters), Demands being the requirements imposed by the environment and control the degree of autonomy and responsiveness interpreters have in addressing them. They explain the high frequency of musculoskeletal conditions that are found among SLIs due to repetitive execution of signs, often in environments with deficient infrastructure, especially among practitioners who work across multiple institutions or in consecutive shifts. They also mention complex psychosocial and cognitive challenges, including the challenge of lexical gaps (rendering spoken language words for which there are no standard signs requires them to find creative solutions on the spot, which significantly increase the cognitive effort required (p. 130). When discussing the future of SLIs, the authors say that AI still faces challenges in interpreting SLs because of the variability of signing. They believe that this will bring about new requirements from practitioners, who will need to be able to review and correct AI translations, and thus become "key mediators between technology and human experience".*

ARTICLES AND BOOK CHAPTERS

Wang, Jihong (Univ of Queensland, Australia). 2025. "Strategic additions in simultaneous interpreting from a signed language into a spoken language." *Translation and Interpreting Studies* 20(1): 24-49.

** 31 NAATI-accredited professional-level Auslan/English interpreters were asked to interpret a 17-minute formal presentation given in AUSLAN (Australian Sign Language) with slides. The (fictitious) audience was described as mixed, with Deaf professionals familiar with written English and hearing*

people who were not familiar with AUSLAN or Deaf culture. The interpreters' output was compared with the source speech and they were asked to retrospect about tactics they used to cope with the challenges. In this paper, the focus is on information addition and elaboration on concepts.

On average, participants made about 30 additions to their output, roughly a bit less than 2 every minute.

These additions reflected a number of intentions:

- Ensuring that the spoken language output was coherent on a discourse level
- Unpacking Deafness-related concepts to get across the communicative messages to the hearing audience members who were unfamiliar with signed languages and Deaf culture
- Using formal register to make sure that the Deaf presenter sounded academic, intelligent, and knowledgeable at the conference
- Adding fillers to avoid long pauses and buy time when waiting for more source language information
- Clarifying implied, abstract or vague information in the source text to reduce the interpreting service users' processing effort.

**DG: The findings in this quasi-experimental setup may seem trivial to practicing interpreters working from signed language into spoken languages, but they have value in the scientific exploration of interpreting insofar as they document the relative frequency of additions, the most frequent types of additions, and – last, but not least – they demonstrate the importance of communication-guided behavior of interpreters, with shifts that aim at making the target speech clearer and easier to process to an audience, and to serve the interests of the speaker, in this case by making sure he sounds “academic, intelligent and knowledgeable”. This is an important reminder for investigators who count and measure shifts on the sole basis of language and/or informational ‘equivalences’ and assumed cognitive load, and may thus make erroneous inferences.*

This reviewer would have loved to see an explicit presentation of the actual comments made during the retrospection interviews, with more descriptive data. The fact that only a synopsis was presented may have been due to space restrictions.

OTHER INTERPRETING-RELATED PUBLICATIONS

Morrison, Louisa, Zoe Given-Wilson, and Amina Memon (Royal Holloway Univ. of London). 2024. The impact of emotionally evocative information on interpreting accuracy in a mock asylum interview. *Appl. Cogn. Psychol.* 2024;38:e4185. <https://doi.org.10.1002/acp.4185>

**28 Arabic-English interpreters participated in a mock asylum interview held via teleconferencing, with emotionally neutral passages and emotionally evocative information. There was a significant decrease in the accuracy of the interpreters' rendition of the latter as opposed to the former.*

**DG: Interesting findings in a well-designed experiment – with emotions that were presumably strong, as they had to do with traumatic experience that many of the interpreters may have experienced themselves. This is somewhat evocative of the situation of interpreters working for the Truth and Reconciliation Commission in South Africa in the not-so-distant past. It makes sense that under strong emotions, interpreters do not perform optimally. An interesting question would be whether moderate or weak emotional reactions have the same effect.*

Mack, Gabriele and Amalia Amato (eds). 2026. *Interpreters' Health and Wellbeing. An overview across modes, modalities and settings.* London and New York: Routledge. Open access book: <https://www.routledge.com/Interpreters-Health-and-Wellbeing-An-Overview-Across-Modes-Modalities-and-Settings/Mack-Amato/p/book/9781032958101>

**An open access collection of 12 chapters around health and wellbeing by authors with various types of expertise, including medicine, psychology, therapy, and interpreting, both spoken and signed). In their introduction, the two authors, interpreters and interpreter trainers, explain that they aimed at providing a comprehensive overview of existing ideas and findings on the topic to develop awareness and some useful knowledge to practicing interpreters. The chapters, mostly by experts from the relevant fields, discuss various aspects of the interpreters' activity and environment, including cognitive issues, status issues, motivational emotional issues, stress, physiological issues, in particular voice-related topics and Musculo-skeletal effects of repetitive, intensive signing among signed language interpreters. Some chapters start with fundamentals (e.g., principles of acoustics and the anatomy and physiology of voice production) and refer to principles that are not often discussed in the interpreting literature, e.g., mindfulness. The collection looks at interpreters as human beings acting in an environment of constraints that have an effect of their feelings and on their body rather than as performers. The view is holistic and encompasses many types of interpreting at varying degrees of technicality and detail.*

A welcome contribution.

Szentirmay, Piroska (Eötvös Loránd University, Budapest, Hungary) 2025. "Mapping interpreting in a religious context." *The Interpreters' Newsletter Special Issue 2025* (30), 235-252. DOI: 10.13137/2421-714X/37803. Available at <https://www.openstarts.units.it/server/api/core/bitstreams/a3251706-3da54857-b1a1-60ef860eef4d/content>

**This paper explores the theoretical and conceptual framework of interpreting in a religious context as an already established field of research within Interpreting Studies and seeks to establish common ground for terms and concepts used by researchers of this field in an effort to achieve agreement on terminology. Although the terms and concepts currently in use are based on valid assumptions and approaches, their diversity has thus far hindered the comparison and systematisation of empirical data published in this specific academic field. After proposing interpreting in a religious context as an umbrella term covering the various ramifications of this specific type of interpreting and research, this paper maps the conceptual relationships between context and setting, between interpreting as a general practice and its realisation in a religious context and proposes a definition for interpreting in a religious context. In the second part of the paper, a tentative set of specific features of interpreting in religious contexts is presented taking examples from the Roman Catholic Church as a first step towards further theoretical and empirical research in a broader array of denominations and religions.*

Szentirmay, Piroska (Eötvös Loránd University, Budapest, Hungary) 2025. "Ecclesiastical interpreting from within and without: results of two online questionnaires from the perspective of the interpreters." *Kommunikáció és nyelv V. Innováció és nyelvi közvetítés című nemzetközi szakma- és tudományos konferencia kötete [Proceedings of the international professional and academic conference entitled 'Communication and Language V: Innovation and Language Mediation']* In: Lahocki-Samardzic (szerk.) Osijek, Glotta. 75–93. Available at https://www.researchgate.net/publication/408538419_Ecclesiastical_Interpreting_from_within_and_without_results_of_two_online_questionnaires_from_the_perspective_of_the_interpreters

**Research exploring the typical features of the ecclesiastical setting as a special field of interpreting opens up new horizons within Interpreting Studies. Despite this, very few empirical data have been published to date regarding the Catholic Church. The present paper aims to approach the typical features of interpreting in an ecclesiastical setting from the perspective of the interpreters with the help of an online questionnaire carried out among interpreters active on the Hungarian market and those who worked at the 52nd International Eucharistic Congress. Results highlight the determining role of*

ecclesiastical terminology in this special type of interpreting and underpin the differences in motivation reported by the two populations. The presented research results contribute to a holistic understanding of the characteristics of the work of language mediators in an ecclesiastical setting as a complex phenomenon within the larger framework of interpreting as a global practice.

Takeda, Kayoko, Ester Torres-Simón, David Orrego-Carmona, Nune Ayvazyan, Bei Hu (eds). 2026. *Translation Research Projects 6. Testing Borders: A Tribute to Anthony Pym*. Available online at https://www.intercultural.urv.cat/media/upload/domain_317/arxiu/TP6/TPR-6_full.pdf
**A festschrift edited by former PhD students of Anthony Pym's to mark his retirement. 11 chapters. The chapter by Ekici & Eraslan, that is relevant to conference interpreting, is micro-reviewed in the articles section of this issue of the Bulletin. Takeda's chapter on interpreting vs. translation considers features that she sees as specific to interpreting, namely close proximity and visibility. This is relevant to many interpreting settings, but less so to conference interpreting.*

* * *

Beginners' corner

Interpretese: is it a flaw in the output of interpreters?

Daniel Gile

The term 'translationese' seems to have been coined as a derogatory term to denote (and connote) the unnatural and clearly clumsy use of language in written translations. The term 'interpretese' seems to be used similarly for the output of interpreters. How justified is the negative connotation?

In written translation, if the target text is to read as an idiomatic target-language version of the source text (as is the case in non-literary translation, but not necessarily in the translation of literature, as argued by Antoine Berman and Lawrence Venuti), theoretically, translationese should be avoided. But in practical terms, if it is only manifest in subtle trends that can only be detected when conducting computational linguistic analyses, does it really affect quality?

A fundamental difference between translation and interpreting is that generally, both time and revision possibilities are sufficient to allow translators and revisors to remedy damaging aspects of translationese before handing the text over to the Client, but no such possibility exists in interpreting. Would excellent language skills in one's native language be sufficient to produce perfectly idiomatic native-speaker-like output in interpreting? Experience shows that this can be the case for highly formulaic or standardized language in certain settings and in certain language combinations, but after years of doctrinal claims denying the major influence of cognitive limitations in interpreting (in particular under Interpretive Theory), it is now widely accepted that such limitations are strong determinants of interpreting cognition and account for many, perhaps an overwhelming majority of informational errors and omissions. And that differences between the source language and the target language, especially differences in the order of presentation of information within sentences (commonly referred to as "word order differences"), stretch the interpreters' attentional resources to the maximum – and beyond – leading to many errors, omissions and infelicities (EOIs).

Interpreting practitioners and instructors developed and have been teaching techniques and tactics to mitigate the risk and/or limit the information loss. *Inter alia*, pioneer conference interpreting trainer Gérard Ilg, recommended segmenting the input and reformulating it in short output clauses or sentences when doing simultaneous from German into French, and Chinese and Japanese trainers recommend translating the input while sticking as closely as possible to the structure of source-speech

sentences. Other techniques and tactics that aim at reducing informational cognitive load can also result in measurable effects on the linguistic profile of the target speech.

If we accept the idea that perfectly accurate target speeches in perfectly idiomatic native-speaker-like language can only be achieved locally, on some speech segments, and under certain conditions, and that the real-life output of interpreters generally falls short of this ideal, interpreteuse can be viewed as the price in loss of idiomaticity of gain in informational accuracy.

Under that perspective, is interpreteuse that can only be identified through computational linguistic analyses (e.g., SVO structures in Arabic – see Al Zahran *et al.* 2026, micro-reviewed in this issue) to be shunned if it is the result of techniques that improve informational accuracy? Or is it the harmless result of optimized strategic thinking? Such is not the case of interpreteuse that is perceived by listeners as clumsy or worse, but where are the boundaries between the two? Several determinants can be considered and could be investigated, perhaps considering the relationship between objectively measurable linguistic features of the output and user reactions in various settings and under various conditions.

Interpreting as an act of communication (IAC) vs. Interpreting as Language Processing in the IS literature: a few reflections

Daniel Gile

An interesting paper by Jiang *et al.* listed in this issue (Jiang *et al.* 2026), after many others by linguists and psychologists over the years, prompted me to engage in a (provisional) summary of impressions and questions about what could be referred to as a bifocal view of interpreting as a cognitive process found in the literature:

1. Ever since research into interpreting has become a discipline (**‘Interpreting Studies’**), interpreters carrying out research ("**practisearchers**") have tried to explore interpreting as a **situated, targeted act of communication (IAC)** as conducted by **qualified professionals after specific training or much experience, with (generally) an excellent mastery of their working languages.**

Researchers from cognate disciplines (RCDs), initially cognitive psychologists and later, linguists, were interested in exploring **interpreting as language (bilingual) processing (ILP)**, a linguistic task with features they found interesting. They have been conducting research on ILP performed by "bilinguals". For them, qualified professional interpreters are one category of bilinguals: two other categories are people with no training or extensive experience in professional interpreting, and language students with some training in interpreting.

2. Professional interpreters **are trained to listen for information and a message** and to render the information and the message as accurately as possible and as **convincingly and idiomatically** as possible and free of language interference, **for an attentive audience.** They tend to be **permanently striving to perform** well and to be **concerned about weaknesses in their performance** as perceived by the audience and by colleagues who listen to them.

In signed language interpreting, in public service settings, in education settings, they feel at least some responsibility, and often much responsibility, for successful communication between the interlocutors. For the sake of better communication, this can lead them to deliberately depart from strict informational accuracy.

3. IAC is generally about interpreting a **spoken/signed speech into a spoken/signed speech** in simultaneous or consecutive speech segment by speech segment, **each speech segment lasting at least a few sentences** – not written, not on a screen. As regards conference interpreting, in consecutive, this typically requires manual **note-taking**, a complex cognitive operation which involves selecting what to note and how to note it and managing the time lag that manual note-taking involves, with the associated increased load on working memory. ILP experiments with ‘consecutive’ typically involve very short source speech segments that do not involve note-taking and can perhaps be performed without a careful content analysis, relying largely on surface linguistic structure.

4. Both IAC and ILP share core components:

- Some understanding of a source Text delivered once
- The production of a target Text on that basis in a different language
- Time pressure

But some substantial differences in linguistic skills, in social role perception, in speech comprehension and speech production strategies and tactics, in self-image as performers may have far-reaching repercussions that make extrapolations from ILP to IAC hazardous and explain why early practisearchers, in particular Seleskovitch and Lederer, rejected research on interpreting by psychologists and linguists. As recalled by Wang Binhua in his recent book micro-reviewed in this issue, actually, statements found in some publications by early investigators from cognate disciplines suggest they were aware of at least some of the differences and of their potential deep implications, but considered that using laboratory procedures inspired from ILP interpreting under the same name (‘interpreting’), could take their investigations of ILP further.

This is not only legitimate, but clever, and should be recognized as such by practisearchers, who by definition are researchers as well and may seek novel and clever designs to investigate interpreting. Is it really necessary to point out in addition that over decades of scientific work on human cognition, including language-related cognition, psychologists and linguists have developed ideas, theories, methods and metrics that are often most useful of research into IAC as well?

The problem arises when researchers forget the differences and draw inferences on IAC without considering potential obstacles to such inferences. Good researchers are by nature cautious in the design of their studies and in their inferencing, looking for and seeking to neutralize potential confounds and as many uncertainties as possible. Why are they not as careful about such hazardous generalizations?

One possible contributing factor may be the absence of terminological differentiation between IAC-interpreting and ILP-interpreting. If the same terms ‘interpreting’, ‘consecutive’ and ‘simultaneous’ are used, it is tempting to rely on keywords and titles to spot relevant publications and cite findings and ideas without checking whether they investigate IAC and ILP. Another potential contributing factor to the confusion is demographic: many authors of research studies on ‘interpreting’ are not interpreters by training or experience, but ‘linguists’ who were assigned to interpreting classes. This is particularly the case in Chinese MTI programs. In view of their high productivity and their high visibility in the literature, their ideas and findings, not necessarily identifiable as primarily based on ILP research, can be picked up by beginning interpreting researchers who may not be aware of the differences.

In the interest of the exploration of IAC, a distinction should be made between the two – not in order to combat ILP, but to advance towards a better grasp of what each could contribute to the other without leading investigators astray.

5. ‘Natural interpreters’ such as children of migrants who interpret for them or hearing children of Deaf adults who interpret for Deaf people are clearly part of the IAC world. So are students who are trained by interpreters. Where do students trained by non-interpreters stand? Do they start on the ILP side and

‘convert’ when they enter the labor market? Or do teaching non-interpreters adapt to IAC principles? And if so, how does that reflect in their research?

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.

For **Australia**: Marc Orlando - (Marc.Orlando@mq.edu.au), Macquarie University, Sydney & Jim Hlavac - (Jim.Hlavac@monash.edu) Translation and Interpreting Studies, School of LLCL, Monash University, Clayton 3800 VIC, Australia
For **Austria**: Franz Pöchhacker - Center for Translation Studies, University of Vienna, Gymnasiumstr. 50, A-1190 Wien, Austria Franz.Poechhacker@univie.ac.at
For **Brazil**: Anelise Gondar - anelisegondar@id.uff.br Universidade Federal Fluminense - Instituto de Letras - Departamento de Letras Estrangeiras Modernas, Niterói - Brazil.
For **China (Dalian)**: Deyan ZOU - School of Advanced Translation and Interpretation, Dalian University of Foreign Languages, No. 6 Lvshun South Road, Dalian 116044, China Email: deannazdy@163.com; deannazdy@dlufl.edu.cn
For **China (Hong Kong)**: Andrew Cheung - Department of Chinese and Bilingual Studies, Hong Kong Polytechnic University, Kowloon, Hong Kong profack@gmail.com
For **China (Shanghai)**: Ailing (Irene) Zhang - Graduate School of Interpretation and Translation, Shanghai International Studies University, 550 Dalian Road (W), Shanghai 200083, P.R.China azhang@shisu.edu.cn
For the **Czech Republic**: Ivana Čeňková - Charles University, Institute of Translation Studies, UTRL FF UK, Hybernská 3, 110 00 Praha 1 Czech Republic tel 42 02 216 195 13 fax 42 02 216 195 28 IVANA.CENKOVA@ff.cuni.cz
For **Denmark**: Helle V. Dam - School of Communication and Culture, Aarhus University, Jens Chr. Skous Vej 4, DK-8000 Aarhus C, Denmark. hd@cc.au.dk
For **Egypt**: Sania Sharawi-Lanfranchi - 4, El-Saleh Ayoub, Zamalek 11 2 11, Cairo Egypt saniasharawi@gmail.com
For **Estonia**: Margus Puusepp - Vallikraavi12-15, 51003 Tartu, Estonia. mpuusepp@hotmail.ee
For **Finland**: Yves Gambier - University of Turku - Centre for Translation and Interpreting, School of Languages and Translation Studies FI- 20014 Turun Yliopisto Finland - yves.gambier@utu.fi
For **France**: Daniel Gile - 18, rue Alexandre Guilmant, 92190 Meudon, France daniel.gile@yahoo.com
For **Germany**: Tinka Reichmann – Universität Leipzig – IALT, Beethovenstr. 15, 04107 Leipzig, Germany tinka.reichmann@uni-leipzig.de
For **Greece**: Anastasia Parianou - Ionian University, Megaro Kapodistria, 49100 Corfu, Greece parianou@ionio.gr
For **Hungary**: Piroska Szentirmay - ELTE University Budapest, Egyetem tér 1-3, 1053 Budapest, Hungary, szentirmay.piroska@gmail.com
For **Ireland**: Michael Cronin – Trinity College Dublin, The University of Dublin, Ireland croninm8@tcd.ie
For **Mexico**: CESLAA (Dra Georganne Weller), Tlaxcala 78-501, Col. Roma Sur, México, D.F. 06760 Mexico gemavaniki@yahoo.com
For **Nigeria**: Segun Afolabi asegunlabi@yahoo.com
For **Poland**: Bartłomiejczyk, Magdalena - Univ of Silesia, Institute of English, ul. Żytnia 10, 41-205 Sosnowiec, Poland: magdalenabartlomiejczyk@hotmail.com
For **Portugal**: Manuel Sant'Iago Ribeiro - Rua Correia Teles, 32 R/ch PT - 1350-100 Lisboa Portugal, tel: + 351.91.754.7414 msr@aiic.net
For **Romania**: Daniel Dejica – Dpt of Communication and Foreign Languages, Politehnica University of Timisoara, Str. Peter Ramneantu nr. 2, ASPC, A2014, Timisoara, Romania. daniel.dejica@upt.ro
For **Slovakia**: Pavol Šveda – Comenius University, Faculty of Arts, Gondova 2, 814 99 Bratislava, Slovakia. pavol.sveda@uniba.sk
For **Switzerland**: Anne Catherine Gieshoff - ZHAW Zurich University of Applied Sciences, School of Applied Linguistics, Theaterstr. 15, 8401 Winterthur Switzerland gies@zhaw.ch
For **Turkey**: Hande Ersöz-Demirdağ - Yıldız Teknik Üniversitesi Fen- Edebiyat Fakültesi Batı Dilleri Ofisi: B1018, Davutpaşa Cad no: 127, 34210 Esenler/İstanbul Turkey, tel: +90 212 449 15 58 handeersoz@hotmail.com
For the **UK**: Jemina Napier - Heriot-Watt University, Edinburgh, Scotland, j.napier@hw.ac.uk
For **Uruguay**: Maria Julia Sainz - Facultad de Derecho/Traductorado, Universidad de la Republica, Bvar. Artigas 210 11.300 Montevideo, Uruguay tel/fax (598 2) 711 54 56 - e-mail: mjsainz@adinet.com.uy

To become a CIRIN Member, please write to D. Gile and ask for your name or the name of your organization to be added to the list. Membership entails no financial or administrative commitments, but indicates willingness to share CIR information, in particular through the *Bulletin*. Please report any relevant CIR information (bibliographical items, research activities, etc.) to your Regional Node or directly to Paris. The *Bulletin* is a speedy and flexible information vehicle, but

ITS VALUE DEPENDS LARGELY ON MEMBERS' CONTRIBUTIONS.