

**CONVEGNO INTERNAZIONALE  
LE INTERAZIONI  
MEDIATE DA INTERPRETE:  
METODOLOGIE E MODELLI  
Omaggio alla memoria di Miriam**

**Shlesinger**

**7-9 novembre 2013**

**INTERNATIONAL CONFERENCE  
INTERPRETER-MEDIATED  
INTERACTIONS:  
METHODOLOGIES AND MODELS**

**A tribute to Miriam Shlesinger**

**7-9 November 2013**

Facoltà di Interpretariato e Traduzione

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<http://larim.unint.eu>

## LARIM

Il gruppo di ricerca LARIM (Laboratorio di Ricerca sulle Interazioni Mediate dall'Interprete) nasce nell'ottobre 2012 presso la Facoltà di Interpretazione e Traduzione (FIT) dell'Università degli Studi Internazionali di Roma (UNINT). Il gruppo di ricerca si costituisce con l'obiettivo di promuovere gli studi descrittivi in interpretazione basati sul lavoro sul campo e sulla raccolta di dati empirici e sostenuti da quadri teorici e impostazioni metodologiche scientificamente solidi.

LARIM ha il piacere di annunciare il Convegno Internazionale *Le interazioni mediate da interprete: metodologie e modelli*, 7-9 novembre 2013 a Roma. Il Convegno vuole essere un omaggio alla memoria della Prof.ssa Miriam Shlesinger.

Miriam Shlesinger è stata una delle studiose più prolifiche nel panorama degli studi in interpretazione, occupandosi di processi cognitivi in interpretazione simultanea (in particolare, attenzione e memoria di lavoro), interpretazione di tribunale, corpora in interpretazione, interpretazione di comunità, interpretazione in lingua dei segni, auto-percezione di ruolo di interpreti e traduttori e didattica dell'interpretazione. Uno degli ultimi progetti a cui ha partecipato è *IVY - Interpreting in Virtual Reality*, finanziato dall'Unione Europea, che ha esplorato l'applicazione della realtà virtuale in 3D alla didattica dell'Interpretazione. Miriam Shlesinger, con grande lungimiranza, ha sempre promosso la ricerca a livello internazionale; le sue pubblicazioni sono oggi un modello per i ricercatori in Interpretazione di tutto il mondo. All'indomani della sua prematura scomparsa, il Laboratorio di ricerca LARIM, appena costituito, ha deciso di dedicarLe il suo primo convegno internazionale.

Il convegno si propone di superare le ben note dicotomie emerse negli studi in interpretazione nel corso degli anni (modelli prescrittivi / descrittivi, analisi qualitative / quantitative, processo / prodotto), di perfezionare i modelli esistenti e di approfondire la conoscenza di prassi socio-culturali situate diverse.

Il primo convegno LARIM si propone come piattaforma per la discussione di approcci interdisciplinari alla ricerca sulle interazioni mediate da interprete.

## PROGRAMMA

- Tema 1: Sfide metodologiche
- Tema 2: Il ruolo dell'interprete
- Tema 3: Analisi del discorso
- Tema 4: Interpretare per i media
- Tema 5: Interpretare in contesti socio-sanitari
- Tema 6: Interpretare in contesti giudiziari
- Tema 7: Orientamenti didattici

### GIOVEDÌ 7 NOVEMBRE

|                     |   |   |
|---------------------|---|---|
| <i>Mattina</i>      |   |   |
| <b>9.00-9.30</b>    | <b>Registrazione partecipanti</b>   |   |
| <b>9.30-10.00</b>   | <b>Apertura del convegno</b><br>Prof. Vincenzo Zencovich, Rettore UNINT<br>Prof. Francisco Matte Bon, Preside della Facoltà di Interpretariato e Traduzione (FIT) |   |
| <b>10.00-11.00</b>  | <b>Moderatore:</b> Claudia Monacelli, UNINT<br><b>Plenaria</b><br>“Commemorazione di Miriam”  |   |
| <b>11.00 -11.30</b> | <b>Pausa caffè</b>  |   |
| <b>Sessioni</b>     | <b>Tema 1</b><br><i>Sfide metodologiche</i>   | <b>Tema 2</b><br><i>Il ruolo dell'interprete</i>  |
| <b>11.30-12.00</b>  | Cynthia Roy & Melanie Metzger<br>Università Gallaudet<br>“Investigating interpreted interaction: Methodological challenges and a resulting analysis”              | Paola Gentile<br>Università di Trieste<br>“The many facets of interpreting in the twentieth century: An historical and sociological perspective on the evolution of the interpreter’s role” |
| <b>12.00-12.30</b>  | Jemina Napier & Svenja Wurm<br>Università di Heriot-Watt<br>“Synergies between interactive interpreting and interactive methodologies”                            | Nitsa Ben-Ari<br>Università di Tel-Aviv<br>“The image of the interpreter in contemporary fiction”   |
| <b>12.30-13.00</b>  | Claudio Bendazzoli<br>Università di Torino<br>“The ethnography of interpreter-mediated communication:   | Michaela Albl-Mikasa<br>Università di Zurigo (ZHAW)<br>“Profiling interpreter competence against changes in working conditions  |

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|                     | Methodological challenges and proposals”   | effected by the spread of ELF”   |
| <b>13.00-15.00</b>  | <b>Pranzo</b>  |  |
| <i>Pomeriggio</i>   |  |  |
| <b>15.00-15.45</b>  | <b>Moderatore:</b> Maurizio Viezzi, Università di Trieste<br><b>Plenaria</b><br>Yves Gambier, Università di Turku<br>“Beyond borders: Paradoxes and challenges”  |  |
| <i>Sessioni</i>     | <b>Tema 1</b><br><i>Sfide metodologiche</i>  | <b>Tema 2</b><br><i>Il ruolo dell’interprete</i>   |
| <b>15.45-16.15</b>  | Anne Martin<br>Università di Granada<br>“Interpreting and ideology: Research trends and methods”   | Clare Donovan<br>Università Paris III La Sorbonne Nouvelle<br>“Interpreting uptake at an international organization: Explanations for variation and consequences for communication in the meeting” |
| <b>16.15-16.45</b>  | Tanya Voinova & Noam Ordan<br>Università Bar-Ilan & Università del Saarland<br>“Narratives of community interpreters: What can we learn from using corpora-based methodology?”   | Cornelia Zwischenberger<br>Università di Vienna<br>“The professionals’ perspective on the social position of the simultaneous conference interpreter”  |
| <b>16.45-17.00</b>  | <b>Pausa caffè</b>   |  |
| <b>17.00- 18.30</b> | <b>Tavola rotonda sulla didattica</b><br><b>Moderatore:</b> Stefano Marrone, UNINT e Capo Interprete della Camera dei Deputati<br><b>Partecipano:</b> <ul style="list-style-type: none"> <li>▪ Ebru Diriker, Università Bogazici, Istanbul e AIIC Training Committee</li> <li>▪ Clare Donovan, , Università Paris III La Sorbonne Nouvelle e Capo Interprete OCSE</li> <li>▪ Maria Chiara Russo, Università di Bologna (Forlì)</li> <li>▪ Maurizio Viezzi, Università di Trieste</li> <li>▪ Cecilia Wadensjö, Università di Stoccolma</li> </ul> |  |

**VENERDÌ 8 NOVEMBRE**

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| <b>Mattina</b>     |   |   |
| <b>9.00-9.45</b>   | <b>Moderatore:</b> Maria Chiara Russo, Università di Bologna (Forlì)<br><b>Plenaria</b><br>Laura Gavioli & Claudio Baraldi, Università di Modena e Reggio Emilia<br>“Interpreting and interaction: Revisiting coordination”   |   |
| <b>Sessioni</b>    | <b>Tema 3</b><br><b>Analisi del discorso</b>  | <b>Tema 4</b><br><b>Interpretare per i media</b>  |
| <b>9.45-10.15</b>  | Michael Boyd<br>UNINT & Università Roma Tre<br>“Reframing (and interpreting) 'Joe the plumber': Personal pronouns and conceptual metaphor in the us presidential debates”   | Annalisa Sandrelli<br>UNINT<br>“Buonaserà Mister'. Question/answer strategies in football press conferences”            |
| <b>10.15-10.45</b> | Magdalena Bartłomiejczyk<br>Università della Slesia<br>“Interpreting conflictive talk: Face-threatening acts and interpreting norms”  | Eugenia Dal Fovo<br>Università di Trieste<br>“Questions (and answers) on television interpreting: A corpus-based study” |
| <b>10.45-11.15</b> | LaReina Hingson<br>Università di Purdue<br>“The transformative nature of 3 <sup>rd</sup> parties: Examining community-based interpreter influence and accommodation strategies in conversations”  | Sara Bani<br>Università di Catania<br>“Interpretare il giornalismo”   |
| <b>11.15-11.30</b> | <b>Pausa caffè</b>  |   |
| <b>Sessioni</b>    | <b>Tema 3</b><br><b>Analisi del discorso</b>  | <b>Tema 4</b><br><b>Interpretare in contesti sanitari</b>   |
| <b>11.30-12.00</b> | Eli Raanes & Sigrid Slettebakk Berge<br>Università HiST - Sør-Trøndelag & Università della Scienza e Tecnologia NTNU<br>“Coordinating the Chain of Utterances: An Analysis of Communicative Flow and Turn Taking in an Interpreted Group Dialogue for Deaf-Blind Persons” | Sergio Pasquandrea<br>Università di Perugia<br>“Modulating certainty and uncertainty in healthcare interpreting”        |

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| <b>12.00-12.30</b> | Jemina Napier<br>Università Heriot Watt<br>“Exploring interpreting as a dialogic and interactional process between teachers, students and interpreters”   | Letizia Cirillo & Federico Farini<br>Libera Università di Bolzano & Università del Middlesex<br>“Managing repair in triadic interaction”  |
| <b>12.30-13.00</b> | Brenda Nicodemus & Danica Dicus-Egbert,<br>Università Gallaudet<br>“ASL-English interpreters and -self/SELF forms: An analysis of source and target language productions”                             | Rachele Antonini, Chiara Bucaria, Letizia Cirillo, Linda Rossato, Ira Torresi<br>Università di Bologna & Libera Università di Bolzano<br>“Interpreting for my parents is...: First-generation children’s experience as ad-hoc interpreters” |
| <b>13.00-13.30</b> | Stephanie Feyne, City<br>Università di New York (CUNY)<br>“Impact of interpreter-mediated discourse on perceptions of identity of deaf professionals”   | Gun-Viol Vik & Jari-Pekka Välimaa,<br>Università di Vaasa<br>“‘Most of the nursing staff is interpreting every day’. Professional and non-professional interpreting practices in a hospital”  |
| <b>13.30-15.00</b> | <b>Pranzo</b>   |   |
| <i>Pomeriggio</i>  |   |   |
| <b>15-15.45</b>    | <b>Moderatore:</b> Franz Pöchhacker, Università di Vienna<br><b>Plenaria</b><br>Cecilia Wadensjö, Università di Stoccolma<br>“Shifts in cohesion in interpreting and the logics of the genre at play” |   |
| <i>Sessioni</i>    | <b>Tema 6</b><br><b>Interpretare in contesti giudiziari</b>   | <b>Tema 7</b><br><b>Orientamenti didattici</b>  |
| <b>15.45-16.15</b> | Stefanos Vlachopoulos<br>TEI Epiro<br>“The broken link: Court interpreting in Greece”   | Sabine Braun, Catherine Slater, Robert Gittins<br>Università del Surrey & Università di Bangor<br>“Evaluating the IVY 3D virtual environment with interpreting students and trainers”   |

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| <b>16.15-16.45</b> | Katalin Balogh & Heidi Salaets<br>KU Università di Lovanio<br>“Antwerp - Flanders - Belgium - Europe: ImPLI and the long way to go in court interpreting” | Maria Tymczyńska & Marta Kajzer-Wietrzny<br>Università Adam Mickiewicz<br>“The pedagogical evaluation of SL IVY with students of interpreting at AMU”   |
| <b>16.45-17.00</b> | <b>Pausa caffè</b>  |   |
| <i>Sessioni</i>    | <b>Tema 6</b><br><i>Interpretare in contesti giudiziari</i>   | <b>Tema 7</b><br><i>Orientamenti didattici</i>  |
| <b>17.00-17.30</b> | Marta Biagini<br>UNINT<br>“De-/Re-constructing neutrality in the court interpreter practice: Coordinating disfluencies through reflexive activities”      | Isabel Abril Martí & Juan Miguel Ortega Herráez<br>Università di Granada & Università di Alicante<br>“Considerations on curricular design for the training of interpreters in the context of gender-based violence. The SOS-VICS Project” |
| <b>17.30-18.00</b> | Alenka Morel<br>Università di Lubiana<br>“Methodological dilemmas in the mixed-methods approach to community interpreting in Slovenia”                    | Elena Davitti & Sergio Pasquandrea<br>Università del Surrey & Università di Perugia<br>“Integrating interaction and multimodality in interpreter education: An experiment in Applied CA”  |

## SABATO 9 NOVEMBRE

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| <i>Mattina</i>     |   |
| <b>9.30-10.15</b>  | <b>Moderatore:</b> Peter Mead, NATO Defense College<br><i>Plenaria</i><br>Daniel Gile - Università Paris III La Sorbonne Nouvelle<br>“A plea for research ecumenism in Translation Studies”                   |
| <b>10.15-10.30</b> | <b>Pausa caffè</b>  |
| <i>Sessioni</i>    | <b>Tema 6</b><br><i>Interpretare in contesti giudiziari</i>   |
| <b>10.30-11.00</b> | Sabine Braun<br>Università del Surrey<br>“Quality at a distance? Interpreting performance in videoconference-based remote interpreting in legal proceedings and the implications for the fairness of justice” |
| <b>11.00-11.30</b> | Christian Licoppe & Maud Verdier<br>Telecom ParisTech<br>“Interpreting in the courtroom for a remote defendant appearing through a  |



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|                    | video link. Sequential concerns and polyphony”  |
| <b>11.30-12.00</b> | María Jesús González Rodríguez<br>Università di Bologna<br>“L’interpretazione telefonica nei servizi pubblici: studio metodologico sulle intercettazioni telefoniche” |
| <b>12.00-12.30</b> | Relatore da confermare  |
| <b>12.30-13</b>    | <b>DISCUSSIONE FINALE<br/>CONCLUSIONE DEI LAVORI</b>  |

## ORATORI INVITATI

**Prof. Yves Gambier, Università di Turku (Finlandia)**

**Keynote lecture: “Beyond borders: paradoxes and challenges”**



**Yves Gambier** ha come interessi principali: traduzione audiovisiva, teoria della traduzione, socio-terminologia, politiche linguistiche e pianificazione linguistica, bilinguismo, analisi del discorso, formazione di docenti di traduzione e interpretazione. Ha pubblicato più di 180 articoli ed è stato curato o co-curatore di 20 libri.

Membro di comitati editoriali di varie riviste: *Babel*, *Hermeneus*, *Sendebarr*, *Synergies*, *Target*, *Terminology*, *TTR*. Curatore principale della collana Benjamins Translation Library (John Benjamins); membro di comitati scientifici per riviste quali: Scandinavian University Studies in Humanities and Social Sciences (Peter Lang), *Traductologie* (PU d’Artois).

Presidente della European Society for Translation Studies (EST) 1998-2004. Presidente del Gruppo di Esperti del progetto European Master’s in Translation - EMT (2007-2010).

<http://www.utu.fi/fi/yksikot/hum/yksikot/ranska/oppiaine/henkilokunta/Sivut/gambier.aspx>

**Prof. Laura Gavioli e Prof. Claudio Baraldi, Università di Modena e Reggio Emilia (Italia)**

**Keynote lecture: “Interpreting and interaction: revisiting coordination”**



**Laura Gavioli** è professore ordinario di lingua e traduzione (lingua inglese). I suoi principali interessi di ricerca sono gli aspetti pragmatici delle interazioni crossculturali, l’apprendimento linguistico e della traduzione, l’interpretazione dialogica in contesti aziendali, sanitari e legali, tutti ambiti in cui ha numerose pubblicazioni. E’ membro del Comitato Direttivo dell’Associazione italiana di linguistica applicata (AItLA), ha coordinato vari progetti nazionali e locali sull’interpretazione dialogica ed è coordinatore nazionale del centro AIM. In collaborazione con Claudio Baraldi, ha curato il volume *Coordinating Participation in Dialogue Interpreting*, John Benjamins, 2012.

<http://personale.unimore.it/rubrica/curriculum/lgavioli>



**Claudio Baraldi** è professore ordinario di Sociologia dei processi culturali e comunicativi. Le sue ricerche riguardano i sistemi comunicativi e i presupposti strutturali di questi ultimi, comprese le interazioni interculturali e interlinguistiche, le interazioni adulti- bambini e le riunioni organizzative. Il suo interesse risiede nell’analisi valutativa di processi di intervento e dei loro risultati, e in particolare dello sviluppo di tecniche di facilitazione del dialogo e di mediazione. Su tali tematiche ha pubblicato numerosi articoli in riviste e volumi nazionali e internazionali, oltre che alcuni volumi , tra cui *Coordinating Participation in Dialogue Interpreting*, John Benjamins, 2012 (curato con Laura Gavioli).

<http://personale.unimore.it/rubrica/curriculum/cbaraldi>

**Daniel Gile**

Università Paris III La Sorbonne Nouvelle

“A plea for research ecumenism in Translation Studies”

FOTO

**ABSTRACT + PAGINA PERSONALE**

**Prof. Cecilia Wadensjö, Università di Stoccolma**

**Keynote lecture: “Shifts in cohesion in interpreting and the logics of the genre at play”**



**Cecilia Wadensjö** è Professore di Interpretazione e Traduzione presso l’Istituto di Interpretazione e Traduzione (Dipartimento di Lingua Svedese e Multilinguismo) dell’Università di Stoccolma. Attualmente partecipa al progetto finanziato dalla UE *Qualitas: Assessing Legal Interpreting through Testing and Certification* (JUST/2011/JPEN/AG/2889).

Ha numerose pubblicazioni sulle interazioni mediate da interprete, basate su registrazioni di dati autentici, che hanno studiato l’interpretazione nel dialogo istituzionale in vari contesti, tra cui l’ambito sanitario, giudiziario, dei mass media, e così via. Tra le sue pubblicazioni c’è la citatissima monografia *Interpreting as Interaction* (Longman 1998).

<http://www.tolk.su.se/english/about-us/contact/wadensjo-cecilia-1.111355>

<http://larim.unint.eu>

LARIM (*Laboratorio di Ricerca sulle Interazioni Mediate dall'Interprete*) is a research group on interpreter-mediated interactions set up in October 2012 within the Faculty of Interpreting and Translation (FIT), LUSPIO University in Rome. The main focus of the research group is to promote descriptive studies based on fieldwork and authentic empirical data, with a scientifically sound theoretical and methodological basis.

The research group has the pleasure of announcing the International Conference *Interpreter-mediated Interactions: Methodologies and models*, 7-9 November 2013 at LUSPIO University, Rome, in memory of Professor Miriam Shlesinger.

Professor Shlesinger was one of the most prolific scholars in Interpreting Studies. Her work ranged from research on cognitive processes in simultaneous interpreting (particularly on attention and working memory), court interpreting, corpus-based interpreting studies, community interpreting, sign language interpreting, translators and interpreters' self-perceived roles and the teaching of interpreting. One of the last projects she took part in was *IVY - Interpreting in Virtual Reality*, an EU-funded project that explored the applicability of 3-D virtual reality technology to the teaching of interpreting. Professor Shlesinger was forever forward-looking, promoting research activities internationally. Her opus stands as a model to interpreting scholars the world over. When she prematurely passed away, the newly-constituted LARIM research group decided to organise its first conference in her memory.

The first LARIM conference attempts to go beyond the well-known dichotomies that have emerged over the years in Interpreting Studies (prescriptive vs. descriptive models, qualitative vs. quantitative, process vs. product), to refine existing models and increase our knowledge of situated socio-cultural practices. The conference aims to provide a forum for discussing interdisciplinary approaches to research on interpreter-mediated interactions.

## PROGRAMME

- Theme 1: Methodological Challenges
- Theme 2: The Interpreter's Role
- Theme 3: Discourse Approaches
- Theme 4: Interpreting for the Media
- Theme 5: Interpreting in Healthcare Settings
- Theme 6: Interpreting in Legal Settings
- Theme 7: Teaching Trends

### THURSDAY 7 NOVEMBER

|                     |  |   |
|---------------------|--|---|
| <i>Morning</i>      |  |   |
| <b>9.00-9.30</b>    | <b>Registration</b>  |   |
| <b>9.30-10.00</b>   | <b>Welcome</b><br>Prof. Vincenzo Zeno Zencovich, UNINT University Rector<br>Prof. Francisco Matte Bon, Dean of the Faculty of Interpreting and Translation (FIT) |   |
| <b>10.00-11.00</b>  | <b>Chair:</b> Claudia Monacelli, UNINT<br><b>Plenary</b><br>“Commemorating Miriam”   |   |
| <b>11.00-11.30</b>  | <b>Coffee break</b>  |   |
| <b>Sessions</b>     | <b>Theme 1</b><br><i>Methodological Challenges</i>   | <b>Theme 2</b><br><i>The Interpreter's Role</i>   |
| <b>11.30-12.00</b>  | Cynthia Roy & Melanie Metzger<br>Gallaudet University<br>“Investigating interpreted interaction: Methodological challenges and a resulting analysis”             | Paola Gentile<br>University of Trieste<br>“The many facets of interpreting in the twentieth century: An historical and sociological perspective on the evolution of the interpreter's role” |
| <b>12.00- 12.30</b> | Jemina Napier & Svenja Wurm<br>Heriot-Watt University<br>“Synergies between interactive interpreting and interactive methodologies”                              | Nitsa Ben-Ari<br>Tel-Aviv University<br>“The image of the interpreter in contemporary fiction”  |
| <b>12.30-13.00</b>  | Claudio Bendazzoli<br>University of Turin<br>“The ethnography of interpreter-mediated communication: Methodological challenges and                               | Michaela Abl-Mikasa<br>University of Zurich (ZHAW)<br>“Profiling interpreter competence against changes in working conditions effected by the spread of ELF”                                |

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|                     | proposals”   |   |
| <b>13.00- 15.00</b> | <b>Lunch</b>   |   |
| <i>Afternoon</i>    |  |   |
| <b>15.00-15.45</b>  | <b>Chair:</b> Maurizio Viezzi, University of Trieste<br><b>Plenary</b><br>Yves Gambier, University of Turku<br>“Beyond borders: Paradoxes and challenges”  |   |
| <i>Sessions</i>     | <b>Theme 1</b><br><i>Methodological Challenges</i>   | <b>Theme 2</b><br><i>The Interpreter’s Role</i>   |
| <b>15.45-16.15</b>  | Anne Martin<br>University of Granada<br>“Interpreting and ideology: Research trends and methods”   | Clare Donovan<br>University of Paris III La Sorbonne Nouvelle<br>“Interpreting uptake at an international organization: Explanations for variation and consequences for communication in the meeting” |
| <b>16.15-16.45</b>  | Tanya Voinova & Noam Ordan<br>Bar-Ilan University & Saarland University<br>“Narratives of community interpreters: What can we learn from using corpora-based methodology?”   | Cornelia Zwischenberger<br>University of Vienna<br>“The professionals’ perspective on the social position of the simultaneous conference interpreter”   |
| <b>16.45-17.00</b>  | <b>Coffee break</b>  |   |
| <b>17.00-18.30</b>  | <b>Round table on training</b><br><b>Chair:</b> Stefano Marrone, UNINT and Head Interpreter of the Italian Chamber of Deputies<br><b>Discussants</b> <ul style="list-style-type: none"> <li>▪ Ebru Diriker, Bogazici University, Istanbul and AIIC Training Committee</li> <li>▪ Clare Donovan, , University of Paris III La Sorbonne Nouvelle and OECD Chief Interpreter</li> <li>▪ Maria Chiara Russo, University of Bologna (Forli)</li> <li>▪ Maurizio Viezzi, University of Trieste</li> <li>▪ Cecilia Wadensjö, University of Stockholm</li> </ul> |   |

**FRIDAY 8 NOVEMBER**

| <i>Morning</i>     |  |   |
|--------------------|--|---|
| <b>9.00-9.45</b>   | <b>Chair:</b> Maria Chiara Russo, University di Bologna (Forli)<br><b>Plenary</b><br>Laura Gavioli & Claudio Baraldi, University of Modena and Reggio Emilia<br>"Interpreting and interaction: Revisiting coordination"  |   |
| <i>Sessions</i>    | <b>Theme 3</b><br><i>Discourse Approaches</i>  | <b>Theme 4</b><br><i>Interpreting for the Media</i>   |
| <b>9.45-10.15</b>  | Michael Boyd<br>UNINT & University of Roma Tre<br>"Reframing (and interpreting) 'Joe the plumber': Personal pronouns and conceptual metaphor in the us presidential debates"   | Annalisa Sandrelli<br>UNINT<br>"Buonasera Mister'. Question/answer strategies in football press conferences"            |
| <b>10.15-10.45</b> | Magdalena Bartłomiejczyk<br>University of Silesia<br>"Interpreting conflictive talk: Face-threatening acts and interpreting norms"   | Eugenia Dal Fovo<br>University of Trieste<br>"Questions (and answers) on television interpreting: A corpus-based study" |
| <b>10.45-11.15</b> | LaReina Hingson<br>University of Purdue<br>"The transformative nature of 3rd parties: Examining community-based interpreter influence and accommodation strategies in conversations"   | Sara Bani<br>University of Catania<br>"Interpretare il giornalismo"<br>[Interpreting journalism]                        |
| <b>11.15-11.30</b> | <b>Coffee break</b>  |   |
| <i>Sessions</i>    | <b>Theme 3</b><br><i>Discourse Approaches</i>  | <b>Theme 5</b><br><i>Interpreting in Healthcare Settings</i>  |
| <b>11.30-12.00</b> | Eli Raanes & Sigrid Slettebakk Berge<br>HiST - Sør-Trøndelag University College & NTNU University of Science and Technology<br>"Coordinating the chain of utterances: An analysis of communicative flow and turn taking in an interpreted group dialogue for deaf-blind persons" | Sergio Pasquandrea<br>University of Perugia<br>"Modulating certainty and uncertainty in healthcare interpreting"        |

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| <b>12.00-12.30</b>  | Jemina Napier<br>Heriot-Watt University<br>“Exploring interpreting as a dialogic and interactional process between teachers, students and interpreters”   | Letizia Cirillo & Federico Farini<br>Free University of Bolzano & Middlesex University<br>“Managing repair in triadic interaction”  |
| <b>12.30-13.00</b>  | Brenda Nicodemus & Danica Dicus-Egbert<br>Gallaudet University<br>“ASL-English interpreters and -self/SELF forms: An analysis of source and target language productions”                        | Rachele Antonini, Chiara Bucaria, Letizia Cirillo, Linda Rossato, Ira Torresi<br>University of Bologna & Free University of Bolzano<br>“Interpreting for my parents is...: First-generation children’s experience as ad-hoc interpreters” |
| <b>13.00-13.30</b>  | Stephanie Feyne<br>City University of New York (CUNY)<br>“Impact of interpreter-mediated discourse on perceptions of identity of deaf professionals”  | Gun-Viol Vik & Jari-Pekka Välimaa, University of Vaasa<br>“‘Most of the nursing staff is interpreting every day’. Professional and non-professional interpreting practices in a hospital”   |
| <b>13.30- 15.00</b> | <b>Lunch</b>  |   |
| <i>Afternoon</i>    |   |   |
| <b>15.00-15.45</b>  | <b>Chair:</b> Franz Pöchhacker, University of Vienna<br><b>Plenary</b><br>Cecilia Wadensjö, University of Stockholm<br>“Shifts in cohesion in interpreting and the logics of the genre at play” |   |
| <b>Sessions</b>     | <b>Theme 6</b><br><b>Interpreting in Legal Settings</b>   | <b>Theme 7</b><br><b>Teaching Trends</b>  |
| <b>15.45-16.15</b>  | Stefanos Vlachopoulos<br>TEI Epyrus<br>“The broken link: Court interpreting in Greece”  | Sabine Braun, Catherine Slater, Robert Gittins<br>University of Surrey & Bangor University<br>“Evaluating the IVY 3D virtual environment with interpreting students and trainers”   |



|                    |   |   |
|--------------------|---|---|
| <b>16.15-16.45</b> | Katalin Balogh & Heidi Salaets<br>KU University Leuven<br>“Antwerp - Flanders - Belgium - Europe: ImPLI and the long way to go in court interpreting” | Maria Tymczyńska & Marta Kajzer-Wietrzny<br>Adam Mickiewicz University<br>“The pedagogical evaluation of SL IVY with students of interpreting at AMU”   |
| <b>16.45-17.00</b> | <b>Coffee break</b>   |   |
| <i>Sessions</i>    | <b>Theme 6</b><br><i>Interpreting in Legal Settings</i>   | <b>Theme 7</b><br><i>Teaching Trends</i>  |
| <b>17.00-17.30</b> | Marta Biagini<br>UNINT<br>“De-/Re-constructing neutrality in the court interpreter practice: Coordinating disfluencies through reflexive activities”  | Isabel Abril Martí & Juan Miguel Ortega Herráez<br>University of Granada & University of Alicante<br>“Considerations on curricular design for the training of interpreters in the context of gender-based violence. The SOS-VICS Project” |
| <b>17.30-18.00</b> | Alenka Morel<br>University of Ljubljana<br>“Methodological dilemmas in the mixed-methods approach to community interpreting in Slovenia”              | Elena Davitti & Sergio Pasquandrea<br>University of Surrey & University of Perugia<br>“Integrating interaction and multimodality in interpreter education: An experiment in Applied CA”   |

## SATURDAY 9 NOVEMBER

|                    |  |
|--------------------|--|
| <i>Morning</i>     |  |
| <b>9.30-10.15</b>  | <b>Chair:</b> Peter Mead, NATO Defense College<br><b>Plenary</b><br>Daniel Gile - University of La Sorbonne III<br>“A plea for research ecumenism in Translation Studies”                                    |
| <b>10.15-10.30</b> | <b>Coffee break</b>  |
| <i>Sessions</i>    | <b>Theme 6</b><br><i>Interpreting in Legal Settings</i>  |
| <b>10.30-11.00</b> | Sabine Braun<br>University of Surrey<br>“Quality at a distance? Interpreting performance in videoconference-based remote interpreting in legal proceedings and the implications for the fairness of justice” |

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| <b>11.00- 11.30</b> | Christian Licoppe & Maud Verdier<br>Telecom Paristech<br>“Interpreting in the courtroom for a remote defendant appearing through a video link. Sequential concerns and polyphony”   |
| <b>11.30-12.00</b>  | María Jesús González Rodríguez<br>University of Bologna<br>“L’interpretazione telefonica nei servizi pubblici: studio metodologico sulle intercettazioni telefoniche”<br>[Telephone interpreting for the public services: A methodological study of wiretap interpreting] |
| <b>12.00-12.30</b>  | Speaker to be confirmed   |
| <b>12.00-12.30</b>  | <b>FINAL REMARKS</b><br><b>END OF CONFERENCE</b>  |

## KEYNOTE SPEAKERS

**Prof. Yves Gambier, University of Turku (Finland)**

**Keynote lecture: “Beyond borders: paradoxes and challenges”**



**Prof. Yves Gambier’s** key interests are: Audiovisual translation; Translation Theory, Socio-terminology, Language Policy and Language Planning, Bilingualism, Discourse Analysis, Training of teachers in translation and interpreting. He has published more than 180 articles and edited or co-edited 20 books. Member of several Editorial boards: *Babel*, *Hermeneus*, *Sendebarr*, *Synergies*, *Target*, *Terminology*, *TTR*. General Editor of the Benjamins Translation Library (John Benjamins); member of Advisory Boards: Scandinavian University Studies in Humanities and Social Sciences (Peter Lang), Traductologie (PU d’Artois). President of the European Society for Translation Studies (EST) 1998-2004. Chair of the Expert Group in the European Master’s in Translation / EMT-project (2007-2010).

<http://www.utu.fi/fi/yksikot/hum/yksikot/ranska/oppiaine/henkilokunta/Sivut/gambier.aspx>

**Prof. Laura Gavioli & Prof. Claudio Baraldi, Università di Modena e Reggio Emilia (Italy)**

**Keynote lecture: “Interpreting and interaction: revisiting coordination”**



**Laura Gavioli** is professor of English Language and Translation. Her main scientific interests include the pragmatics of cross-cultural interaction, language and translation learning, dialogue interpreting in business, healthcare and court settings, all areas in which she has published extensively. She is a member of the directing board of the Italian Association of Applied Linguistics (AIItLA), has coordinated several national and local research projects in dialogue interpreting and is the national coordinator of the AIM Centre. In collaboration with Claudio Baraldi, she has edited the volume *Coordinating Participation in Dialogue Interpreting*, John Benjamins, 2012.

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**Claudio Baraldi** is a professor of Sociology of cultural and communicative processes at the University of Modena and Reggio Emilia. His research is on communication systems and their structural presuppositions, including intercultural and interlinguistic interactions, adult-children interactions and organisational meetings. He is interested in the evaluation analysis of intervention processes and their results, in particular in the development of techniques for dialogic facilitation and mediation. He has published a number of papers in national and international journals and books, and several books on the topics above, among them *Coordinating Participation in Dialogue Interpreting*, John Benjamins, 2012 (edited with Laura Gavioli).

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**Daniel Gile**

University of Paris III La Sorbonne Nouvelle

“A plea for research ecumenism in Translation Studies”

FOTO

**ABSTRACT + PAGINA PERSONALE**

**Prof. Cecilia Wadensjö, University of Stockholm**

**Keynote lecture: “Shifts in cohesion in interpreting and the logics of the genre at play”**



**Cecilia Wadensjö** holds a position as Professor of Interpretation and Translation Studies at the Institute of Interpretation and Translation Studies (Department of Swedish Language and Multilingualism) Stockholm University, Sweden. She is currently involved in the EU-funded project *Qualitas: Assessing Legal Interpreting through Testing and Certification* (JUST/2011/JPEN/AG/2889). She has published extensively on interpreter-mediated social interaction, drawing on recordings of naturally occurring discourse data, exploring interpreting in medical, legal, broadcasted and other institutional encounters. Among her publications is the widely cited monograph *Interpreting as Interaction* (Longman 1998).

<http://www.tolk.su.se/english/about-us/contact/wadensjo-cecilia-1.111355>

# Abstracts

## **Considerations on curricular design for the training of interpreters in the context of gender-based violence. The SOS-VICS Project.**

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### **Keywords**

Public service interpreting, gender violence, training, curricular design, professionalization

### **Research methodology and objectives**

This paper intends to discuss the bases for curricular design (CD) in relation to Speak out for Support - SOS-VICS, an EU funded project currently being carried out in Spain with the objective of promoting the professionalization and specialization of interpreters who work with gender violence victims. The project includes three stages: The first one—currently in progress—consists of a questionnaire and interview-based analysis of the communication needs of victims, public service providers, and interpreters. The second stage will consist of the statistical analysis of the data collected in the first stage. The final stage will lead to the creation of training materials and methodologies for the specialization of interpreters, and the dissemination of good communication practices among all agents involved in cases of gender-based violence.

### **Abstract**

Official statistics show that the prevalence of GV in Spain is twice as high among foreign women. Spanish authorities have taken measures aimed at creating a comprehensive system of public resources (including police, legal, health and social services) to meet the needs of the victims. However, if many GV victims fail to come forward for help for different reasons, foreign victims must also face language barriers which prevent them from accessing the official support network.

In an ideal world this comprehensive system of GV services would include a specific interpreting service, in line with the Language Interpreter Services (LIS) programme in Ontario, Canada. However, this seems quite unlikely in the Spanish context, given the current status of public service interpreting (PSI), the degree of professionalization of which varies widely with setting and geographical area. In this context, interpreting in GV cases follows the pattern of interpreting in each of the separate settings involved, and solutions may range from professional staff interpreters—practically limited to courts—to ad hoc intercultural mediators.

The Spanish authorities have expressly recognized the need for public service providers involved in GV to have specialized training. Likewise, professional interpreters require specific training to work in a complex system involving different settings and protocols, as well as multiple dimensions of human communication in highly emotional situations.

This is the context in which the SOS-VICS project is established. In this paper the authors will briefly discuss the main bases for CD leading to the final stage of the project. Starting from an overview of a standard CD process in PSI, particular adaptations to the specific setting of GV will be identified. The process starts with a thorough analysis of communication needs of all stakeholders through a questionnaire-based survey, and includes identifying a specific competence model and instructional methods that will allow for the particular characteristics of the potential beneficiaries of specialized resources and training.

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## Profiling interpreter competence against changes in working conditions effected by the spread of ELF

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**Key words:** Conference interpreters, English as a lingua franca (ELF), interpreter competence, shared languages benefit, marketing skills

### Research area and focus: ????

**Abstract:** In a globalized world, communication settings diversify into different mediated and unmediated communication modes including interpretation, the use of English as a lingua franca and multilingual ‘shared languages practices’. Clear-cut dichotomies, such as mediated and unmediated communication, and idealized descriptions of ‘national language’ or ‘native speaker’ are giving way to diversified and hybrid linguistic realities and communicative patterns (cf. Blommaert 2010). Interpreters, who have always been at the centre of conflicting forces in multilingual contexts of language contact, are among those most prominently affected by such global developments (cf. Albl-Mikasa 2013). As a consequence, canonical interpreter competencies (language, transfer, and professional role competence, cf. Pöchhacker 2007) have to come under scrutiny.

In my paper, I will point out on the basis of a 90,000 word corpus of 10 in-depth interviews with professional conference interpreters (cf. Albl-Mikasa 2012), the interpreters’ views on current changes and how they feel these changes impact on their requirements regarding interpreter competence. I will then sketch out possible shifts in the interpreters’ profile of competencies regarding language competence (e.g. knowledge of World Englishes and a shared languages benefit), transfer competence (e.g. compensation of direct transfer links and changes to the ‘mental translation memory’), professional role competence (e.g. a heightened degree of tolerance, empathy and



audience design), and business competence (e.g. marketing quality performance and exhibiting professionalism when “everybody can English”).

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Michaela Albl-Mikasa is Professor of Interpreting Studies at the Zurich University of Applied Sciences (ZHAW), Switzerland. She holds degrees from the universities of Heidelberg (Dipl.-Dolm. in Conference Interpreting), Cambridge (MPhil in International Relations), and Tübingen (Dr Phil in Applied Linguistics). Her dissertation on a cognitive-linguistic model of consecutive interpreting received the German Society of Applied Linguistics (GAL) award in 2006. Her current research interests focus on interpreter competence, the implications of English as a lingua franca for interpreters and interpreter processing, and the implications of psycholinguistic research into bilingualism for the study of ELF.

### Interpreting for my parents is...: First-generation children’s experience as ad-hoc interpreters

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**Keywords:** child language brokering (CLB), family interpreting, ad-hoc interpreting, questionnaires.

**Research area and focus:** child language brokering (CLB), psycho-sociological aspects.

**Research methodology and objectives:** ethnographic methods (in particular, questionnaires) administered to children attending junior high school (*scuola media*) with the aim of exploring child brokers' perceptions about their own role as language brokers.

**Abstract:** Child language brokering (CLB) is a form of ad-hoc interpreting provided by immigrant children and adolescents for the benefit of the institutions of the host country, on the one hand, and their own families or communities, on the other hand. In countries such as Italy, where resources are seldom available for institutionalized community interpreting services, CLB is one of the spontaneous ways in which migrant communities and public services respond to their mutual communication needs (Antonini 2010).

In Italy CLB, although common in everyday practice, has never been investigated until 2007, when the research project *In Medio Puer(I)* was launched at the University of Bologna in order to contribute to the relatively scarce literature produced at the international level (cf. Tse 1996; Orellana 2009; Hall 2004). So far, the project has investigated the CLB phenomenon at the local level through interviews with providers of public services (Cirillo and Torresi forthcoming; Cirillo, Torresi and Valentini 2010), focus group interviews with former child language brokers (Bucaria and Rossato 2010), and schoolchildren's narratives about CLB (Antonini forthcoming).

In this presentation, in particular, we will focus on the results of questionnaires administered to 'scuola media' schoolchildren (the Italian equivalent of school grades 6-8) attending several schools in Forlì and Bologna, where the school population shows comparatively high proportions of first- and second-generation migrant children (Regione Emilia Romagna 2012). Such results show that migrant children broker in a wide range of contexts, report mixed feelings about the practice of brokering, and display a variety of specific strategies when confronted with translation/interpreting problems.

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Ira Torresi teaches interpreting at the University of Bologna (Forlì). She has co-authored "Exploring institutional perceptions of child language brokering: Examples from Italian healthcare settings" (in the *Critical Link 6* proceedings, ed. Christina Schäffner, John Benjamins, in press), and "Institutional perceptions of CLB in Emilia Romagna" (*mediAzioni* 10, 2010). She is the author of "Child Language Brokering: voce alle istituzioni" (in *La mediazione linguistica e culturale non professionale in Italia*, ed. Antonini, BUP, in press), "Sociolinguistics in interpreting research" (in *La ricerca nella comunicazione interlinguistica*, eds. Cavagnoli, Di Giovanni and Merlini, FrancoAngeli, 2009) and "The gender issue in Interpreting Studies: A review-essay" (*mediAzioni* 1, 2005). Her other research interests include advertising translation, visual semiotics, gender, Joycean translation. She is also a freelance professional interpreter.

**Antwerp - Flanders - Belgium - Europe: ImPLI and the long way to go in court interpreting**

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**Keywords:** Legal interpreting, interpreter-mediated questioning in pre-trial, fieldwork at the police station, awareness raising and training

**Research area:** Legal interpreting

**Focus:** Interpreter-mediated questioning in pre-trial

**Research methodology:** Fieldwork observation – qualitative research through interviews

**Objectives:** Enhance best practices in interpreter-mediated questioning in the pre-trial phase through solid training for all parties involved (legal actors, interpreters, policemen)

**Abstract:** This paper will present an overview of the main results of the transnational ImPLI project (JUST/2010/JPEN/AG/1562) with a particular focus on the speakers' country (Belgium) and the way in which it prepares to implement the provisions of the Directive 2010/64/EU regarding the right to interpretation and translation in criminal proceedings. The speakers will briefly highlight the existing training program for legal interpreters in Antwerp which is the result of a fruitful collaboration of many years between their interpreting institute, the police, magistrates and lawyers. More concretely, the speakers will illustrate how awareness is raised through training for interpreters, legal actors and police officers in the police academy.

However, in the second part, the results of fieldwork at the Antwerp Police (zone North) will show that this awareness raising still is an ongoing process. Semi-structured interviews revealed how the daily shop-floor workers manage to work with interpreters when interpreter mediated questioning is necessary. Due to organizational and financial reasons, policemen do not always turn to an interpreter to overcome linguistic difficulties. And when they do, recruiting is a fairly personal and arbitrary affair. Moreover, the “rules” taught during the interpreters’ training are not always respected by the police (the seating arrangement in the room, the use of (in)direct speech, ethical issues etc.). This is because police officers are not always trained to work with interpreters, or are simply not aware of how an interpreter works or is supposed to act.

Finally, interviews with trainers at the police school learn us that there is hardly any room in the curriculum to deal with interpreter-mediated questioning. In our conclusion, we will formulate recommendations for training all the parties involved in interpreter-mediated questioning.

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## **Interpretare il giornalismo**

Sara Bani

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**Parole chiave:** CDA, giornalismo, interpretazione simultanea, culturemi, spagnolo-italiano

**Research area and focus:** interpretazione per i media, analisi del discorso di dibattiti pubblici mediati dall'interprete

**Metodologia di ricerca e obiettivi:** attraverso un'analisi qualitativa di tre dibattiti giornalistici e della loro interpretazione in italiano, la ricerca vuole analizzare le strategie usate dai partecipanti per mediare parole ed espressioni con una forte connotazione culturale, creare una narrazione comune degli eventi e un discorso alternativo a quello dominante.

La ricerca verterà sulle strategie di mediazione culturale adottate dai diversi partecipanti (ospiti di lingua spagnola, moderatore e interpreti) in tre dibattiti tenutisi durante il festival di giornalismo del settimanale Internazionale, ricorrendo agli strumenti offerti dall'analisi critica del discorso (CDA).

I protagonisti delle interviste sono per lo più blogger, giornalisti stranieri e personalità legate a vario titolo al mondo dell'informazione. Il pubblico a cui si rivolgono gli incontri non è composto da esperti e/o giornalisti, e pur essendo abbastanza eterogeneo è unito da un fattore comune: la lettura di Internazionale, una rivista che pubblica articoli tradotti dalla stampa di tutto il mondo, dando spazio a regioni spesso ignorate dai media italiani (come l'America Latina) e proponendo narrazioni alternative degli eventi presentati dai mezzi di comunicazione del nostro paese. Il pubblico del festival si aspetta perciò di assistere a incontri che, come la rivista, propongano un discorso comprensibile e ideologicamente diverso, per contenuti e modalità, da quello dominante sui media italiani. In considerazione del ruolo centrale svolto dalla traduzione sulla rivista e dalla schiacciante presenza di ospiti non italofoni, la mediazione linguistica e culturale diventa un tratto fondamentale del festival.

Oggetto di studio saranno gli strumenti utilizzati per costruire un discorso giornalistico alternativo e comprensibile da un punto di vista culturale su realtà poco note al pubblico italiano e a proposito delle quali vige una narrativa dominante. Saranno prese in esame le strategie collaborative di interazione tra i diversi partecipanti (in particolare moderatore ↔ ospiti e ospiti ↔ pubblico) e il loro effetto sulla costruzione di un discorso copartecipato.

**English version**

## **Interpreting journalism**

**Keywords:** CDA, journalism, simultaneous interpretation, culture-specific items, Spanish-Italian

**Research area and focus:** media interpreting, discourse analysis of interpreter-mediated public debates

**Research methodology and objectives:** through a qualitative analysis of three journalistic debates and their interpretation into Italian, this research aims to verify strategies used by participants to convey culture-specific items, create a common narrative of the events and a discourse that is alternative to the dominant one.

This study will take into consideration cultural mediation strategies adopted by participants (Spanish-speaking guests, moderator, interpreters) in three debates which were held during the Journalistic Festival of the weekly magazine *Internazionale*, by using tools from Critical Discourse Analysis.

All festival guests were bloggers, journalists and people related to the news world. The audience was non-expert and it was composed of people who read the magazine *Internazionale*, which publishes translated articles from the international press, covering topics and places that are usually neglected by the Italian media (such as Latin America) and proposing a discourse that is sometimes alternative to the dominant one. The audience should then expect debates that, as well as the magazine, offer an understandable and ideologically alternative discourse in its contents and form to the one that dominates in the Italian media. Considering the central role translation bears in the magazine and the vast presence of non- Italian-speaking guests, linguistic and cultural mediation becomes an essential feature in the festival.

The research will analyse how participants build a culturally understandable discourse about events that are not well known to the Italian audience or that are part of a dominant discourse, referring also to collaborative interaction strategies (especially moderator ↔ guests and guests ↔ audience).

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## **Interpreting conflictive talk: face-threatening acts and interpreting norms**

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**Keywords:** simultaneous interpreting, impoliteness, strategies, norms

**Research area and focus:** pragmatics of simultaneous interpreting.

**Research methodology and objectives:** Interpreting research is combined with participation framework and interactional politeness. My main aim is to investigate interpreter behaviour in relation to face-threatening acts on the basis of a corpus of authentic source texts and interpretations.

**Abstract:** This case study (work in progress) focuses on how professional simultaneous interpreters deal with face-threatening acts directed towards the hearer.

Much in the vein of Monacelli 2009, I analyse a corpus of English speeches delivered in the European Parliament (between 2008 and 2012) and their interpretations into Polish as provided in real time by the Polish booth, downloaded from the website of the European Parliament. The speeches are made by members of the UK Independence Party, which directly opposes the idea of the European Union and especially of British membership in it. Therefore, their plenary speeches stand in opposition to the parliamentary mainstream and often contain face-threatening acts directed towards other EP members as well as EU officials such as the Presidents of the Commission and the Council.

A detailed analysis of face-threatening acts and their interpretations reveals a number of interpreting strategies (including omission, addition and shifting agency) whose main aim seems to be face saving. In my presentation I will provide some examples of such strategies in action, and I also hope to be able to supplement qualitative descriptions with some elements of quantitative analysis by the time of the conference.

Although in the analysed examples it is clearly the speaker's intention to be impolite and to damage the hearer's face, the results suggest that the main trend for parliamentary interpreters is to mitigate the illocutionary force of the original utterances. Can mitigation of impoliteness, consequently, be considered as a normative behaviour resulting in the emergence of an interpreting norm? What are the ethical implications of such a norm? Are mitigation strategies in fact a form of censorship or manipulation exercised by the interpreter?

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## The Image of the Interpreter in Contemporary Fiction

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key-words: interpreters as fictional protagonists, self-image, interpreters' metaphors, hybrid, ethical dilemma

### Research area and focus

The latest “paradigm shifts” or “Turns” in Translation Studies focused on the translator's/interpreter's *habitus*. It started with the “sociological turn”, shifting the focus from the product (translation) and the process (translating), to the figure of the translator/interpreter. Once the translator/interpreter moved from backstage to the limelight, he soon became the protagonist of novels, movies, plays, a shift soon dubbed the “fictional turn”. In 2009, the plea was even formulated in favor of establishing what Andrew Chesterman labeled “Translator Studies”. Bearing in mind that translators/interpreters had already been accorded a different status by poststructural and postcolonial studies, and that Death of the Author and Intertext theories voiced by Borges, Barthes, Derrida and Kristeva, for instance, have endowed him with equal status to writers, it is particularly interesting to study the way fiction describes this new figure, suddenly occupying center stage. Considerable research (including mine) was dedicated to the fictional translator/interpreter. This paper intends to question whether a real – albeit literary – change of status has indeed taken place.

### Research methodology and objectives

I will first analyze the fictional interpreter in novels from various languages/cultures, their looks and characters, as well as their professional behavior and ethics. I will discuss their function in the novels. I will see what metaphors the writer uses to characterize their personal and professional representation. In the second part I will question their “change of status”.

### Brief summary

Despite poststructural (and postcolonial) attempts at amplifying the role of translators/interpreters, to the point of considering them as equal to authors, I argue that their position in world literature has not changed much. I would like to present an updated view of this contradiction from several aspects: the interpreter as a would be literary translator, the interpreter as a would be writer, the interpreter's literary persona, dominant metaphors describing interpreters in fiction, the interpreter's ethical dilemma, the interpreter's racial (hybrid) standing, the interpreter's socio-cultural role, the interpreter as a feminine figure, the interpreter as a tragic figure, or, last but not least, a comic figure. I would like to argue that in many cases, the selection of the interpreter as protagonist seems to have been instigated by the author's ideological motivation, and, more often than not, the need of a feeble protagonist in the first place.

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Prof. Nitsa Ben-Ari is Chair of Diploma Studies for Translation & Revision in the School of Cultural Studies in Tel-Aviv University. Her major research interest lies in translation & ideology: manipulation, subversion and censorship. Her 1997 book *Romance with the Past* (Niemeyer) dealt with the role of the 19<sup>th</sup> century German-Jewish historical novel in the emergence of a "New Hebrew" and a new national Hebrew literature. Her 2006 book *Suppression of the Erotic in Modern Hebrew Literature* (Ottawa University Press) dealt with issues of Puritan censorship and self-censorship in original and translated literature. Ben-Ari is also editor and translator. She worked as chief editor in Zmora-Bitan-Dvir Publishing House. She translated 27 books from English, French, Italian and German (Goethe's *Faust*, *Hermann und Dorothea*, Schiller's *Räubers*, Natalia Ginzburg's *Tutti i nostri ieri*).

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### **The ethnography of interpreter-mediated communication: methodological challenges and proposals.**

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**Keywords:** fieldwork, ethnography of speaking, anthropology, practisearcher, observation

**Research area and focus:** Conference interpreting (but can be extended to other interpreting types). Methodological challenges in fieldwork and data collection and classification.

### **Research methodology and objectives**

The paper is based on empirical work carried out to create the DIRSI Corpus (Bendazzoli 2010a, 2010b) and aims to discuss how interpreter-mediated communicative situations can be analyzed from an ethnographic perspective. In particular, the paper will consider the resulting methodological challenges in approaching the constitutive elements of the communicative event (special attention will be given to the researcher's role) and in developing a classification / taxonomy of those elements.

## 7. Brief summary

The issues of data sampling and representativeness are at the core of empirical research regardless of the model of Translation taken into account, be it comparative, process or causal (Chesterman 2000). In particular, this holds true in Corpus-based Translation Studies (Biber 1993, Halverson 1998) where inclusion/exclusion criteria must be defined and meta-data annotation is required for a corpus to be “put together in a principled way” (Zanettin 2000: 107). In this paper I will present the interdisciplinary approach adopted to collect and classify the data included in the DIRSI Corpus and Multimedia Archive (Bendazzoli 2010b), a collection of conferences held in the Italian market and mediated by professional simultaneous interpreters (Italian  $\leftrightarrow$  English). This approach was designed by means of multiple lenses through which the interpreter-mediated communicative event at stake was observed: the ethnography of speaking, linguistic anthropology, sociolinguistics, conversation analysis and discourse analysis. The resulting methodology provided the necessary tools to develop a comprehensive and flexible taxonomy, which will be described in detail, focusing on the event structure, the communicative roles of participants and the types of ratified ‘texts’ managed by the interpreters. Finally, since this kind of approach entails fieldwork, the particular role of the researcher (or, rather, the *practisearcher*) will be discussed, highlighting advantages and limitations of direct involvement as experienced in this and other studies from different disciplines. Although this methodology has been used to study conference interpreting, it may also be adjusted and extended to other interpreting modes and contexts.

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**MARTA Biagini**  
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## **Who/Where is Joe the plumber? Interpreting conceptual metaphor and personal pronouns in the US presidential debates**

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Keywords: conceptual metaphor, pronouns, political discourse, debates

Research area and focus: Conceptual Metaphor Theory, Political Discourse Analysis, Interpreting Political Discourse

Research methodology and objectives: based on empirical data drawn from the 2008 US political debates and two Italian interpreted versions of the debates the work aims to demonstrate how certain conceptual metaphors (Lakoff and Johnson 1981, Lakoff 2003) are realized in political debates and consequently (mis)mapped onto a dissimilar target text and culture

### Abstract

In the third 2008 presidential debate between Barack Obama and John McCain “Joe the Plumber” was featured repeatedly. Although based on a real person (Joe Wurzelbacher, from Ohio) the figure was invoked to varying degrees as an embodiment of two opposing worldviews shaped by the liberal and conservative ideologies of the two candidates. Using the source language video and transcript from the debate and two Italian interpreted target texts, the work provides further empirical evidence for the existence of these two distinct morality models in the English source text as well as the interpreted Italian target text. Specifically, the paper is interested in comparing the various metaphorical conceptualizations that emerge in the debate and if they are maintained in the TT.

From a theoretical perspective, the work is grounded in Lakoff’s seminal *Moral Politics* (2002), which maintains that US political divisions are shaped and subsequently framed by competing interpretations of family-based moral systems realized through the NATION AS FAMILY conceptual metaphor. These practices create fundamentally different moral models for conservative and liberal politicians to articulate their values and worldviews in their discourse practices. It is further argued that while the use of these metaphors create a certain textual coherence that reflects ‘a systematized ideology’ (Chilton and Schäffner 2002), pronominal use further consolidates this conceptual coherence (Boyd 2013). The work aims to demonstrate the various cognitive and pragmatic factors that may trigger certain linguistic choices at a pronominal level (Wales 1996) especially in relation to the

MORAL ACTION AS FAIR DISTRIBUTION metaphor. Furthermore, it is argued that it is precisely the hybrid nature of the genre of the debate that favours the emergence of the two models. Finally, the Italian data aim to demonstrate the complications involved in the remapping of these often conflicting realizations of the ST forced by both linguistic differences and a divergent application of the NATION AS FAMILY conceptual metaphor..

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### **Quality at a distance? Interpreting performance in videoconference-based remote interpreting in legal proceedings and the implications for the fairness of justice**

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video-mediated interpreting, remote interpreting, legal interpreting, interpreting quality

### Research area and focus

This presentation focuses on the analysis of ‘remote interpreting’ via videoconference link in criminal proceedings. Criminal justice institutions in Europe require interpreters working in well over 100 languages every day. Legal interpreters are an essential part of the justice system, and their efficient integration into legal proceedings is crucial to ensuring quality, fairness and efficiency of justice. One of the key questions is whether information and communication technologies, especially videoconference technology, which is now widely used in legal proceedings, can assist in the process of integrating

interpreters into legal proceedings or whether its use is more likely to prevent interpreters from delivering high-quality interpreting services.

### Research methodology and objectives

The main objective of this presentation is to investigate the quality of remote interpreting with particular emphasis on the impact of training/familiarisation, experience and the quality of the technology on the interpreting quality. One of the major methodological challenges for a comparison between traditional and remote interpreting is the ability to isolate the interpreting problems created by the videoconference condition from other interpreting problems. To meet this challenge, the study on which this presentation is based was designed as a within-group comparative study in which one group of interpreters was asked to perform each method of interpreting. The study was based on simulations to create a controlled environment which would support the isolation of relevant problems. Remote interpreting in police interviews was used as an example, and the study combined quantitative and qualitative methods of analysing interpreting performance, by adapting Kalina's (2002) quality criteria and by drawing on four comparable sets of data: one set of traditional interpreting and three sets of remote interpreting (collected before and after providing training for the interpreters, and using different videoconference systems).

### Abstract

The possibility of 'remote interpreting' via videoconference link in criminal proceedings is now explicitly incorporated in Directive 2010/64/EU on the right to interpretation and translation in criminal proceedings, which states that "[w]here appropriate, communication technology such as videoconferencing [...] may be used" to provide interpreting services (Art. 2.6). One of the main questions for research and practice is whether and under which circumstances remote interpreting via video link is reliable enough to ensure the fairness of criminal proceedings. A related question is how the videoconference-specific challenges arising in remote interpreting in legal settings can be isolated. Addressing these questions, this presentation outlines the methods used and the findings generated in one of the comparative studies which were conducted in the two European AVIDICUS projects between 2009 and 2013 (Braun & Taylor 2012)<sup>1</sup> to assess the interpreting quality achieved with traditional methods of interpreting and through remote interpreting. The first part of the presentation will be used to explain the methodology chosen for this study, i.e. an experimental study which was based on a group of interpreters performing traditional and remote interpreting and a comparison of their performance combining quantitative and qualitative methods of analysis (see also Braun 2013). In the second part, it will be shown how this methodology has been used to analyse the impact of a set of variables (e.g. prior experience, training and the set-up of

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<sup>1</sup> AVIDICUS 1 & 2 – Assessment of Videoconference Interpreting in the Criminal Justice Services (JLS/2008/JPEN/03, 2008-11 and JUST/2010/JPEN/AG/1558, 2011-2013; with funding from the European Commission; coordinator: University of Surrey)



the technology) on the interpreting quality in remote interpreting. The findings will be discussed in the light of the European Directive and its aim to ensure that the interpretation provided in criminal proceedings is “of a quality sufficient to safeguard the fairness of the proceedings” (Art. 2.8).

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## **Evaluating the IVY 3D virtual environment with interpreting students and trainers<sup>2</sup>**

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<sup>2</sup> We acknowledge the support of the EU Lifelong Learning Programme for the IVY project (2011-13) and the EVIVA project (2013-14), both co-ordinated by the University of Surrey. See [www.virtual-interpreting.net](http://www.virtual-interpreting.net).

**keywords:** 3D, virtual learning environment, evaluation, social constructivism

**Research area and focus:** This paper focuses on the use of 3D virtual world technologies for the creation of novel, interactive virtual learning environments in the context of interpreter training. Many existing ICT solutions for interpreter training satisfy *cognitive* constructivist principles of learning insofar as they foster self-guided learning and knowledge construction from appropriate learning activities and resources. However, more opportunities for interaction with peers and tutors are required in order to satisfy the principles of a *social* constructivist approach to learning, which emphasises the role of social interaction (Vygotsky 1978) and social participation (Wenger *et al.* 2002) for learning (see Kiraly 2000 and Tymczyńska 2009 for translation/interpreting). Taking this as the point of departure, the European IVY Project (Interpreting in Virtual Reality) developed an interactive virtual environment for interpreting students and users of interpreting services. Using the affordances of an avatar-based multi-user 3D world, Second Life, this environment offers opportunities for self-guided practice with prepared material (mainly bilingual dialogues and related learning activities) as well as for collaborative interaction in role play simulations. Miriam Shlesinger made a key contribution to this project.

**Research methodology and objectives:** The initial evaluation of the IVY environment combined the assessment of functional and pedagogical aspects, drawing on research methods from interpreting pedagogy and educational technology. The usability or functional evaluation focused on parameters often used in assessing learning environments (e.g. immersion, sense of presence). The pedagogical evaluation was designed to gain initial insights into how students use the environment to achieve their learning aims. Given the novelty of the environment, it was difficult to predict the best way of eliciting this information. The evaluation therefore combined several methods. Introspective methods (guided ‘walk-throughs’ in which users verbalised their thoughts and e-diaries in which they described how they worked with the environment) were deemed to help gain some insight into the processes, whilst observation of, and interaction with, the students (in tutorials) served as a ‘control’ instrument to ascertain what the students did, irrespective of what they reported they did. Questionnaires were used to elicit comparable responses to key features of the environment.

**Abstract:** This paper presents the IVY virtual environment, the first learning environment for interpreting students and users of interpreting services which is situated in a 3D world. The paper has four aims: (1) to present our approach to the design and evaluation of the environment, showing how it is rooted in major principles of interpreting pedagogy (Braun *et al.* 2013, Ritsos *et al.* 2013), (2) to explain the methodologies that were used in evaluating this environment with different user groups, (3) to discuss to what extent the initial evaluation was able to assess the environment against the pedagogical principles underlying it, and (4) to provide an outlook of the further development of this environment. The paper first presents the IVY environment and its conceptual design. It will then give an overview of, and explain the rationale for, the different methods that were used to conduct an initial evaluation of this complex environment, including, for example, different introspective methods (thinking aloud and e-diaries), elicitation of feedback in group discussions and the use of questionnaires. The third part of the presentation will report the key findings of the evaluation and reflect upon what these findings reveal about usability and learning processes in relation to

learning styles, preferences and (meta-) strategies. The presentation will conclude by outlining how this is taken forward in the follow-up project EVIVA, which focuses on enhancing the environment, using novel, emerging 3D technologies, and on a more comprehensive evaluation of the IVY environment.

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### **Managing repair in triadic interaction**

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**Keywords:** interpreter-mediated doctor-patient talk, conversation analysis, repair.  
**Research area and focus:** repair practices in multi-party institutional interaction in medical settings involving clinicians, patients, and interpreters.  
**Research methodology and objectives:** using applied conversation analysis to see how repair sequences are constructed in triadic interaction and whether and to what extent they differ from repair sequences in dyadic interaction.

Interpreter-mediated interaction, like other types of interaction, is subject to faults in the turn-taking system (e.g. gaps and overlaps), and “troubles” of various kinds (e.g. misunderstandings, non-hearings, word-searches, etc.), which need to be somehow “repaired”. ‘*Repair*’ describes all those practices used to deal with facts that are observably oriented to as communication breakdowns by participants in the interaction, as the interaction unfolds. Although these practices have been widely investigated in conversational literature, repair is still largely under-researched when it comes to triadic exchanges.

The present contribution looks at repair organisation in interpreter-mediated doctor-patient interaction. The excerpts analysed are taken from a sample of interpreter-mediated clinical encounters between migrant patients and healthcare providers recorded in the provinces of Modena and Reggio Emilia.

The analysis of mediated exchanges reveals that, because of the interpreter’s presence and her translating activity, it may become difficult to clearly identify either what/where the trouble source is (the primary party’s turn or the interpreter’s corresponding translation?) or who the repair initiation is addressed to (the primary party or the interpreter?). Similarly, a number of other questions are raised: who is responsible for initiating repair? And who completes it? What is the positioning of repair? And how many turns does it occupy?

It is argued that in interpreter-mediated multi-party interaction, repair and repair responsibility need to be negotiated among participants, and repair practices may project trajectories that affect long stretches of talk, with primary parties considering initiation, resolution, and translation of repair sequences by the interpreter to be relevant contributions to the ongoing interaction.

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Letizia Cirillo graduated in translation and interpreting at the University of Bologna and received her PhD in ESP from the University of Naples Federico II. She worked as a research assistant at the Universities of Bologna, Modena and Reggio Emilia, and Siena, and is currently assistant professor of English at the Free University of Bozen-Bolzano. Her research interests include conversation analysis applied to interpreted-mediated communication in institutional settings. She also has a longstanding experience as free-lance interpreter and university lecturer.

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## Questions (and answers) on television interpreting: a corpus-based study.

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**Key words:** television interpreting, corpus-based studies, simultaneous interpretation, question/answer, quality in interpreting.

**Research area and focus:** corpus-based interpreting studies.

**Research methodology and objectives:** qualitative and quantitative analysis of television interpreting original recordings through the application of both corpus-based and corpus-driven approach, with the aim of investigating TV interpreters' (*équipe*) performances when working *in absentia* and dealing with dialogue-like original texts.

**Abstract:** The presentation revolves around a Ph.D. research project currently being conducted within the CorIT (Italian Television Interpreting Corpus) project (Straniero Sergio / Falbo 2012) of the Department of Legal, Language, Interpreting and Translation Studies (University of Trieste). The Ph.D. project focuses on the interpreted texts (ITs) of the 2004 American presidential and vice-presidential debates broadcast on Italian television, with the aim of analyzing the question-answer (Q/A) group rendition by interpreters working in an *équipe* in simultaneous mode within the specific constraints of the television setting, and without sharing the *hic et nunc* with the primary participants in the interaction (Falbo 2009; Dal Fovo 2012 a, 2012 b). After a brief overview of the main methodological issues that had to be tackled in order to perform a corpus-based analysis in this specific case, a broader view of the matter is taken into consideration. Indeed, the analysis raises a series of more general, yet crucial questions regarding communication on television – i.e. the television text, its features and functions – as discourse practice (Straniero Sergio 1999), in which relational aspects and complex participation and organization structures play a major role. Such conditions have significant implications on specific choices and behaviours in terms of discourse and translation attitudes and tendencies – either of television interpreters or those taking up their role (eg. journalists, newscasters, etc.). This generates equally specific users' expectations and more or less prescriptive norms regarding translation in particular and the profession of television interpreters in general (Dal Fovo 2011). The preliminary outcomes of the present investigation suggest that, despite the considerable amount of research conducted in this field, television interpreting still remains a very elusive subject, whose multi-faceted nature and diverse expressions have yet to be sufficiently identified and defined. As anticipated by Shlesinger (1998) fifteen years ago, and as has already been the case in numerous areas of interpreting studies, the corpus-based approach might prove a decisive tool in order to address and successfully answer some of these questions.

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**Bio:** Eugenia Dal Fovo is currently completing her Ph.D. in Interpreting Studies at the Department of Legal, Language, Interpreting and Translation Studies (IUSLIT) of the University of Trieste. Her research project “Topical coherence and simultaneous interpretation on television: the case of the question/answer group” focuses on the rendition of the question/answer (Q/A) group in terms of topic reconstruction and topical coherence by interpreters working in an *équipe*. It is a corpus-based study on the interpreted versions of the 2004 American presidential and vice-presidential debates broadcast on Italian television and collected in CorIT (Italian Television Interpreting Corpus). She is also actively contributing to the CorIT project (Straniero Sergio / Falbo 2012), taking part in the digitalization and classification process as well as supervising MA students’ theses conducted on CorIT’s items. She works as free-lance interpreter and translator.

Elena Davitti & Sergio Pasquandrea

## **Interpreting Uptake at an International Organization: Explanations for Variation and Consequences for Communication in the Meeting**

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Keywords: conference interpretation, communication, interpretation uptake, multilingualism

### Research Area and Focus:

Conference Interpreting Studies – the relationship between meeting communication dynamics and interpretation uptake, based on a pragmatic approach using observation questionnaires, evaluation by interpreters and discussion groups

### Research methodology and objectives:

The presentation will describe an observation and interview-based study conducted within an International Organization over a period of two years. Observations have been made regularly by the staff interpreter team.

Given the complexity of such observations, involving multiple parameters, the initial phase of the study involved working with an “observation outline” with fairly free individual meeting reports. Once some 50 of these had been submitted, examined and discussed in a working group, an attempt was made to draw up a more standard observation form with a view to obtaining more systematic analysis of the situations. The observations undertaken by interpreters from the booths are supplemented with free interviews with conference participants to evaluate their satisfaction with the meeting and the outcomes.

### The objectives of the study are:

- to identify factors leading to greater or lesser uptake of the interpretation service provided, as expressed in terms of proportion of participants using interpretation either actively or passively and the number of languages used;
- to see whether this greater or lesser uptake has any consequences on the broader communication dynamics within the meeting (diversity of participation, interaction, response to formal presentations and reports, conclusive question-answer exchanges).

### Abstract:

Interpretation is an integral feature of many formal international or bilateral meetings. It necessarily impacts on communication flows and choices. The modalities and codes of its provision and use stem from historical, political and economic considerations, as much as from practical needs.

In many Organizations, wider membership has led to an increasing use of English and a lack of language balance. This is particularly true of a body with two official languages such as that being studied here. However, a broader global reach has also led to specific requests for more “third” languages. The Interpreting Division has taken advantage of these new emerging configurations to study to effect of the provision of interpretation for additional languages on the language and communication dynamics of meetings.

The study incorporates a number of facets, looking at:

- any possible emulation/diffusion effect especially if the speaker is prominent in the meeting such as Chairperson or visible member of the secretariat;



- participants' own assessments of their language skills and degree of communication achieved;
- the risk of purely monolingual meetings being “cornered” by two or three fluent speakers of English (usually native speakers), thus reducing the range of participation;
- the relationship between more diverse language use and communication: read v. improvised statements, degree of free exchange.

Preliminary considerations and hypotheses will be examined in the light of the findings of the study. Conclusions would apply to the specific setting, but they could feed into further investigation into other meeting types and interpreting set-ups.

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## Impact of Interpreter-Mediated Discourse on Perceptions of Identity of Deaf Professionals

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**Keywords:** identity, sign language interpreting, Deaf, institutional talk

**Research area and focus:** This study examines the impact of the discursive practices of sign language interpreters on the perception of the professional identity of Deaf educators whose lectures have been interpreted into spoken English.

**Research methodology and objectives:** Theoretical underpinnings are conversation analytic research on institutional talk, Goffman's production format, and Bucholtz and Hall's identity negotiation and authentication through speech.

Data collection was tripartite. Certified sign language interpreters rendered the ASL lectures of Deaf museum educators into spoken English. Native English-speaking museum evaluators listened to the interpretations. Deaf evaluators watched the ASL source lectures. Each assessed the Deaf lecturers for professionalism as demonstrated by their communication.

**Abstract:** Due to the institutional nature of interpreter's talk, the misapprehension of hearing interlocutors of interpreters solely as transparent animators, as well as the prosodic, lexical and pragmatic choices made by interpreters, interpreter-mediated discourse has an impact on the monolingual addressee's perception of the professional identity of Deaf presenters.

Data show that evaluations of the lectures in the source awarded higher levels of competence in communication style, knowledge and appropriateness for museum work than did evaluations of recipients of interpretation. The ratings of the English-speaking evaluators also varied depending on the interpreter speaking during each evaluation. Miscues and stylistic choices in the interpreter's "verbatim" renditions were ascribed to the Deaf lecturers, with negative impacts on perceptions of professionalism and employability.

In addition to natural idiomatic interpretations that were congruent with the message and style of the Deaf originator, sign language interpreters in this study also produced utterances that diverged from the source. Some allowed the form of the ASL source message to influence the form of the English utterances, some expressed utterances with markers of uncertainty despite the fact that the Deaf originators expressed the content with great certainty, and some produced utterances that did not reflect the jargon of presenters in this field. Analysis of the data reveals that interpreters vary not only in expression of the meaning of the source text, but also in representation of its register and genre in the target language, ultimately affecting assessments of the competence of the Deaf originator.

Thus, in triadic exchanges, the linguistic resources of sign language interpreters co-contribute to the perception of identity of Deaf interlocutors.

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## **The Many Facets of Interpreting in the Twentieth Century: An Historical and Sociological Perspective on the Evolution of the Interpreter's Role**

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Keywords: evolution, role, sociology, history, Bauman.

Research area and focus: Interpreting Studies, Sociology, Social Theory.

Research methodology and objectives: drawing on sociological theories and different meta-discourses (academic, printed and electronic media, professional associations, etc.) on the representations of the status and the role played by the interpreter, the aim of my research is to assess critically the developments of the interpreting profession in the 20<sup>th</sup> and 21<sup>st</sup> centuries, and to evaluate how the interpreter's role has acquired new relevance in different historical, political, economic and social contexts.

One of the most debated issues in the field of Interpreting Studies, particularly in recent years, concerns the role of interpreters and the perception that they and other participants in the communicative setting have about their work. The interpreter's professional profile has always been blurred and indefinite, especially because, throughout the twentieth century, it has experienced periods of prestige and decline, with clear sociological repercussions for the importance of his/her role. From the beginnings of modern interpreting, the interpreter has been perceived in many different ways: from *rara avis* to *téléphoniste* (Baigorri- Jalón 2004), from artist to mere conduit, from visible to invisible, from linguistic to intercultural mediator, from ally of the established political power forces to political activist. The focus of this paper is to adopt an historical and sociological approach to analyse thoroughly these changes in the profession. The chronological approach adopted by Hobsbawm (1994), who divided contemporary

Western history into three basic periods, and the sociological perspective studied by Bauman (2001), who examined the consequences of postmodernism and globalisation on the way individuals perceive their work, will be connected to the history of interpreting through three main phases:

1. The period going from the Paris Peace Conference to the Nuremberg Trials, characterised by the prestige of the consecutive mode, which marked the predominance of the interpreters' "divaism" (Baigorri-Jalón 2004);
  2. The period going from the Nuremberg Trials to the fall of the Berlin Wall with the birth of simultaneous interpreting, which saw the alienation of the interpreter seen as a machine, deprived of his/her personality;
  3. The period going from the 1990s to current times, with the rise of the so-called "social turn" (Pöchhacker 2006) and the reaffirmation of the social and cultural role played by the interpreter, especially in the field of Community Interpreting.
- Practical examples of role types will be provided in the historical overview.

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### **L'INTERPRETAZIONE TELEFONICA NEI SERVIZI PUBBLICI: STUDIO METODOLOGICO SULLE INTERCETTAZIONI TELEFONICHE**

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Keywords: interpretazione telefonica, interpretazione in intercettazioni telefoniche, interpretazione nei servizi pubblici, interpretazione per i tribunali, interpretazione italiano/spagnolo.

### Ambito e focus della ricerca proposta

Interpretazione bilaterale nei servizi pubblici: tele-interpretazione ed uso dell'interprete nelle intercettazioni telefoniche.

### Metodologia e obiettivi

Partendo dall'autopercezione e dalle riflessioni derivate da incarichi svolti in prima persona nel corso d'indagini presso Tribunali e Questure, l'obiettivo è quello di analizzare e sistematizzare le mansioni, i compiti e le modalità di lavoro che in genere affronta l'interprete nelle intercettazioni telefoniche durante le indagini preliminari.

### Abstract

Negli ultimi anni abbiamo assistito a un importante sviluppo dello studio e della ricerca scientifica sull'interpretazione e la traduzione nei e per i servizi pubblici. Questo grande interesse deriva, in parte, dalla nascita di nuovi approcci scientifici a tali discipline, con rilevanti ripercussioni sulla docenza e l'esercizio di entrambe, allo scopo di soddisfare la grande domanda di servizi di traduzione, interpretazione e mediazione presente oggi in quasi tutti i servizi pubblici, poiché senza l'intervento di tali professionisti sarebbe praticamente impossibile il normale svolgimento di gran parte delle attività dei suddetti servizi.

L'autrice dello studio si dedica da diciassette anni allo studio dell'esercizio e alla docenza dell'interpretazione fra spagnolo e italiano, e si propone in quest'occasione di analizzare il lavoro dell'interprete nelle intercettazioni telefoniche, presentando i risultati di uno studio di auto-percezione del ruolo dell'interprete nell'esercizio professionale di tali intercettazioni.

Partendo dalle premesse stabilite in studi precedenti dedicati all'interpretazione bilaterale nei servizi pubblici, con particolare attenzione all'ambito giudiziario e sanitario, l'obiettivo di questo studio è quello di riflettere su alcuni aspetti 'intra- ed extra-contestuali' e sistematizzare le varie mansioni che dovrà svolgere l'interprete nel lavoro o incarico di ascolto d'intercettazioni telefoniche, allo scopo di individuare quale (giusta) metodologia di lavoro e gestione del medesimo sia possibile applicare nell'affrontare questa specifica modalità di interpretazione.

### **English version**

### **TELEPHONE INTERPRETING FOR THE PUBLIC SERVICES: A METHODOLOGICAL STUDY OF WIRETAP INTERPRETING**

Keywords: telephone interpreting, wiretap interpreting, interpreting for the public services, court interpreting, Italian/Spanish interpreting

### Research area and focus

Dialogue interpreting for the public services: tele-interpreting and the use of interpreters in wiretapping.

### Research methodology and objectives

Starting from self-perceptions and considerations deriving from work assignments carried out personally during investigations in courts and police stations, the goal of this study is that of analysing the tasks and work modes that interpreters usually have to tackle when working with wiretaps during preliminary investigations.

## Abstract

In the past few years, we have seen a significant development in the analysis and scientific research regarding interpreting and translation within and for the public services. This is partly due to the new scientific approaches devised for such disciplines, that significantly affected the teaching and practice of both of them, with the aim of fulfilling the huge demand of translation, interpreting and mediation services that we are witnessing today in most public sectors, as without the collaboration of professionals of these disciplines, most of the above mentioned services would not even be able to carry out of their functions properly.

The author of this study has been working for 17 years on studying and teaching interpreting between Spanish and Italian, and will analyse the tasks of an interpreter while working with wiretaps, presenting the results of a self-perception study on the role of the interpreter in this specific situation.

The theoretical basis for the analysis will be previous studies regarding dialogue interpreting for the public sector, with a special focus on the health and legal sectors. The goal of the study is that of examining “intra- and extra-contextual” aspects and systematizing the tasks an interpreter has to carry out while working with wiretaps, so as to detect a working and management method for this specific kind of interpreting.

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### **The Transformative Nature of 3<sup>rd</sup> Parties: Examining Community-based Interpreter Influence and Accommodation Strategies in Conversations**

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**Keywords:** communication accommodation theory, interpersonal influence, Spanish interpretation, parent-teacher conferences, community interpreting

**Research Area and Focus:** Broadly speaking, I research from a perspective that communication is the foundation of all relationships (i.e. interpersonal communication) and that language is fascinating. While most interpersonal communication scholars study close relationships (e.g. family and romantic partners), I currently study interpreters and their influence on relational factors (such as closeness, trustfulness, and relationship satisfaction) among primary parties as well as among the interpreter and each primary party. I focus on community or dialogue (to use Wadensjo's (1992) definition) interpretation, and my dissertation is on parent-teacher conferences. In the future I plan to continue to study interpreters and their relational effects, both formally and informally, including bilingual individuals and how they bridge (or not) a two-language community in interpersonal interactions.

**Research Methodologies and Objectives:** The current project uses a mixed method. Pre- and post- surveys are quantitatively used with known communication scales to measure relational factors. The content of the interpreter's interaction is video-recorded and transcribed to analyze accommodation effects as well as observe descriptively other relevant factors. Starting, as Wadensjo (1992) does, with the interpreter's utterances and working backwards (as well as forwards) is appropriate since the interpreter is the focal point of the analysis (rather than the participants or the cognitive process).

**Abstract:** "Communication" theory surrounding 3<sup>rd</sup> party mediated-interaction is virtually non-existent. Most studies of mediation, interpretation, and other 3<sup>rd</sup> party involvement focus on the participants and topics involved (such as applying conflict theories to mediation or the language-brokering of child family interpreters) without asking how we can detail the transformative effects 3<sup>rd</sup> parties have on the interaction's communication patterns themselves. Using existing theories of communication accommodation (Gallois, Ogay, & Giles, 2005), interpersonal influence strategies (Raven, 1993), and communication of trust (Luhmann, 1979), this project examines the specific tools and strategies community-based interpreters use, whether consciously or unconsciously, to effect communicative and relational goals among participants. Research questions

include: What influence strategies are most salient in interpretation? What are the interpreter's main source(s) of power? To what extent does the interpreter accommodate to each participant (and visa versa)? and Does accommodation correlate with perceptions of interpreter effectiveness?

For this project, the author uses discourse and content analyses of recorded parent-teacher conferences in the United States Midwest where the parents were primarily Spanish-speaking with little to no English skills and teachers were English-speaking with limited or no Spanish-speaking skills, thus requiring the use of a school-provided Spanish-English interpreter. Spanish-English situations were selected on the rationale of access and availability, when compared with other language combinations requiring an interpreter (e.g. American Sign Language for deaf parents). In addition, a mixed methods Likert-scale and free response survey of approximately twenty questions was completed by all participants detailing their perceptions of the other participants' effectiveness, accommodation, and trust (e.g. McAllister, 1995), as well as their perceived current relationship with the other participants. PLEASE NOTE this project is in-process.

This project is part of a larger research agenda comparing the effectiveness and strategies of interpreters with mediators, with the aim of distilling a theory oriented specifically around 3<sup>rd</sup> party mediated interactions.

Short Bio: LaReina Hingson is a Ph.D. Candidate at Purdue University studying interpersonal communication. Her specific focus is the use of communication and interaction patterns of 3<sup>rd</sup> parties, including interpreters. She has two degrees in Linguistics (B.A. & M.A.) from Brigham Young University in Utah, where she studied Hebrew, American Sign Language, and Yakut, and is a member of the Center for Interpreter Trainers in the United States.

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**Interpreting in the courtroom for a remote defendant appearing through a video link. Sequential concerns and polyphony.**



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**Keywords:** interpreting, courtroom interaction, videoconference

### **Research area and focus**

Working within a video-ethnographic and conversation analytic perspective, we study courtroom interaction and the sequential organization of talk in ecologies involving a video link between the courtroom and the prison, and occasionally the presence of an interpreter in the courtroom.

### **Research methodology and objectives**

We present here the first naturalistic study of courtroom interpreting with a video link and a remote defendant appearing from his prison, based on extensive video recordings and ethnographic observations made during pre-trial hearings in France

### **Brief summary**

We focus here on the production of the prosecuting counsel's argument, which usually occurs in a 'monologue-like' fashion in the co-present courtroom, with dockside simultaneous interpreting proceeding alongside it. In the socio-technical assemblage that characterizes the bilingual distributed courtroom, we document here how the production of the counsel's argument opens up to various forms of conversational cooperative sequences and to the production of embedded sequences leading to increased opportunities for participation. Roles become somewhat blurred, while the production of the prosecuting counsel's argument acquires a multi-voiced character. Though not defined as such from the start, the work of the interpreter emerges from such environments as a kind of extended stretch of 'long' consecutive interpreting.

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## Interpreting and Ideology: Research Trends and Methods

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**KEY WORDS:** interpreting, ideology, invisibility, impartiality

**RESEARCH AREA AND FOCUS:** This paper will focus on the influence of ideology in interpreting and how this has been dealt with by interpreting studies scholars.

**RESEARCH METHODOLOGY AND OBJECTIVES:** The methodology adopted in this paper is descriptive. We shall present a literature review of research methodologies applied in studies on how different aspects of ideology can affect interpreting. The objective of the paper is to identify, describe and compare those methodologies.

**ABSTRACT:** The issue of ideology and interpreting has increasingly become a topic of research within interpreting studies in recent years. This is possibly due to the influence of research in community interpreting, which has explored issues affecting the role of the interpreter, such as invisibility, intervention and impartiality. Such issues had not previously been widely questioned or studied with regard to conference interpreting. Interpreting has begun to be understood as situated interaction in which the interpreter can affect the outcome in numerous ways.

Ideology in interpreting has been dealt with by scholars in different ways, broadly falling into two categories: its manifestation as a textual phenomenon and as an extratextual phenomenon.

Miram Shlesinger herself dealt with this issue (Shlesinger, 2011) in an inspiring paper which explores how interpreters' values inevitably impinged on their work during a Tel Aviv terrorism trial.

In this paper we shall review research carried out on this topic, with special attention to the methodological frameworks and approaches used to study it, ranging from the narrative approach adopted by Boéri (2008) to the Bourdieusian (2003) stance of Inghilleri. Different contexts will be referred to, including conference, legal and community interpreting, in addition to interpreting in conflict zones.

We shall attempt to draw conclusions about common trends in methodological approaches, the appropriateness of those approaches used and their applicability to training, professional practice and further research.

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### **Methodological dilemmas in the mixed-methods approach to community interpreting in Slovenia**

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Keywords:\*

Community interpreting, Slovenia, mixed-methods research, methodological questions, asylum procedure.

Research area and focus:

Community interpreting, interpreter-mediated interaction in asylum procedure.

Research methodology and objectives:

Mixed-methods; implementation of community interpreting in Slovenia, exploring role of interpreting in institutionalised talk, power balance.

Abstract:

The practice of community interpreting (CI) in Slovenia is in great contrast to its legal basis. CI research in Slovenia is relatively young and limited to specific fields (cf. Morel et al. 2012, Pokorn et al. 2009), so the study, a part of an ongoing PhD research, aims at a comprehensive overview of CI in Slovenia (exempt of sign language and minority languages in ethnically mixed areas). Due to better regulation and accessibility, the focus of discourse analysis is the asylum procedure.

The objective is to make a reality-check of legislation implementation in Slovenia by examining the role of interpreting in institutionalised talk, observing power relations and exposing the importance of CI both for migrants and the public services (PS).

Following the objective, a mixed-methods approach is applied to gain information from different perspectives and with various aspects for a primarily descriptive study: direct observation to provide data for critical discourse analysis (CDA, (Fairclough 2001); interviews, (online) questionnaires and statistical data.

The methods open dilemmas principally concerning real-life data. The problem of gaining permission and observing often intimate, unpredictable and thus conditionally accessible interpreter-mediated situations in PS is mainly overcome by choosing better structured procedures, which also diminishes potential effects of “unnaturalness” due to the observer’s presence. Insight into other CI settings is therefore provided through interviews of different participants to allow understanding their perspectives. To address a sample of migrants despite their (linguistic) diversity, seeking their stories and also those of various officials, (online) questionnaires are applied. In addition, transcribing data for CDA among others requires deciding upon (not) transcribing certain linguistic features in order to preserve anonymisation.

Results, confirming expected discrepancies among different fields in CI in Slovenia, are consistent with field studies abroad: showing the specifics of interpreter-mediated interaction (Wadensjö 1998), illustrating mutual influence between interpreting and the procedure, revealing power imbalances, role perceptions and finally, the dynamic position of the interpreter (Pöllabauer 2005).

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**Exploring interpreting as a dialogic and interactional process between teachers, students and interpreters**

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**Keywords:** Signed language interpreting, classroom discourse, teacher-student interaction

**Research area and focus:** Miriam Shlesinger frequently referenced signed language interpreting research to illustrate examples of interpreting practice, research methodology and theoretical developments in community interpreting. Thus the focus of this presentation is to provide an overview of a qualitative linguistic ethnographic study of signed language interpreting that investigated the dialogic and interactional process involved in interpreter-mediated classroom interaction.

**Research methodology and objectives :** Key features of a broadly defined ethnographic method include studying people's behaviour in everyday contexts; gathering data from a range of sources, chiefly by observation and/or relatively informal conversation, and collecting data that arise out of a general interest in an issue or problem, which can be explored through immersion in the context being explored (participant observation), or observed at a distance (non-participant observation) (Hammersley, 1990). For that reason, ethnographic research is typically small in scale and focused on a single setting or group, but can continue for a long period of time (Starfield, 2010). Ethnography has been applied in the study of interpreter-mediated communication (Angelelli, 2005; Dickinson & Turner, 2009; Hale & Napier, in press).

**Abstract:** It has been demonstrated that optimal learning occurs in classrooms where there is highly effective interaction and communication among teachers and students. In classrooms where deaf students are included, such communication often requires the mediation through a signed language interpreter. Very little research has considered the nature of signed language interpreter-mediated interaction between teachers and deaf students in inclusive classrooms, even though the vast majority of deaf children are taught in such classrooms.

This presentation will outline the findings of a project that used an ethnographic, non-participant observation classroom interaction analysis methodology developed by Brophy and Good (1970) to study authentic teacher-student interaction in classrooms where communication was mediated by an Australian Sign Language (Auslan) interpreter. The study sought to compare and contrast—in both quantitative and qualitative terms—the interactive turns and types of instructional behaviours used by teachers in interaction with deaf students with those same parameters for hearing students in the same classes. In regard to interaction turns, the study also sought to determine whether teachers engage with deaf and hearing students differently and how much the teacher and interpreter collaborate to facilitate the learning experience of the deaf student. The paper considers and reports on the implications for the training and professional development of teachers and sign language interpreters.

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### **Synergies between interactive interpreting and interactive methodologies**

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**Keywords:** participatory research, signed language interpreting, collaborative research, qualitative methodology, interaction

**Research area and focus:** Miriam Shlesinger was known for her encouragement of innovation in interpreting research. Especially in recent years, her work increasingly included research on signed language interpreting, illustrating examples of interpreting practice, research methodology and theoretical developments in community interpreting (Shlesinger, 2010). The focus of this presentation is to draw together these two strands and discuss synergies between one particular innovative approach to interactive interpreting research in the form of participatory research methodology, and the investigation of interactive interpreting that occurs between a signed and spoken language.

**Research methodology and objectives:** A participatory research approach is a qualitative methodology that is inductive and collaborative (Cornwall & Jewkes, 1995) and relies on trust and relationships (Christopher et al. 2008), while employing creative methods for collaborative exploration (Chambers 2002). This approach is typically used in public health research studies, and has been used specifically to investigate migrant communities

and interpreters in public health settings in Ireland (Macfarlane et al, 2009). Participatory research is an approach that enables positive user involvement and empowerment, and enables marginalised ‘hidden’ voices to be heard. Through purposeful sampling (Patton, 2002), ‘information rich’ stakeholder groups who have a depth of experience to share can contribute to the research process, thus ensuring that the research is conducted not only *on, for* and *with* (Turner & Harrington, 2000), but also *by* people.

## Abstract

By drawing on data from two recent qualitative signed language interpreting research projects, and inspired by Miriam’s body of work, we will reflect on our previous studies to consider an innovative, interactive approach to interpreting research methodology. Our previous studies on deaf people’s access to healthcare information (Napier & Sabolcec, 2012) and signed language translation (Wurm, 2010) drew on phenomenological and ethnographic principles respectively to investigate signed language interpreting in different contexts. In this paper we critically explore to what extent interactive principles of collaboration between researchers and key stakeholders were employed and how participatory methods could have been taken further to enhance the projects. The key principles of participatory research will be outlined, using examples from each of the research studies as a starting point. This presentation will highlight how we can use signed language interpreting research to inform methodological approaches to the study of interpreter-mediated interaction generally.

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**ASL-English interpreters and -self/SELF forms:  
An analysis of source and target language productions**

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**Keywords:**

American Sign Language, interpretation, *-self* forms, reflexives, emphatics

**Research area and focus:**

Linguistic analysis

**Research methodology and objectives:**

This study utilizes a corpus of video data involving ASL-English interpretations. Our objective is to better understand the function of the sign SELF in American Sign Language during interpretation of English source messages.

**Abstract:**

In English, the set of *-self* forms (e.g., *myself*, *himself*) is canonically defined as a reflexive pronoun that marks co-referentiality of the same participant in an event (Kemmer, 1995); whereas SELF in American Sign Language (ASL) has been described as functioning primarily as an intensifier or emphatic (Koulidobrova, 2009; Wilkinson, in press). In this study we examine English *-self* and ASL SELF forms as they intersect during the act of interpretation. Data were drawn from six hours of video-recordings, featuring 11 different professional ASL-English interpreters working unidirectionally from English into ASL. The video-recorded data contained 55 instances of *-self* forms in the English source messages, and 119 instances of SELF in the ASL interpretations. The aim of this study was to discover whether ASL SELF in interpretation reflected the English reflexive form of *-self*, or whether interpreters retained the function of ASL SELF as an emphatic marker. In our presentation, we provide an account of the asymmetry between the number and function of *-self* and SELF in the source and the target messages. Finally, we consider the interpreters’ use of SELF in the context of on-line interlingual processing and the nature of semantic equivalence in interpretation.



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## Modulating certainty and uncertainty in healthcare interpreting

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Keywords: healthcare interpreting, certainty and uncertainty, epistemic authority, conversation analysis

Research area and focus: Dialogue interpreting in healthcare

Research methodology: Conversation Analysis

Objectives: Analyzing the way interpreters modulate certainty and uncertainty in their rendition of the doctors' turns

**Abstract:** In doctor-patient interaction, conveying the speaker's evaluation on the certainty or uncertainty of a piece of information (e.g., a diagnosis, a prognosis, a treatment prescription) is essential, in order to accomplish the task at hand. Moreover, as Raymond and Heritage (2006: 680) note, the “management of [...] rights to describe or evaluate state of affairs can be a resource for invoking identity in interaction”; this is particularly relevant in workplace settings, where the display of epistemic authority is strictly related to the negotiation of professional expertise. The presence of an interpreter adds complexity to such dynamics, since, as maintained by a growing body of studies (e.g. Wadensjö 1998; Roy 2000; Mason 2001; Gavioli 2009; Baraldi & Gavioli 2012), interpreters can (and often do) behave as active participants in the interaction, performing a wide range of activities and exerting an influence on the development of the whole communicative process.

By taking into account a corpus of interpreter-mediated encounters between Italian doctors and foreign patients, this study aims at analyzing the way interpreters modulate

the rendition of certainty and uncertainty, and the effects of such modulation on the managing of interpreter-mediated interaction (in terms of power, roles, identities, reciprocal affiliation, interpersonal dynamics, intercultural mediation). The analysis, grounded on Conversation Analysis and Multimodal Analysis, focuses on a detailed analysis of authentic data, consisting of video-recorded medical visits. The study also intends to critically reflect on interpreters' curricula and codes of conduct, by providing evidence of their actual practices in real-life scenarios.

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### **Coordinating the Chain of Utterances: An Analysis of Communicative Flow and Turn Taking in an Interpreted Group Dialogue for Deaf-Blind Persons**

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### **Keywords:**

Turn-taking, video-analysis, group-dialogue, sign-language

### **Research area and focus:**

Interpreter-mediated interactions, coordination of interaction, deaf-blinds communication

### **Research methodology and objectives:**

Video analysis, group interview, detailed analyzing processes of interpreters work into processes of establishing communicative flow in interpreter-mediated interaction

**Abstract:** To keep a conversation running smoothly may be a challenge. To keep the talk-in-interaction flow in the interpreter-mediated interaction is a very complex performance.

In the past few decades interpreting services for deaf-blind individuals have been established in all of the Scandinavian countries. How do interpreters for deaf-blind people coordinate and express turn-taking signals in an interpreted dialogue? This is the research question for the study we want to present to this conference.

Empirical materials are derived from a video-ethnographic study of an interpreted-mediated board meeting with five deaf-blind participants. The material is collected in an authentic situation. The results show that the interpreters provide access to visual and auditory signals for orientation and attention, exchange mini-response signals, and actively take part in the negotiation of turns. As a result of these action patterns, a sequential order of interaction is established in the dialogue, and despite their inability to see or hear one another, the board members participate actively, and communication flows.

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### **Investigating Interpreted Interaction: methodological challenges and a resulting analysis**

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Keywords: interpreted interaction, discourse analysis, interactional sociolinguistics, discourse

Research area/focus: interactional sociolinguistics: discourse analysis

Research methodology and objectives: This study relied on video, face-to-face, interpreted interactions and the transcription, coding and the discourse analysis of this data. Our objective was to study interpreted interactions in a variety of institutional settings.

#### Abstract

Our three-year, grant supported study was designed to collect, transcribe, code and analyze interpreted encounters in a variety of community settings (cf. Wadensjo 1992, 1998). Despite numerous challenges in data collection, we videotaped nine interactions, transcribed much of the data, and began coding for discourse features such as turn-taking (Roy 2000) and source attribution (Metzger 1999). Our discussion focuses on challenges such as required consent forms and difficulties in filming inherent in a project designed to capture naturalistic data in institutional settings. We share our original transcriptions and the system we now use called ELAN (a multimedia annotation tool), and coding examples. We will present an analysis of a three minute segment during a dental interaction--“are you human?”--that reveals strategies the interpreter uses to deflect focus on her as a full participant. Finally, we reflect on our experiences regarding the full research cycle and make recommendations for future interpreting research. We make a case for the benefits of developing a corpus of naturalistic data in the interpreting field, and of developing a body of qualitative, analyses of interpreted discourse.

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Short bio: Hanne Skaaden has taught interpreting students in a number of languages, since 2008 at HIOA, and has developed an internet based course for interpreting studies. Her research covers interpreting in the Norwegian public sector and courts, the bilingual testing of interpreters and studies on bilingualism and migration.

### **Lexical-grammatical gaps and the interpreter's exercise of discretion**

Key words: lexical and grammatical gaps; interpreter's exercise of discretion

Roman Jakobson ([1959] 2000: 140) pointed out that “[n]o lack of grammatical device in the language translated into makes impossible a literal translation of the entire conceptual information contained in the original.” Nevertheless, interpreters may often experience challenges due to lexical and/or grammatical gaps between their working languages' conventions. Such challenges may be magnified where irony or sarcasms are at play, as illustrated by Shlesinger (2010, 2011) for the language pair English-Hebrew which differ e.g., in their marking of the referent's gender in occupational names.

This paper explores the interpreters' exercise of discretion when confronted with a mismatch between their working languages' conventions. Based on authentic data from interpreters performing in the consecutive mode in a Norwegian courtroom, the qualitative discourse analysis draws on examples from the language pair Norwegian-Bosnian, Croatian, Serbian. By viewing equivalence as an empirical phenomenon (Toury 1995: 37) and lexical and grammatical units as part of a linguistic continuum (Langacker 1987) the analysis illustrates that the interpreters' exercise of discretion may involve linguistic units at all levels – i.e., semantic, grammatical and pragmatic units – and that the problem of rendering the “entire conceptual information” may indeed be magnified when e.g., sarcasms are involved.

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### **The pedagogical evaluation of SL IVY with students of interpreting at AMU**

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**Keywords:** Interpreting in Virtual Reality, interpreter training, interpreter-mediated communication, pedagogical evaluation, Second Life

**Research area and focus**

Students, particularly at the beginning stages of interpreter training, need adequate self-study opportunities and learning resources which would allow them to practice interpreting for a variety of audiences in different language combinations and in varied communication settings. In the context of reduced contact hours this need has become even more pressing making both students and their trainers turn to explore the affordances of virtual learning environments such as Second Life which provides ample opportunities for autonomous and collaborative learning in either fully online or blended interpreter training conditions.

*IVY – Interpreting in Virtual Reality* (511862-2010-LLP-UK-KA-KA3MP, 2011-2013) is a joint international project involving researchers from seven different centres who worked together to create an avatar-based 3D environment catering to the needs of not only interpreting students but also their potential clients by simulating different interpreting scenarios in which both sides can learn to use the skills required in interpreter-mediated interactions.

**Research methodology and objectives**

In this paper we discuss the results of the pedagogical evaluation of this environment carried out with 18 students of interpreting at Adam Mickiewicz University, Poznań, Poland, who practised interpreting monologue and dialogue scenarios with the related learning resources. The aim of the evaluation was to investigate the quality of users' experience

from a pedagogical and functional perspective, and their self-perceived learning success.

The students of interpreting took part in an induction session followed by individual tutorial sessions where they learned how to use the IVY environment and its capabilities. They then continued working in SL IVY on their own for two weeks. The students were asked to keep E-diaries during the self-study phase as an encouragement to share comments about their interpreting practice and the functionality of the environment. At the end of the evaluation the students filled in a short questionnaire to assess the overall usefulness of the IVY solution for their purposes.

**Abstract:** We will discuss students' comments from the E-diaries and the questionnaires focussing on their self-perceived learning success and the development of interpreting-related strategies and skills, as well as their general impressions of the SL IVY experience. We will then relate the outcomes of three case studies of student interpreting practice to deep, strategic and surface approaches to learning and study from educational pedagogy.

For the purpose of this project, self-perceived learning success was initially defined as students' perceptions of success following the self-study period in SL IVY. In the end we decided to extend the original definition to account also for such notions as the awareness of the interpreter's role, duties and responsibilities, as well as the development of self-assessment skills. Thus, the notion of students' perceived learning success comprises students' perception of and their comments relating to: a/ interpreting-related skills, b/ professional awareness, and c/ self-assessment skills.

The qualitative analysis of 18 students' E-diaries at AMU has made it possible to identify three student profiles based on the amount of time they spent in IVY and the nature of their interpreting practice: FU – frequent user, MU – moderate user, and IU – infrequent user. These profiles were related to the deep, strategic/achieving and surface approaches to learning identified in higher education pedagogy (Entwistle and Peterson 2004).

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Project website: [www.virtual-interpreting.net](http://www.virtual-interpreting.net)

Project start: 01/01/2011 Project end: 28/02/2013

Partners: University of Surrey (co-ordinator), University of Cyprus, Steinbeis GmbH und Co. KG, Bangor University, Eberhart Karls Universität Tübingen, Bar Ilan University, Adam Mickiewicz University

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**"Most of the nursing staff is interpreting every day"**

### **Professional and non-professional interpreting practices in a hospital**

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**Keywords:** healthcare interpreting, non-professional interpreting, good practice, multilingualism

**Research area and focus:** Professional and non-professional healthcare interpreting practice in a multilingual environment.

**Research methodology and objectives:** The research is based on an electronic questionnaire sent to the staff of a district hospital. The study combines a sociolinguistic approach with quantitative data. In the analysis numerical descriptive statistics is combined with inductive content analysis and phenomenography.

The aim is to study the occurrence of situations that require interpreting in a multilingual healthcare organization. Furthermore our objective is to examine the individual reflections of the healthcare staff on professional interpreting as well as non-professional interpreting with staff members themselves as non-professional interpreters.

**Abstract:** The presentation focuses on healthcare interpreting in a hospital with emphasis on the point of view of the staff. The research is based on an electronic questionnaire sent to the staff of a district hospital, Vaasa Central Hospital.

We explore how interpreting is performed in a hospital used by a population of 167 000, of which 51 % speaks Swedish as their first language, 45 % Finnish and 4 % other languages (cf. the total population of Finland with 90 % Finnish as their first language). In the hospital both Finnish and Swedish are used parallel in most functions. As the linguistic diversity is more extensive in this central hospital than in many other Finnish hospitals, the hospital is a suitable subject for research on bilingual and interpreting practices.

According to the more than 500 respondents of the questionnaire, professional interpreters are often used for other languages than Finnish and Swedish, but up to 48 % of the respondents report that they themselves have acted as interpreters, mostly Finnish – Swedish – Finnish. *The doctor* is often explicitly mentioned as one of the parties needing interpreting. These and other findings are compared with international studies on healthcare interpreting as well as EU and national reports.

Our research combines a sociolinguistic approach with quantitative data. Essential variables for the staff as interpreters are e.g. their profession, linguistic competence and years of professional experience. According to the questionnaire, many respondents feel quite confident when acting as interpreters, but about 16 % report that they have not felt sure with their own interpreting. The research reveals good existing practices but also

accentuates the need for a discussion about the ethical implications of the practices of the hospital as a bi- and multilingual organization.

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#### **The broken link: Court interpreting in Greece**

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Keywords: court interpreting, Greece, research project, prison inmates, authorities

Research area and focus: Court interpreting

Research methodology and objectives: Questionnaires/interviews with prison inmates and authorities. The objective is to record and highlight the situation as far as court interpreting in Greece is concerned.

Abstract: Court interpreting has been so far a scarcely researched issue in Greece. The aim of the paper is to inform about the project DIDI whose ambition it is to record the present situation and to increase awareness among policy makers in Greece as far legal interpreting is concerned. The project is co-funded by the Hellenic Republic and the European Social Fund.

In particular, the project aims at mapping for the first time the situation in Greece concerning the provision of legal interpreting services; secondly, at highlighting the shortcomings in the provision of interpreting services in a delicate environment such as the courts and police authorities in Greece, and, thirdly, at increasing awareness and providing the policy-makers with the necessary information to take measures that will improve the situation in Greece.

In our presentation we will deliver an overview of how interpreting services in the Greek judicial system are assessed by foreigners and authorities. We will present findings that are the results of research conducted with questionnaires among both foreign prison inmates and authorities in Greece.

The first part of our research had been conducted in three Greek prisons; the contributors were asked to complete a questionnaire, whose purpose it was to reconstruct the interpreting process. The second part consisted of administering questionnaires to police authorities and legal professionals with experience in the field of court interpreting. The findings will be used to construct the profile of the Greek court interpreter and to propose an overall system for training, employing and assessing court interpreters in Greece

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DA SOSTITUIRE CON NUOVO ABSTRACT CON ALTRI CO-AUTORI APPENA ARRIVA

**Narratives of community interpreters: What can we learn from using corpora-based methodology?**

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Key words: community interpreters, self-representations, methodology, narrative, corpora  
Research area and focus: The proposed paper explores the potential of combining corpus-based methodology with a narrative approach in the study of self-representations of community interpreters.

Research methodology and objectives: The paper combines a corpus-based methodology with narrative approach and aims 1) to highlight the potential of this combination; (2) to provide a preliminary narrative analysis based on our corpus.

Abstract: The paper comprises three areas of Shlesinger's research: translators' and interpreters' self-perceptions, community interpreting, and corpus-based interpreting studies. In an attempt to highlight the potential of combining corpus-based methodology with a narrative approach in Translation and (Community) Interpreting Studies, it studies self-representations of community interpreters.

The case study focuses on self-representational narratives of students participating in a Community Interpreting course, which can be seen as a site of identity construction for student-interpreters from different ethnic, linguistic, cultural and gender backgrounds volunteering in various settings. Sources are statements made by the student interpreters, whether in their weekly reports and end-of-year course assignments or in (transcribed) video-recorded presentations and end-of-course assemblies. The 400,000+ word overall corpus has been annotated for Hebrew morphology and for metadata (including such variables as ethnicity, gender and interpreting setting).

The paper provides a preliminary narrative analysis based on this corpus. The narrative approach focuses on the themes, structure and style of self-representations; the electronic corpus-based tools are instrumental in tracking the commonalities between the narratives and in teasing apart the differences between them according to the metadata variables. The empirical, quantitative findings set the ground for a further qualitative analysis.

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### **The professionals' perspective on the social position of the simultaneous conference interpreter**

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Key words: simultaneous conference interpreting, AIIC, VKD, social role, social position  
 Research area and focus: sociology of interpreting with a focus on the conference interpreter's social role/s and position  
 Research methodology and objectives: integration of various role theoretical key concepts into the field of simultaneous conference interpreting and investigation of the social position of the simultaneous conference interpreter

Concepts such as 'role', 'identity' and 'status' are becoming increasingly important in research on the translational professions in general (Sela-Sheffy & Shlesinger 2010).

A sociological turn seems to be under way in research on conference interpreting which is evidenced by the prominence the role concept in particular has gained in empirical research over recent years (Angelelli 2004; Diriker 2004; Beaton 2007; Monacelli 2009; Zwischenberger 2013). The theoretical background of the role concept as established in sociology, however, has not received much critical attention so far. The paper's objective is to first draw on the basic role theoretical concepts and to integrate them into the field of simultaneous conference interpreting. It will demonstrate that one cannot speak of *the* interpreter's role but rather one has to conceptualise it more specifically. The social role in sociology is defined as a bundle of normative expectations which is directed to the holder of a social position. Thus, there are as many roles of an interpreter as there are reference groups or persons an interpreter is confronted with. These groups or single persons direct their expectations to the social position of the simultaneous conference interpreter, including the interpreter's own expectations (Joas 1991).

My webbased *Survey on Quality and Role*, conducted among the members of AIIC and the German association of conference interpreters (VKD), focused on the role-related expectations the simultaneous conference interpreter holds him-/herself. The interpreters were asked to rate the relative importance of their work/social position in the communication process and to grade their satisfaction with it. Also, the interpreters spontaneously indicated the reasons for their (dis)satisfaction. Furthermore, the interpreters were requested to rate the importance of positive feedback offered by the various reference groups or persons that are related to the simultaneous conference interpreter's social position in a concrete communication situation. Various statistically significant differences could be detected in the answers of the members of the established, prestigious, and international AIIC and the still very young German VKD. In particular,

the interpreters' socio-professional background proved to have an impact on the various ratings.

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## Speakers – oratori

**QUANDO ABBIAMO FINITO DI AGGIUSTARE IL BOOKLET, QUI DOBBIAMO AGGIUNGERE LE PAGINE DI RIFERIMENTO DEGLI INTERVENTI. PER ALCUNI SONO DUE (SEGNALATI). PROBABILMENTE DA TOGLIERE SKAADEN**

|                                |                |
|--------------------------------|----------------|
| Abril Martí Isabel             |                |
| Albl-Mikasa Michaela           |                |
| Antonini Rachele               |                |
| Balogh Katalin                 |                |
| Bani Sara                      |                |
| Baraldi Claudio                |                |
| Bartłomiejczyk Magdalena       |                |
| Ben-Ari Nitsa                  |                |
| Bendazzoli Claudio             |                |
| Biagini Marta                  |                |
| Boyd Michael                   |                |
| Braun, Sabine                  | DUE INTERVENTI |
| Bucaria Chiara                 |                |
| Cirillo, Letizia               | DUE INTERVENTI |
| Dal Fovo Eugenia               |                |
| Davitti Elena                  |                |
| Dicus-Egbert Danica            |                |
| Diriker Ebru                   |                |
| Domingues                      |                |
| Donovan Clare                  |                |
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| Gavioli Laura                  |                |
| Gentile Paola                  |                |
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| Kajzer-Wietrzny Marta          |                |
| Licoppe Christian              |                |
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| Martin Anne                    |                |
| Mead Peter                     |                |
| Metzger Melanie                |                |
| Monacelli Claudia              |                |
| Morel Alenka                   |                |
| Napier Jemina                  | DUE INTERVENTI |
| Nicodemus Brenda               |                |
| Ordan Noam                     |                |
| Ortega Herráez Juan Miguel     |                |
| Pasquandrea Sergio             | DUE INTERVENTI |
| Pöchhacker Franz               |                |

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