

Editorial

Issue 28 of *The Interpreters' Newsletter* is born out of the numerous submissions received in 2023, which testify to the ever-present and constantly renewing interest of the international academic community in the realm of interpreting and Interpreting Studies.

The progression of the papers takes the reader to a journey through the different modalities of interpreting, the settings in which it is performed and the different research paradigms and approaches that have characterised the development of Interpreting Studies over the last few decades (Pöchhacker 2022). The contributions included in issue 28 of *The Interpreters' Newsletter* address and explore conference interpreting (consecutive and simultaneous) as well as dialogue interpreting, both on-site and remote, and cross-cutting aspects such as, among others, education, the perception of quality, research methods and AI-powered computer assisted interpreting.

The issue starts with two papers that deal with consecutive interpreting, though from different perspectives. Jiaqi Tan and Rongbo Fu report on an exploratory study that investigates the effects of directionality on novice interpreters' control of non-fluencies in Chinese \leftrightarrow English consecutive interpreting. The paper accurately describes how fifteen students' interpretations of a 2011 political bilateral meeting between Hu Jintao and Barack Obama were analysed and compared with authentic data of two expert interpreters' renditions of the same political speeches, with a view to gathering more insightful data. The focus on silent pauses, filled pauses, repetitions and false starts in the students' renditions is informed by an exhaustive review of relevant investigations drawn from the fields of Psycholinguistics and Interpreting Studies alike. The authors, thus, provide intriguing and convincing results that partially confirm Mead's (2000), contributing to fostering the adoption of a language-pair perspective in the study of directionality.

The second paper also deals with consecutive interpreting but explores one specific operational aspect of note-taking rather than analysing the prosodic features of interpreted speeches. Building on his Master's thesis, Ludovico Ricca describes an experimental study exploring the role and use of margins in consecutive interpreting. Drawing on traditional studies on the nature of the margin in consecutive interpreting (e.g. Matyssek 1989), the author investigates the extent to which this "dedicated space" on the interpreter's notepad can help them better understand the hierarchical value of each item of information within their notes. Based on the hypothesis that interpreters who use margins are more likely to report logical links and adverbial expressions accurately in the interpreted text, Ludovico Ricca manages to corroborate his initial hypothesis by illustrating the ways how two groups of five interpreting students each translated the same Italian speech into their B languages, with the former group using margins while taking down notes. Despite being confined to a training context and a small sample, Ricca's study provides an interesting contribution to the decades-old study of note-taking, offering additional insights to understand the partially unfathomable role of the margin in consecutive interpreting.

In the third contribution, attention is shifted to the theme of simultaneous interpreting quality. Esperanza Macarena Pradas Macías and Emilio Sánchez Santa-Bárbara present an empirical study on the perception of the quality of interpretations by a group of 62 laypersons (students from the Faculty of Political Sciences and Sociology) and a group of 54 semi-experts (students from the Faculty of Translation and Interpreting). The article explores whether participants' expectations concerning quality (implicit theories) match their actual evaluation of an interpreter's performance, and whether their own gender and the gender of the interpreter have an impact on such evaluation. The impact of gender on quality assessment in SI was studied by resorting to audio editing, whereby the authors changed the female voice of a German-Spanish simultaneous interpreter into a male voice before asking the participants in their survey to fill in a questionnaire. Despite being based on limited and non-probabilistic samples of participants - as the authors point out - the results shed light on gender-related professionalism issues. In this respect, Esperanza Macarena Pradas Macías and Emilio Sánchez Santa-Bárbara draw a promising research line that bridges the themes of quality, users' expectations and gender, laying the groundwork for future studies based on larger and more comprehensive samples.

A specific aspect of interpreter performance is studied by Claudio Russello and Matilde Carbutto who, building on a Master's thesis, present the results of an exploratory study on AI-powered computer-assisted interpreting (CAI) and accuracy in the rendition of numbers in interpreting students performing simultaneous interpreting. The pilot involved sixteen interpreting students (eight in the case and eight in the control group) and eight more students acting as boothmates; the case group interpreted a speech with AI-powered support, while the control group interpreted the same speech with the support of a boothmate prompting with pen and paper. The authors placed the focus of analysis on the rendition of numbers, but also had external judges evaluate the intelligibility of extracts of participants' renditions. While, as the authors specify, results from an exploratory study cannot lead to generalisable conclusions, the paper takes a step towards the goal of studying the impact of AI-powered CAI on teaching and on novice interpreters.

In the same realm of interpreter education, but with a different focus, Michelle Marie Pinzl reports on the perception of recent graduates and community partners of Viterbo University's undergraduate community interpreting certificate programme, focusing particularly on professional and social aspects. The author employs an action-research approach and both quantitative and qualitative methods to analyse survey responses by graduates from the programme and community stakeholders, with the goal of assessing the programme's impact. In such a research-action study, results are specifically relevant for the programme in question, and point at positive aspects as well as identifying areas of improvement for the course; more broadly, however, this study and the methodology employed add up to the research stream on the effectiveness of interpreter education materials and programmes, which is always very much needed in a field that is subject to constant and fast change.

In a similar vein, and in this case with the specific goal of offering educational materials based on an action-research approach, Sofia García-Beyaert reports and reflects upon the action-research methodology behind the creation and development of a set of recorded dialogues (called *Situated Dialogues*) for education in dialogue interpreting, with authentic speech and created with the collaboration of professionals from different fields of expertise. The specific focus of this approach and set of materials is on accuracy and on developing students' message-transfer skills which, the author argues, are as important as interactional ones in dialogue interpreting education. The paper offers a clear and thorough discussion of theoretical underpinnings, workflow, strengths and limitations of the methodology used to develop and pilot the *Situated Dialogues* collection of educational materials, thus constituting a valuable resource for educators and researchers interested in investigating dialogue interpreter education.

Carmen Bestué and Judith Raigal-Aran put forward a novel approach to analysing court interpreting interactions. Adopting a sociological perspective and building on Luhmann's (1968) concept of trust, the authors examine a corpus of transcriptions of criminal trials held in Barcelona in 2015 with interpreting services in English, French, and Romanian; the aim of their study is to develop a method enabling the identification and description of situations where judges exhibit a certain degree of distrust towards interpreters. By considering the discursive visibility of the interpreter and the judge's ability to understand and speak the foreign language as the primary variables in the analysis, Carmen Bestué and Judith Raigal-Aran manage to shed light on the crucial role that trust and distrust play in shaping interaction between the agents involved in this specific interpreting context, thereby yielding original and useful findings to understand, explore and illustrate significant interactional aspects in the criminal courtroom.

Also focusing on dialogue interpreting, Mathijs Verhaegen discusses the methodological challenges of researching video-mediated interpreting with mobile eye tracking technology. More specifically, the research methodology discussed aims at studying turn-taking (including gaze management) in three-point, video-mediated and face-to-face dialogue interpreting in educational settings. After discussing the theoretical underpinnings of this methodology, the author proposes an experimental set-up designed with a mixed-methods approach in mind, combining multimodal conversation analysis complemented by eye tracking data and post-hoc interviews in a simulated experimental setting. Overall, the paper contributes to the methodological

framework and discussion of how to integrate and triangulate different data collection tools and methods of analysis to study different configurations of technology-mediated dialogue interpreting.

Laura Picchio's paper also deals with video-mediated interpreting by presenting and illustrating a substantial number of examples of Italian↔English dialogue interpreting at the Giffoni film festival. Also owing to the Covid-19 pandemic, the data set used is particularly heterogeneous, as it includes onsite streamed (OS) events, distance streamed (DS) events and onsite non-streamed (ON) events. Drawing particularly on the concept of audience design (Bell 1984), Picchio's analysis focuses on the renditions of some film scenes in these three different interactional contexts, whose characteristics are accurately described throughout the paper. Notably, the author observes that the references to specific scenes are translated differently as the audience design changes across the three interactional contexts at issue. The results, obtained by means of a qualitative analysis, suggest that both the live-streaming feature and the distance scenario have an impact on interpreting performances. In this regard, Laura Picchio offers original insights into the distinctive and rapidly-evolving sphere of film festival interpreting (Merlini 2017), also providing the reader with a broader overview of the impact of the digital-video shift on interpreting services and practices.

Finally, Heidi Salaets and Geert Brône report on the first stage of an ongoing, AIIIC-funded research project on the challenges and advantages of Remote Simultaneous Interpreting (RSI). In this first stage of the project, the authors report the results of the qualitative analysis of interviews to ten professional conference interpreters. The interviews explored topics such as the technological and interactional challenges and advantages of RSI, the transition from onsite to online, the management of multiple technological devices, preparation for assignments, teamwork and perception of interpreting quality. The results point at RSI being seen as not necessarily only challenging for professionals; for example, it is reported to reduce the stress induced by travelling and mobility and to help facilitate work-life balance. On the other hand, participants reported, among other things, technology-induced stress and more complex teamwork, which can be at least partially made up for by RSI platforms that allow boothmates to see each other.

As it can be inferred by this short overview, the papers in Issue 28 of *The Interpreters' Newsletter* are a representation of the multifacetedness and richness in points of view and approaches that characterise the ever-growing field of Interpreting Studies, and we hope it will be of interest for interpreting scholars, educators, students and practitioners alike. All these groups of readers will also have the opportunity to gain an insight into the volume entitled *Introducing New Hypertexts on Interpreting (Studies). A Tribute to Franz Pöchhacker* (Zwischenberger et al. 2023), thanks to the review written by Paola Gentile, an interpreting scholar working at the University of Trieste and a member of the Advisory Board of *The Interpreters' Newsletter*. Her thoughts on this recent work published by John Benjamins offer a clear and analytical overview of the heterogeneous contributions making up the volume, which reflects the entire range of Interpreting Studies, pays tribute to the work of Franz Pöchhacker and paves the way for future research.

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