Shaping the Interpreters of the Future and of Today: Preliminary results of the SHIFT Project

Nicoletta Spinolo*
Michela Bertozzi
Mariachiara Russo
University of Bologna at Forlì (Italy)

Abstract

As a result of globalization and of the continuous developments of ICTs, spoken language travels through new devices and media. Similar trends can be observed in the field of spoken-language interpreting where, alongside traditional onsite interpreting, remote interpreting is spreading through the use of telephone and videoconferencing. Therefore, the need arises for updating existing theoretical models of oral discourse, interpreter-mediated communication and approaches to interpreter education.

Against this backdrop, the SHIFT in Orality - Shaping the Interpreters of the Future and of Today Project was launched by a Consortium including four Higher Education Institutions providing interpreter training and two remote-interpreting service providers with the aim to develop a comprehensive pedagogical solution for the training of remote dialogue interpreters at HEI level and for Lifelong Learning.

This paper presents the main features of the SHIFT Project, a Spanish-English-Italian 3-year Erasmus+ project, and some preliminary results, focusing on turn management in telephone interpreting between Spanish-Italian in service/tourism and English-Spanish in legal/police settings.

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*   Although the overall conception and organization of the paper was a joint effort, section 1 was drafted by Bertozzi and Russo, sections 2, 2.1 and 3 were drafted by Spinolo and section 1.1 and 2.2 were drafted by Russo.

Keywords

1.   Rationale of the SHIFT Project

SHIFT in Orality (*Shaping the Interpreters of the Future and of Today*)[1] is an Erasmus+ three-year project approved by the European Commission in 2015 to develop a comprehensive pedagogical solution in the field of remote (telephone and video-conference) interpreting. The Project is being developed by a European network of academic and non-academic partners. The former includes the University of Bologna (project coordinator), the University of Granada, the Pablo de Olavide University of Seville and the University of Surrey; the latter include two remote interpreting service providers, Dualia – Spain (telephone interpreting) and VEA-SYT – Italy (videoconference interpreting).

As a result of the unprecedented development and spread of ICTs over the last few years at a global level, spoken language is increasingly related to the use of new digital devices and media that are completely re-framing the traditional paradigm of face-to-face interaction (Bercelli/Pallotti 2002; Thüne/Leonardi 2003), thus resulting in new trends and patterns in oral communication. This 'shift' inevitably goes hand in hand with rapid changes in the field of spoken-language interpreting: if the interpreter and the speaker(s) do not share the same setting (Angelelli 2000) or space allocation, a strong need to re-negotiate the existing theoretical models of oral monolingual and interpreter-mediated discourse emerges. The growing spread of remote interpreting systems (via telephone or via videoconferencing devices) clearly confirms this assumption: interpreters, just like any other communication professional, cannot neglect this change in paradigm.

The main pillars of the European Digital Agenda[2] make this need even more evident, since remote communication (and interpreting) can contribute to reducing travel costs and energy consumption, making public services more efficient and enhancing social inclusion through telephone/videoconferencing systems, which are paving the way to new opportunities to gain access to qualified interpreting services for multilingual remote communication. These emerging trends require a consistent, shared approach: hence the need for the transnational SHIFT Project involving both the academia with interpreter training curricula and market leaders providing remote interpreting services, based in Italy, Spain and the United Kingdom.

1   For further information, see <http://www.shiftinorality.eu>
2   Including, among others, enhancing digital literacy, skills and inclusion as well as generating benefits for society through the use of ICTs to reduce energy consumption, support ageing citizens' lives, revolutionize health services and deliver better public services (for further references see <http://eur-lex.europa.eu/legal-content/EN-IT/TXT/?uri=LEGISSUM:si0016&from=IT>).

1.1   Objectives

As already anticipated, the ultimate goal of the SHIFT Project is the creation of pedagogical models and materials for remote interpreting training at Higher Education and LifeLong Learning levels. In order to do so, a novel approach to remote communication through the study of orality (San Vicente/Morillas 2014) and the use of ICTs was adopted. In particular, the development of language-independent methodologies and language-pair dependent deliverables (Italian<>English, Spanish<>English, Spanish<>Italian) are specific objectives of the project. In order to achieve these goals, the project was divided into two main lines of research, whose common denominator is identifying the basic requirement of remote interpreters' training.

The first stage is based on an in-depth analysis of orality in face-to-face and remote monolingual communication on the one hand and, on the other, in bilingual onsite and remote interpreter-mediated communication for the following language pairs: Italian<>Spanish, English<>Spanish and Italian<>English. Recent studies on orality applied to Interpreting Studies (San Vicente/Morillas 2014; Calvo Rigual/Spinolo 2016) shed light on specific features relevant also for the SHIFT Project which aims at developing a theoretical and methodological framework for the analysis of interpreter-mediated oral discourse in telephone and video-based interpreting. So far, two main intellectual outputs have been produced. The first concerns the analysis of monolingual onsite and remote communication (San Vicente 2017), with special reference to the use of speech markers (Flores Acuña 2017), and specific communicative settings: health (Amato 2017), legal (Russo 2017; González Rodríguez 2017) and service (Tonin 2017). The second intellectual output concerns interpreter-mediated onsite and remote interpreting in these same three settings, with a proposal of a multidisciplinary theoretical framework for the study of telephone interpreting (Russo/Iglesias Fernández 2017), focusing also on paralinguistic features (Iglesias Fernández/Muñoz López 2017) and the study of video-conference interpreting (Braun 2012, focusing also on non-verbal communication (Braun/Davitti 2017a). Furthermore, a methodological framework has been developed providing categories for the study of telephone and video-based interpreting (Braun/Davitti 2017b), among them managing opening and closing, managing turns, managing spatial organization, managing misunderstandings and so on.

The present paper will present the results of the analysis of service and legal instances of telephone interpreting, focusing on turn management and, more specifically, on three aspects of turn management: chunking, pauses and management of dyadic sequences.

2. A glance at the data: turn management in telephone interpreting

As described in § 1.1, the first phase of the project included an analysis of the existing literature on remote monolingual interaction, as well as a qualitative analysis on data provided by the two remote interpreting companies involved in the project: Dualia SL and VEASYT Srl. The data provided by the two companies are simulations:

[...] based on real-life situations in the fields of healthcare, legal (police and court inter-preting), emergencies, tourism, etc. The simulations involved interpreters who were recruited by the two SME project partners and 'clients' (role players) from among the staff of the two companies (Braun/Davitti 2017a: 42).

Despite being simulations, the data were extremely interesting to analyse because interpreters were not aware that the session was part of the study[3], therefore, their renditions can be considered and studied as genuine.

In this paper, a portion of the data will be presented to exemplify instances of turn management in telephone interpreting. Turn management is both a very complex and an extremely important issue in telephone interpreting. In remote interpreting, the interpreter's role as a "gatekeeper" and "coordinator" (Wadensjö 1993[2002]) in the interaction is all but an easy task, due to the distance between interpreter and speakers (Braun 2012) and to the complete lack of visual clues. In some cases, such task can be made even more complex by possible delays in sound transmission, which can cause involuntary overlapping in turns.

Turn-management is one of the phenomena studied within the taxonomy defined by the SHIFT partnership (especially Braun/Davitti 2017a: 41-50). The transcription conventions used are derived from conversation analysis (Sacks *et al.* 1978) and are the following:

?	rising vocal pitch or intonation
Bold	emphasis
CAPITAL	loud voice, shouting
Lo:ng	stretched sounds
°quiet°	words spoken in a low voice
>speed-up<	increased speed of delivery
<speed-down>	decreased speed of delivery
[talk]	square brackets indicate overlapping talk
=	latching, contiguous utterances or continuation of the same utterance in the next line
(.)	micro pause
(2.0)	length of pause in approximate seconds
((cough))	sound or feature of talk not easily transcribable
xxx	inaudible or doubts about hearing by the transcriber
wor-	truncated word
/	truncated utterance
O:	Operator, service provider
C:	Caller, service user
I:	Interpreter

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3   The two companies asked the interpreters' authorisation to provide the data for the study before the data collection session began, so interpreters were aware of the study but not of which was the simulation among their various daily sessions.

2.1 Turn management in the ES/IT tourism setting

It is Dualia which provided the six interactions analysed for this section, all of which pertaining to the field of tourism. The phenomena discussed below were observed in all interactions, but we will only present a few paradigmatic examples. They are all three-way phone calls where the two primary participants and the interpreters are in different locations; the Spanish speaker is always the operator (Museo del Prado, Tourist Information Office, etc.), the Italian party is always a tourist (or prospective tourist) asking information.

2.1.1 Use of chunking

In face-to-face interpreting, interpreters can use a wide range of resources to point out the need to interrupt one of the primary participants during a particularly long turn or one with a great amount of information, or to point out, when they are interrupted by one of the speakers, that their turn is not concluded yet. In some cases, a glance can even be enough to signal a request for a closing or interruption of the turn.

In telephone interpreting, however, interpreters can only use their voice as a tool for chunking. In the data analysed, there are no cases in which the interpreter, in presence of a particularly long turn, is forced to interrupt one of the speakers to start their rendition. This might be due to the fact that turns are usually not very long, although some of them can contain quite a significant amount of information. All interpreters in the sessions analysed preferred to wait until the end of the turn to collect all the relevant information and then deliver it to the other party. This appears to be, as a matter of fact, an effective strategy for telephone interpreting where, as mentioned above (§ 2), turn management is particularly complex and demanding. To effectively implement this approach, i.e. favouring long turns, it is of pivotal importance that telephone interpreters have a solid command of memorization and note-taking techniques to correctly and effectively deliver the information received during long or more turns.

In many cases, turns are slightly and almost imperceptibly interrupted by backchannelling signals (*mh mh*; *ok*; *yes*; etc.) uttered either by the primary participants or by the interpreters themselves to confirm that the channel is still open and they are listening and understanding. We find multiple instances of this case in Example 1 (turns 2, 4, 6, 8, 15, 17, 19, 23, 25). In this instance, the interpreter reports information she has just received from the operator to the Italian user, who is a teacher gathering information for a school trip:

Example 1

1 O: vale sí venga tenemos servicio de guía en italiano [vale]?
2 I: [sì]
3 O: por el tema de: de:l número de personas no hay problema porque
nuestro   servicio de guía va co:n con interfon- o sea con audífono
4 I: sí
5 O: entonces el tema del volumen de personas no es problema porque la   guía
va hablándole a un micrófono pequeñito y todos los asistentes del grupo llevan
un audífono y van escuchando directamente la: la interpretación o sea lo que es
la: la guía (.) no tiene que ir dando voces con lo cual no es un problema de vamos a
llenar l- el espacio de- de ruido por eso no hay ningún problema [vale]?
6 I: [mh vale]
7 O: el servicio de guía en italiano son doce euros [vale]?
8 I: [ok sí]
9 O: y dura cuarenta y cinco minutos
10 I: mh vale doce euros por persona no?
11 O: eh: no doce euros en general en total por grupo
12 I: ah vale de- vale de acuerdo (.) eh: pronto?
13 C: sì pronto?
14 I: sì non [c'è nessun problema]
15 C: [sì sì la sento]
16 I: =perché c'è guida c'è guida in italiano eh:
17 C: [ok]
18 I: [funziona] con audifono allora che non c'è un prob-
lema po- per un gruppo così grande perché con l'audifono po- può parlare nor-
male e non c'è nessun problema per gli
[altri visitatori] il prezzo è dodici euro
19 C:[ah ho capito]
20 I: =dodici euro e dura quar[antaci]nque minuti
21 C: [ok]   dodici euro a testa per bambino?
22 I: no no in totale
23 C: [ah ok]
24 I: [ah vuole] sapere anche ma- questo è il prezzo del gui- della guida (1.0)
25 C: [ok]

While for good practice interpreters are, as explained above in this same paragraph, recommended to limit chunking to reduce overlapping to a minimum, these little backchannelling signals are somehow a substitute for nodding in face-to-face interactions, and are extremely useful to reassure participants on the fact that the audio channel is open and that there are no comprehension problems.

2.1.2 Pauses

The presence and management of pauses in speech acquires particular importance in telephone interpreting. In absence of visual clues, a pause, and especially

a long one, can be ambiguous and misleading for listeners, as it might signal a technical problem, the end of a turn, or that one party is waiting for the other interlocutor's turn to begin.

Our data included multiple cases of the latter, in which a pause, although not very long, was interpreted as the end of a turn. An instance is that of Example 2, where the interaction occurs between an Italian prospective tourist and the Madrid Tourist Information Office:

Example 2

1 C: tren- trenta euro? Mah allora c'è anche un autobus
   turistico incluso che mi faccia fare un giro de: delle cose
   principali o no?
2 I: eh: un [attimo] (1.0)
3 C: =[o trenta] euro soltanto il: sì
4 I: eh: compañera

In this case, the caller interprets a pause in the interpreter's speech (turn 2) as a comprehension or a technical problem, and therefore starts another turn to reformulate what she has just said (turn 3). The interpreter's pause, on the other hand, is placed exactly in the moment when directionality changes, which might, in this case, have involved a short pause for thinking; immediately after, the interpreter starts speaking to the operator (turn 4).

2.1.3 Presence and management of dyadic sequences

As already mentioned in § 2, dialogue interpreters play a double role in interaction (Wadensjö 1993[2002]). On the one hand, as Wadensjö points out, they are *relayers*, and report the contents of the conversation with their renditions; on the other, they are *coordinators* or *gatekeepers*. Such role can be played either implicitly or explicitly; it is played implicitly through renditions that usually contain themselves indications on who is going to take the following turn in conversation. It is played explicitly through what Wadensjö defines as *non-renditions*, that is all those turns that do not constitute the rendition of contents expressed by primary participants. Among these explicit interventions to coordinate communication, Wadensjö describes: (a) direct replies to one of the speakers; (b) initiatives towards one of the speakers, with a request for further information the interpreter believes to be necessary or useful; and (c) meta-comments to explain, for instance, what one of the primary participants means, what they do not understand, what they are doing or are about to do. Such interventions can trigger dyadic sequences involving the interpreter and one of the primary participants. It is very important that interpreters can manage these sequences in such a way that the participant who is not involved in the dyadic exchange understands what is going on and does not feel excluded.

In the case of telephone interpreting, the management of dyadic sequences becomes even more complex and important, given the lack of visual input. While operators who are used to working with telephone interpreters are mostly

aware that dyadic sequences are frequent, in some cases, the interpreter might decide to inform users, who may be first-timers with telephone interpreting, explicitly that they are going to address the operator in what might become a dyadic sequence. An instance can be found in Example 3:

Example 3

1   C: eh: sì allora io eh: mi trovo a Siviglia e dovrei
arrivare al Patronato del eh: Turismo eh: mi trovo vicino alla
piazza de Toros
2   I: mh mh va bene un attimo solo un attimo solo che devo
tradurre per il mio collega
3   C: [va bene]
4   I: [eh compañero?]
5   O: (xxx)
6   I: compañero? Me escucha?
7   O: sí dígame le escucho
8   I: mire esta esta persona se encuentra en Sevilla tiene
  que llegar al al Patronato de Turismo y en este momento se
  encuentra al lado de la Plaza de Toros quisiera saber si le
  podemos dar indicaciones sobre cómo llegar al patronato de
  turismo
9   O: a: bien dígale a ver el patronato de turismo se
  encuentra en la calle Reyes Huertas [número] veinte vale?
10 I: [mh mh]
11 O: =Eso para para
empezar (1.0) entonces para llegar hasta aquí ella está en la
Plaza de Toros [verdad]?
13 I: [mh mh]
14 O: bien de la Plaza de Toros entonces tiene que eh: como
situarse en la puerta princi[pal]
15 I: [mh mh]
16 O: =y a la derecha verá una calle que desciende y es la
calle Oviedo [bien]?

18 I: [mh mh]
19 O: entonces que siga la calle Oviedo hasta llegar a una
plaza que es la plaza de Capuchinos y ahí en esa plaza a mano
derecha está la calle Reyes Huertas
20 I: mh mh ok Reyes Huertas gracias (.) ok eh: signora mi
  sente?
21 C: [sì]
22 I:[signo-]
23 C: sí
24 I: eh: per arrivare al Patronato di Turismo da dove da
dove lei sé da dove lei è devi prendere vue- eh vabbeh il
Patronato de Turismo è si trova alla- alla strada Reyes Huertas numero venti

The interaction involves an Italian tourist calling a Tourist Information Office to get directions on how to get there. The interpreter, probably sensing that getting the directions might lead to a dyadic sequence, warns the Italian user before beginning her rendition towards Spanish (turn 2), so that she will not feel excluded and will be aware of what is going on. In the same way, and following a procedure indicated by the company (Dualia SL)[4], the interpreter marks the beginning of the renditions to the Spanish party (*compañero?*), to make sure that she has his attention; due to an overlapping in turns, however, the operator's attention is not caught immediately. Only after receiving confirmation that the operator is listening, does the interpreter start the rendition (turn 8). This turn is followed by a long dyadic sequence (turns 8-19) in which the operator provides the directions requested, making sure that the interpreter is following through frequent interrogative utterances (turns 9, 11, 16). Once the dyadic sequence is concluded, the interpreter goes back to the Italian party and draws her attention (turn 20). Once more, the rendition starts only after the Italian user has confirmed that she is listening (turns 20-24).

The data also show instances of the interpreter asking questions to one of the primary participants although such questions have not been asked directly by the other party, as she believes they might be useful to complete the information required (Wadensjo 1993[2002]). An instance is that of Example 4, where an Italian teacher is gathering information for a school trip to the Museo del Prado in Madrid:

Example 4

1 C: ok dieci euro me lo segno e un'altra domanda allora eh:
noi veniamo con un pullman della scuola
2 I: [sì]
3 C: [c'è] un parcheggio privato nel museo? Dobbiamo pagarlo
oppure possiamo lasciare il pullman fuori in modo che ci aspetti
mentre noi facciamo la visita?
5 I: ok (.) y otra cosa es que vienen con un auto[car]
6 O: [mh mh]
7 I: entonces hay un sitio donde pueden aparcar o cómo
funciona?
8 O: sí sí no tiene más que seguir las indicaciones cuando
estén llegando al Museo del Prado ya van apareciendo los carteles
de: de aparcamiento y hay aparcamiento para autobuses eso no hay problema
9 I: No hay proble- y y tienen que reservarlo antes o:?
10 O: eh: no una vez que hacen la reserva del- de la guía ya
viene también hecha la reserva de- en ese momento se reserva todo
11 I: de acue[rdo]
12 O: [vamos] que el aparcamiento es bastante amplio y
no hay ningún problema con el tema de los autobuses

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4   Dualia SL, personal communication.

13 I: de acuerdo y eso tiene precio? O está incluido?
14 O: el- eso está incluido o sea va n- en el tema de- del
    precio por grupo
16 I: entiendo ok

As already discussed above in this same paragraph, it is very important that, at the end of a dyadic sequence or a particularly long turn, the interpreter draws the attention of the participant who was in standby before starting the rendition.

Dualia instructs its interpreters to carry out the task of drawing the other party's attention by using *Sir/Madam* ("signore/signora" in the case of Italian; Example 3, turns 20-24) when addressing the Italian user and "compañero" (*colleague*; Example 5 below, turn 1) when they are addressing the Spanish speaking operator:

Example 5

1 I: un? Un parcheggio? eh: un attimo che che chiedo un
  attimo solo attenda in linea (.) compañero?
2 O: sí?
3 I: mira me pregunta si hay un parking cerca de: del
  Patronato

2.2 Turn management in legal settings

Monolingual and bilingual remote interactions in legal settings can be video-based or telephone-based depending on the judiciary activity. Interpreted-mediated videoconferencing is increasingly used in criminal settings for questioning and court hearings (Russo 2017; Braun/Davitti 2017b) for reasons of security, public order and utility. Telephone interpreting (TI) is commonly used for police calls through the emergency line 112 or, less frequently, when a law enforcement official needs to interact with a foreigner outside police stations (in the event, for example, of road accidents). While the use of these novel interpreting modes is generally welcomed by institutions because of economic convenience and immediate availability of the language/interpreter, they are received with mixed feelings by researchers and professional associations of interpreters, with concerns about stressful working conditions, performance quality and lack of visual and non-verbal information.

The legal TI provided by Dualia includes 4 calls to the police through the emergency line 112: 3 calls involve Spanish-Italian and 1 Spanish-English. What follows is a brief overview of the cases. In the first Spanish-Italian call, a woman reports the disappearance of her child on a Valencian beach. It lasts 7 minutes and 57 seconds and includes 87 speaking turns. The second and third Spanish-Italian calls concern a case of bag-snatching in Barcelona (part one and part two of the same call) where a lady asks for help from the police. The first part of the call lasts 3 minutes and 38 seconds and includes 32 speaking turns. The second part lasts 6 minutes and 26 seconds and includes 51 speaking turns. The fourth call is made by

a Romanian lady who reports the disappearance of her female friend. She speaks English and the 112 operator speaks Spanish. The call lasts 4 minutes and 57 seconds and includes 80 speaking turns. In all cases the interpreter was a woman.

This small sample shows the variety of topics, durations, quantity and speed of speaking turns among the calls in the legal/police setting that a remote interpreter is likely to receive. In all cases the sound quality was excellent, a feature that cannot be always taken for granted, thus adding to TI difficulties.

In this section we will focus on some peculiar features detected in the Spanish-English call which occur also in the Spanish-Italian calls: chunking, pauses and turn management (for a detailed analysis of these calls, see González Rodríguez 2017).

2.2.1 Use of chunking

The call structure is that of a typical emergency call in six phases (Zimmermann 1992): a) Pre-opening; b) Opening/identification/acknowledgement; c) Request; d) Interrogative series; e) Response; f) Closing.

In the case of TI, the pre-opening is the telephone ring which projects a "virtual emergency" (Zorzi/Monzoni 2003): the incoming call for the interpreter in stand-by can be anything from a routine case to a life-threatening situation. The unforeseeability of both cases and interlocutors in TI is a very stressful condition that demands quick reflexes and self-control, skills that prospective telephone interpreters must learn to master.

The opening/identification/acknowledgement phase is very quick: in turn 1 the call-taker (i.e. the Dualia interpreter) provides a professional identification first (the name of the Company), then a personal identification (her name), followed by the offer to help to discover "the reason for call" or "request":

Example 6

1 I: Dualia mi nombre es Inés ¿en qué puedo ayudarle?
2 O: Hola buenos días mire llamo del 112 e: ¿es usted es usted la
intérprete de inglés?
3 I: De acuerdo?
4 O: Sì:: le voy a pasar con una señorita
5 I: De acuerdo

In this quick exchange, the interpreter's wrong ascending intonation in reply to the operator (*de acuerdo*?) causes a slight uncertainty in the latter (turn 4). The interpreter's turn was supposed to be a confirmation of the caller's assumption and, therefore, it required a descending tone. The interpreter's phonopragmatic competence would favour conversation flow towards the rapid identification of the service required.

In TI, the interpreter's identification turn usually occurs in two stages: first with the caller (the Spanish speaking 112 operator, see turns 1-2) and then with

the client (the Romanian lady calling for help and needing interpretation). In this latter case, however, the interpreter did not introduce/identify herself, but only signalled the opening of the communication channel by greeting the client (see turns 6-7), probably assuming that the client was aware that she would communicate through an interpreter and wishing to jump to the reason of the call as soon as possible, as recommended by Dualia (personal communication). The interpreter's request turn, on the other hand, does occur in two stages: first with the caller (*¿en qué puedo ayudarle?*) and then with the client (*how can I help you?*).

2.2.2 Pauses

In this telephone conversation, there are not many pauses within or between turns. This favours a smooth and efficient exchange of information, and prevents turn overlaps between the interpreter and the caller which may occur due to involuntary pauses, as shown in § 2.1.2 on account of the interpreter's long pause.

The only relevant case occurs at the beginning of the dyadic exchange between the interpreter and the Romanian lady. A slight client's hesitation, evidenced by a pause, before her self-identification (see Example 8, turn 10) is taken as a transitional relevance point by the interpreter who promptly interrupts her (by overlapping her voice) to ask for the reason for calling (see turns 8 and 9):

Example 7

6 C: Hallo good morning
7 I: Hallo good morning
8 C: Ah... [I'm
9 I: [HOW can I help you?

2.2.3 Presence and management of dyadic sequences

The next stage, the interrogation series, is mainly dyadic in TI, that is it occurs first between the interpreter and the caller in order for the former to grasp what needs to be asked to the client and then between the interpreter and the client, before referring back to the 112 operator in one single turn. This approach by the interpreter speeds up the process and allows for the quickest possible identification of the reason for calling. Furthermore, it complies with Dualia's guidelines (personal communication). The availability of protocols developed by companies or institutions for their operators and interpreters are invaluable guidelines for their work, especially because they help them to turn potentially unsettling calls (such as emergency calls) into manageable routine calls, thus optimising their daily practice (Zimmermann 1992). Finally, the interpreter's previous experience with similar calls makes him/her more autonomous in managing the interrogation phase. However, in this case it prevents the 112 operator from putting questions that he might consider more relevant.

In managing turns by selecting the next speaker through linguistic means (for instance, she uses the appellative *compañero* to signal that she will start talking with the 112 operator in the next turn, as suggested by Dualia; see above), the interpreter performs the conversational coordinating role highlighted by Wadensjö (1993[2002]), Angelelli (2004) and Straniero Sergio (2007). This role is particularly important in remote triadic exchanges, where unlike onsite interpreters, telephone interpreters can only avail themselves of linguistic and paralinguistic means to establish the duration of dyadic exchanges and start/interrupt other speakers' turns at talk (chunking).

Here are some examples. In this first dyadic exchange, the Romanian lady starts narrating the facts:

Example 8

10 C: I am from Rumania I am here in [Madrid in a hotel
11 I: [Yes
12 C: In street Gran Vía [hotel
13 I: [Yes
14 C: and yesterday evening I planned to meet with her to have breakfast in the hotel at eight o' clock in the morning
15 I: Yes
16 C: She hasn't come she isn't in the [hotel now and I don't know what it did happen
17 I: [Yes
18 I: SO you came here together on holiday she went out at [night
19 C: [yes ah at seven o' clock yesterday night

Every turn of the client, or rather, every information unit (place - hotel, moment in the day - morning) is accompanied by an interpreter's turn ("yes") to signal that the message was correctly received (acknowledgement tokens or backchanneling) and, at the same time, to invite the lady to proceed. Before translating for the Spanish speaking operator, the interpreter recapitulates what she has just heard ("SO"), in order to receive the client's confirmation but she also adds some inferences linked to the context (a foreigner calling from a hotel must be "on holiday").

The following sequence highlights the interpreter's leeway in leading the interrogation series (in italics), which should rather be in control of the 112 operator:

Example 9

20 I: *She went out and she hasn't come back.*
21 C: She hasn't come back
22 I: *Do you where she went?*
23 C: Eh ... No only to see a friend of her here in Madrid but I don't know where exactly.
24 I: *Does she have a telephone?*
25 C: Eh...yes eh.. but the problem is that the telephone is here in the hotel.
26 I: I see. Compañero

Experienced telephone interpreters are usually aware of the conversation routines of the different settings they work for and, therefore, they may opt for autonomously gathering as much information as possible before referring back to the operator, thus speeding up the process to guarantee the operator's quick response to the caller's request for help.

3.   Conclusions and good practices

From this glance at the data, and particularly at turn management in telephone interpreting, a few good practices and recommendations for telephone interpreters can be extracted. In the first place, although it might seem a trivial observation, professionals should be aware of the enormous difference between face-to-face and telephone interpreting, in order to prevent and/or solve any communication problems that may arise due to the lack of all inputs except the auditory one. Focusing on turn management, the feature studied in this paper, interpreters should pay special attention to chunking, pauses and the management of dyadic sequences.

The use of chunking should, if possible, be kept to a minimum to reduce the likelihood of overlapping in turns and comprehension problems; for this purpose, telephone interpreters should master memorization and note-taking techniques to manage long and dense turns. On the other hand, but without actually interrupting speakers, during the interaction, interpreters should make sure that primary participants are following them, and request confirmation in case of absence of backchannelling signals. Similarly, by using little feedback signals they can reassure primary participants on their comprehension.

As far as pauses are concerned, professionals should bear in mind that, precisely because of the absence of visual inputs, they can be misleading, and can be interpreted as a lack of understanding or even as a technical problem with the telephone line. On many occasions, when misinterpreted, they can cause overlaps with other speakers (as shown in the example from the tourism setting). For these reasons, they should be kept to a minimum and be as short as possible, at least on the interpreter's side. On the other hand, hesitation pauses by the caller could be best exploited by the interpreter to prompt the caller to reveal the reason of the call as soon as possible (see the example from the legal setting).

Dyadic sequences can occur frequently in telephone interpreting, especially when the interpreter has to take the initiative and start an exchange with one of the speakers to ask for clarifications, or for further information, or to add a meta-comment. Dyadic sequences can also occur in sequences that are very dense in information, such as transmitting personal details, for example. In the presence of dyadic sequences, it would be a good practice to reassure the participant who is not involved in the dyadic exchange about what is going on, in particular if they are not used to telephone interpreting.

Finally, it might often occur, after a dyadic sequence or a long turn, that the excluded party (that is, the party who was not involved in the dyadic sequence or long turn) becomes distracted. In this case, it is strongly recommended that in-

terpreters draw the attention of the excluded party (e.g. "compañero", "signore", "signora") before they start their rendition.

Turn management is only one of the aspects to be taken care of in dialogue interpreting in general and, more specifically, in remote interpreting. Research carried out within the framework of the SHIFT project aims at highlighting all elements remote interpreters should be aware of and which can be specified in training.

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