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Insights in Interpreting. Status and Developments
Reflexiones sobre la interpretación. Presente y futuro

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Spanish version – Catalina Iliescu Gheorghiu & Juan Miguel Ortega Herráez – "[El intérprete oye voces...perspectivas académicas y profesionales radiografiadas y anotadas.](#)" In: Iliescu Gheorghiu, Catalina & Juan Miguel Ortega Herráez (eds.) *Insights in Interpreting / Reflexiones sobre la interpretación. MonTI* Special Issue 2 (2015), pp. 9-36. DOI: 10.6035/MonTI.2015.ne2.1

Este trabajo pretende ofrecer una radiografía de la evolución de los Estudios de Interpretación, desde el interés inicial en la interpretación de conferencias hasta el auge actual de la interpretación social, sin olvidar la constante de la investigación en didáctica. Para ello nos detendremos en las tendencias detectadas en los últimos años (entre ellas, un giro historicista), así como en las preocupaciones "tradicionales" en el campo de la interpretación social, como son el proceso de traslación discursiva, la especificidad de la situación comunicativa y los condicionantes contextuales (últimas décadas del siglo XX) o el desplazamiento (siglo XXI) hacia cuestiones menos consensuadas o dilucidadas, como la separación necesaria entre los conceptos de mediación e interpretación, la calidad en la interpretación social, el rol del intérprete, los códigos deontológicos y los dilemas éticos, incluido el del uso de intérpretes ad hoc. Con ello aspiramos a contextualizar las distintas contribuciones que se enmarcan en este número especial y que son reflejo de los intereses actuales de la investigación en esta disciplina.

English version - Juan Miguel Ortega Herráez & Catalina Iliescu Gheorghiu - "[The interpreter hears voices... academic and professional perspectives x-rayed and interpreted.](#)" In: Iliescu Gheorghiu, Catalina & Juan Miguel Ortega Herráez (eds.) *Insights in Interpreting / Reflexiones sobre la interpretación. MonTI* Special Issue 2 (2015), pp. 37-62. DOI: 10.6035/MonTI.2015.ne2.1

This paper aims to offer an X-ray of the evolution in Interpreting Studies, from the initial focus on Conference Interpreting to the current boom of Community Interpreting, without neglecting interpreter training, a constant theme in the discipline. Special attention will be paid to the tendencies detected in recent years (among which, a shift towards the history of the field) as well as to those "traditional" insights in Community Interpreting, such as discourse transfer processes, communicative situation specificities, contextual constraints (late 20th century) or the shift towards less agreed upon or elucidated issues (early 21st century), such as the necessary division between mediating and interpreting, quality, the interpreter's role, codes of ethics and dilemmas, including the one on the employment of ad hoc interpreters. Through this paper we aim to contextualize the diverse contributions that make up this volume as an expression of current interests in this discipline.

2. Sylvia Kalina. "[Ethical challenges in different interpreting settings](#)". In: Iliescu Gheorghiu, Catalina & Juan Miguel Ortega Herráez (eds.) *Insights in Interpreting / Reflexiones sobre la interpretación. MonTI* Special Issue 2 (2015), pp. 63-86. DOI: 10.6035/MonTI.2015.ne2.2

This article addresses professional ethics and codes of conduct for interpreters who work in different interpreter-mediated settings and therefore have to adapt to a great range of different circumstances and expectations. Codes of ethics provide guidelines but some of them remain very general when it comes to specific questions such as that of impartiality and of the role an interpreter assumes in any given setting. It will be argued that although some of the more general rules apply across the board, those that are more specific need special attention as they have to be applied differently from one setting to the next. It therefore pleads for a training environment in which setting-specific deontologies can be trained, as well as for more information to the general public who must understand that well-trained interpreters in all fields are essential for the services to be rendered in bi- or multilingual intercultural encounters of all types.

3. Anne Martin. [“La formación en interpretación en España: pasado y presente” / “Interpreter Training in Spain: Past and Present.”](#) In: Iliescu Gheorghiu, Catalina & Juan Miguel Ortega Herráez (eds.) *Insights in Interpreting / Reflexiones sobre la interpretación. MonTI* Special Issue 2 (2015), pp. 87-110. DOI: 10.6035/MonTI.2015.ne2.3 [Available in Spanish and in English]

This paper deals with interpreter training in Spanish universities since its onset in 1979. Problems associated with the interpreting component in the recently phased out Licenciatura (4 year undergraduate course) in Translation and Interpreting are analysed. Such problems included the presence of compulsory subjects in the main conference interpreting techniques, without other prerequisites for beginning this training being guaranteed. At the current time a new degree is being introduced in the framework of the EHEA (Grado, also a 4 year undergraduate course) which affords much more freedom to the universities in the design of their syllabus. The results are very varied. Many universities have reduced their compulsory credits in interpreting and now offer more optional credits. Despite this trend, there are still a significant number of universities with compulsory credits in simultaneous interpreting. Master's Degrees seem to be having difficulties in becoming consolidated and new genres of interpretation (other than conference interpreting) are being included in degree programmes.

4. Annalisa Sandrelli. [“Becoming an interpreter: The role of computer technology.”](#) In: Iliescu Gheorghiu, Catalina & Juan Miguel Ortega Herráez (eds.) *Insights in Interpreting / Reflexiones sobre la interpretación. MonTI* Special Issue 2 (2015), pp. 111-138. DOI: 10.6035/MonTI.2015.ne2.4

In the mid-1990s, a few interpreter trainers began to realise that computer technology could be used to enhance classroom-based training and to support the students' autonomous learning. CAIT stands for Computer Assisted Interpreter Training and over the years this basic idea has developed in different ways, ranging from electronic resources to be used off-line by individual users to online speech repositories, and more recently to virtual learning environments where multiple users can interact as if in class. The paper provides an overview of key developments in CAIT and outlines existing paradigms and approaches.

5. Carmen Toledano Buendía; María Isabel Abril Martí; Maribel del Pozo Triviño & Laura Aguilera Ávila. [“Hacia una especialización en interpretación en el ámbito de la violencia de género: Investigación, formación y profesionalización.” / “Towards the specialization of public service interpreters in the area of gender-based violence. Research, training and professionalization”](#) In: Iliescu Gheorghiu, Catalina & Juan Miguel Ortega Herráez (eds.) *Insights in Interpreting / Reflexiones sobre la interpretación. MonTI* Special Issue 2 (2015), pp. 139-160. DOI: 10.6035/MonTI.2015.ne2.5 [Available in Spanish and in English]

In the past few years the academic and scientific community has shown increased interest in the field of Public Service Translation and Interpreting. This has clearly highlighted the importance of training and professionalization to ensure the provision of top quality language mediation services. Interpreting in the field of gender-based violence is no exception. Providing language mediation to foreign victims in different areas and stages of gender violence assistance services involves specific features which would seem to require further specialized training for the public service interpreters involved. This paper intends to provide an overview of such specific needs for specialized training, analyze the experience of other countries in this area, and outline possible ways to achieve the necessary specialization from the standpoint of research, training and professional practice.

6. Antoon Cox. [“Do you get the message. Defining the interpreter's role in medical interpreting in Belgium.”](#) In: Iliescu Gheorghiu, Catalina & Juan Miguel Ortega Herráez (eds.) *Insights in Interpreting / Reflexiones sobre la interpretación. MonTI* Special Issue 2 (2015), pp. 161-184. DOI: 10.6035/MonTI.2015.ne2.6

This paper aims to investigate the field-level realities of the codes of conduct adhered to by different agencies in Belgium for community interpreters, and the degree of interpreter discretion in the application of these codes. We focus on the specific setting of the health care sector in Brussels, where community interpreters and intercultural mediators sent out by different agencies often operate in the same hospitals. Drawing on data obtained through participant observation, interviews with key actors in the field and desk research, we analyze how the codes of conduct applied by different agencies affect multilingual and intercultural communication in a hospital context, in particular at those levels of the communication process where misunderstandings occur most often.

7. Almudena Nevado Llopis. [“La influencia de los profesionales sanitarios en el reconocimiento y el desarrollo de la interpretación médica” / “The influence of healthcare professionals on medical interpreting recognition and development.”](#) In: Iliescu Gheorghiu, Catalina & Juan Miguel Ortega Herráez (eds.) *Insights in Interpreting / Reflexiones sobre la interpretación. MonTI* Special Issue 2 (2015), pp. 185-215. DOI: [10.6035/MonTI.2015.ne2.7](https://doi.org/10.6035/MonTI.2015.ne2.7) [Available in Spanish and in English]

The linguistic barriers that healthcare professionals encounter when communicating with foreign language-speaking patients diminish the quality of medical care, as has been demonstrated in several studies. Nevertheless, in Spanish health services, these communicative difficulties are frequently underestimated and, in order to overcome them, ad hoc interpreters are used. The main objective of this article consists in showing that the use of untrained interpreters partly derives from healthcare professionals' unfamiliarity with the complexity of the interpreters' role and their lack of awareness of the risks involved in communicating through unqualified interpreters. Ultimately we expect to emphasize the influence of healthcare professionals on the development of medical interpreting.

8. Melissa Wallace. [“Current dilemmas in court interpreting: Involving quality and access through smarter testing and administration protocols.”](#) In: Iliescu Gheorghiu, Catalina & Juan Miguel Ortega Herráez (eds.) *Insights in Interpreting / Reflexiones sobre la interpretación. MonTI* Special Issue 2 (2015), pp. 217-236. DOI: [10.6035/MonTI.2015.ne2.8](https://doi.org/10.6035/MonTI.2015.ne2.8)

Court interpreting certifying bodies face a plethora of challenges in their quest to identify competent judicial interpreters so that speakers of all languages might be assured of due process under the law and equal access to justice. For the entities which develop and administer the oral certification exams which act as gateways to the profession of court interpreting, two such dilemmas are of particular interest: the first is high rates of exam failure, with a frustrating number of candidates not meeting minimum levels of qualification to practice in court. The second is an increasing need for qualified interpreters of languages of lesser diffusion. In the face of ubiquitous budget constraints, this article explores an abbreviated testing model as a mitigator of extreme exam failure at the same time as it reveals the results of a recent pilot project which focused on centralizing interpreting services protocols while prioritizing interpreter quality.

9. Cédric Lenglet. [“Norms in face-threatening instances of simultaneous conference interpreting: Results from a questionnaire.”](#) In: Iliescu Gheorghiu, Catalina & Juan Miguel Ortega Herráez (eds.) *Insights in Interpreting / Reflexiones sobre la interpretación. MonTI* Special Issue 2 (2015), pp. 237-257. DOI: [10.6035/MonTI.2015.ne2.9](https://doi.org/10.6035/MonTI.2015.ne2.9)

Conference interpreters are expected to act like neutral spokespersons and expert communicators at the same time. To achieve this, they abide by translational norms. These norms can be elicited from the discourse on interpreting, field observation and corpus data. They might also overlap with assessment norms. Anecdotes from the booth and field observations indicate that interpreters sometimes modify the speaker's positions and shape the meaning of the target text. One translational norm could be that face-threatening acts (FTAs) in the source text cause interpreters to deviate from the spokesperson's role and adopt face-saving strategies. This paper explores reactions to FTAs in interpreting through assessment norms. Professional interpreters, interpreting students and academics answered a questionnaire which presented interpreting situations involving an FTA. The respondents had to select the most appropriate reaction(s). No significant inter-group difference was found. A majority of respondents considered deviations from the spokesperson's role to be legitimate in instances of FTAs. This might suggest a link between common face-saving strategies and translational norms in interpreting.

10. María Magdalena Fernández Pérez. [“Propuestas de ejercicios de simulación para la didáctica de la interpretación telefónica” / “Designing role-play models for Telephone Interpreting training.”](#) In: Iliescu Gheorghiu, Catalina & Juan Miguel Ortega Herráez (eds.) *Insights in Interpreting / Reflexiones sobre la interpretación. MonTI* Special Issue 2 (2015), pp. 259-279. DOI: [10.6035/MonTI.2015.ne2.10](https://doi.org/10.6035/MonTI.2015.ne2.10) [Available in Spanish and in English]

Telephone Interpreting (TI) is a variety of remote interpreting which is increasingly present in public services of many countries such as Spain. Although it is usually carried out in liaison or bilateral interpreting, TI requires trainees to develop a number of specific skills due to its specificities (Rosenberg 2007).

As one of the most used methodological tools in bilateral interpreting, role-plays have also become a key instrument in TI training. This paper aims at identifying the main elements that a role-play (either scripted or improvised) should include to help developing TI specific skills.

11. Elena Errico & Mara Morelli. [“La palabra a los oyentes: Los comentarios del público en un cuestionario sobre la percepción de la calidad de la interpretación consecutiva de estudiantes en prácticas” / “The listener’s perspective: audience comments attached to a questionnaire on the perception of quality in consecutive interpreting assignments performed by trainees.”](#) In: Iliescu Gheorghiu, Catalina & Juan Miguel Ortega Herráez (eds.) *Insights in Interpreting / Reflexiones sobre la interpretación. MonTI* Special Issue 2 (2015), pp. 281-301. DOI: 10.6035/MonTI.2015.ne2.11 [Available in Spanish and in English]

This study is part of a project investigating user-perceived quality of consecutive interpreting assignments carried out as part of an on-the-job training scheme offered to our students. From a theoretical-methodological point of view we have adopted the ethnographic perspective (Angelelli 2004; Valero-Garcés & Martín 2008) and administered users and other participants a questionnaire replicated from Collados Aís’s research (1998). Thus far, we have collected responses from 403 informants in 14 different events. In this paper we focus on the “Additional Comments and Suggestions” section which the informants can fill in at the end of the questionnaire. We examine the types of commentaries added, their frequency and consistency with the rest of responses. We also explore whether the informants who provide negative assessments in the questionnaire add details in this section.