## **Table of contents**



doi https://doi.org/10.1075/btl.124.toc

Pages vii-xii of

Be(com)ing a Conference Interpreter: An ethnography of EU interpreters as a professional community

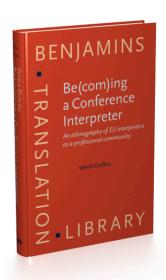
## Veerle Duflou

[Benjamins Translation Library, 124] 2016. xxi, 392 pp.

© John Benjamins Publishing Company

This electronic file may not be altered in any way. For any reuse of this material written permission should be obtained from the publishers or through the Copyright Clearance Center (for USA: www.copyright.com).

For further information, please contact rights@benjamins.nl or consult our website at benjamins.com/rights



## Table of contents

Acknowledgements	XIII
List of abbreviations	XV
List of tables	XVI
List of figures	XVIII
Executive summary	XX
Part 1. Introduction	
Vignette 1. Before the meeting	3
CHAPTER 1	
Situating the study	8
1.1 Exploring the gap: What does it take to be(come) a profess	sional
conference interpreter? 8	
1.2 Conference interpreting: A practice 11	
1.3 Studying what interpreters do 13	
1.4 EU interpreters: A professional community 15	
1.5 Being and becoming: From newcomer to full member of a	community
of practice 18	
1.6 Ethnography: A multi-faceted investigative approach 22	
1.6.1 Ethnography: A methodological toolbox 23	
1.6.2 Ethnography Angellinger receasely masses 28	
1.6.3 Ethnography: A non-linear research process 28	
1.6.4 Ethnography: 'A tale from the field' 29	
<ul><li>1.6.5 Ethnography: Engagement with a community 30</li><li>1.7 Structure of the book 33</li></ul>	
1.7 Structure of the book 33	
Vignette 2. Be(com)ing a practisearcher	35
CHAPTER 2	
Collecting and analyzing ethnographic data: Listening to behavior	aviour,
watching knowledge	44
2.1 Ensuring the quality of interview data 44	
2.1.1 Selecting candidates for interviewing 44	
2.1.2 Recruiting interviewees 47	

	2.1.3	3 Conducting interviews among interpreters: From trying to trace the chronology of socialization to enquiring into the nature of situated learning 49			
		2.1.3.1	Being an 'active' interviewer 50		
		2.1.3.2	Being an 'emic' interviewer: Managing preconceptions,		
			bias and reactivity 57		
		2.1.3.3	Creating 'space' for interviewees 58		
		2.1.3.4	Ensuring a shared framework for interaction: The research	ch	
			interview as a discursive genre 59		
		2.1.3.5	1		
			roles & power 59		
	2.1.4		th status of interview data 61		
2.2	Analy	_	erview data 62		
	2.2.1		ualizing dialogic interaction: Transcription as a first		
		•	cal step 62		
			s this about?': Thematic coding 65		
			s happening here?': The interview as speech activity 69		
			ives and metaphors 71		
2.3			actice: Watching knowledge in action 71		
2.4		EU interpreters' practice reified: Documents as reference points			
	for ac	tion and	l discourse 74		
2.5	Preser	nting da	ta 75		
2.6	Reflex	ivity 7	76		
Part	2. Fin	dings			
Vign	ette 3.	Nomad	s of the institutions	79	
CHAI	PTER 3				
		onal fra	meworks: A portrait of two EU interpreting services	93	
3.1			eting service to DG: Some history 93		
3.2	Two interpreting services: Organizational structure 95				
3.3	EU-interpreting as a career: Being a human resource 96				
3.4	Two o	rganizat	tional cultures 99		
	3.4.1	Manag	ing interpreting quality: Two approaches 100		
	3.4.2	Assign	ing interpreters to meetings: Two approaches		
		_	gramming 103		
3.5	Interp		EU meetings 106		
	3.5.1	_	erpreting and multilingualism 106		

		3.5.1.1	How many interpreters does it take to interpret	
			a meeting? 108	
		3.5.1.2	Not all booths are equal: Pivot and retour interpreters	
			and booths 111	
			Technical aspects of relay and retour interpreting 111	
			What language is this? 112	
	3.5.2	_	of meeting types and subject matter 113	
	3.5.3	_	ography of EU meetings 114	
				15
	3.5.5	ICT too	ols and documents for preparation 119	
	3.5.6	EU mee	eting participants: Of speakers, listeners and interpreters	120
	3.5.7	Institut	cional cycles 123	
3.6	Concl	usion: E	U interpreting as an organizationally embedded practice	124
Vigne	ette 4.	Looking	g for the new generation	126
CHAI	TER 4			
Begi	nners,	newcon	ners & new colleagues: Organizational approaches	
		rdom'		130
4.1	_		the 'beginner' concept ethnographically:	
		_	renthesis 131	
4.2		_	tualization of 'beginnerdom': 'Beginner'	
		_	tion category 133	
4.3			arget groups for organizational socialization	
	_		measures 135	
		DG SC		
	1.5	4.3.1.1	Enjoying a capital privilege: Beginners	
		1.3	and recruitment 135	
		1312	Beginners' blues: Beginners and programming 139	
			Beginners, newcomers and mentees 141	
			A new language, a new beginning 142	
	4.3.2	DG IN'		
		4.3.2.1	Beginners and recruitment 143	
		4.3.2.2	Beginners and programming: 'It's all in the head'	
			(of the programming officers) 145	
		4.3.2.3	Mentoring in DG INTE 146	
4.4	ICT to		dedicated intranet pages: Everything beginners	
		to know		
4.5			Organizational views on work experience, professional	
1.7			nd learning 149	

Vigne	ette 5.	The eternal beginner	151
CHAI	PTER 5		
Lear	ning tl	ne ropes: Acquiring situated competence as an EU interpreter	158
5.1	From	formal training to situated learning 158	
5.2	Bricks	and bits: Finding one's way in the material and virtual worlds	
	of EU	interpreting 163	
	5.2.1	Mastering the geography of EU interpreting 163	
	5.2.2	'Everything is now on the web': Learning what is relevant and why 168	
5.3	A plui	nge into real-life interpreting: Coping with multilingual interaction	n
	-	meetings 172	
	5.3.1	The unimportance of language: Terminology and background knowledge 173	
	522	'Look who's talking': Knowing speakers and audiences 178	
		Developing coping strategies for various situations occurring	
	).3.3	in 'real' meetings 181	
5.4	Learn	ing to be a colleague 186	
<i>J</i> • 1		Eavesdropping in the booth 189	
		To help or not to help, that is the question 196	
5.5		ple beginnings: The situatedness of knowledge and skills 203	
5.6	-	ationale for situated learning (and unlearning) 204	
		Learning by working in real meetings 205	
		Learning by working with colleagues 208	
		Learning and unlearning 211	
		Opportunities for learning by participating in the community	
		of practice 214	
5.7	Concl	usion: Practitioners' views of professional competence	
	and si	tuated learning in an EU setting 225	
Vigne	ette 6.	Bart's first working day as an EU interpreter	226
CHAI	PTER 6		
Turn	mana	gement in the simultaneous booth	234
6.1	A note	e on the terminology used 234	
6.2		ationale for turn management as a case study 235	
6.3	Points	s of departure for turn management: General principles	
	and va	ariable factors 236	
	6.3.1	Workload sharing and language covering: The rationale	
		of turn-changing 236	
	6.3.2	Distribution of languages in the booth and on the floor:	
		Imponderabilities in turn management 237	

6.4	.4 Conference interpreters in action: The interactive organization			
	of tur	n manag	gement 238	
	6.4.1	Workir	ng half hours: A logical and self-evident system 238	
	6.4.2	Unfold	ing knowledge: The dynamics of workload 246	
		6.4.2.1	Reconciling the 'relay avoidance' and 'fair workload shar	ing
			objectives: Two examples of flexible turn management	246
		6.4.2.2	'Vertical' and 'horizontal' half hours: The role of the clock	
			face in turn organization 259	
		6.4.2.3	'Special needs' turn organization: Deviating from	
			the half hour system 261	
6.5	Turn	changin	g as embodied (inter)action 269	
	6.5.1		lied understanding 270	
		6.5.1.1	Temporal cues: The importance of the half hour	
			framework 271	
		6.5.1.2	Indirect signals: The significance of interaction	
			with objects and posture 272	
	6.5.2	Prepari	ing a turn change: Gaze and bodily alignment 273	
	6.5.3	The bo	dy in action: Gestures, nods and facial expressions 274	
6.6	Turn	managei	ment as a locus of morality and trust 276	
6.7	Cross	ing bord	lers: Turn management and boundaries 279	
6.8	'Shall	I start?'	- Turn management and membership status 282	
6.9	Concl	lusion: T	Turn management as a complex work practice 286	
CHAI	PTER 7			
			for beginners	287
7.1		_		287
7.2				, 291
<i>7</i> .3			-	92
7.4		_	one's weight: Turn management and language	-
		inations		
<i>7</i> .5	When	things	go wrong: Hiccups in turn management 307	
7.6			earning turn management in practice – a challenge 308	
Part	3. Co	ncludin	g discussion	
	0			
	PTER 8			
_			conference interpreting – so what?	313
8.1		-	The title of the book revisited 313	
8.2		_	search questions and more 313	
	8.2.1	_	ng the gap between training and practice 314	
	8.2.2		look at conference interpreting: Theoretical	
		пприса	ations 316	

		8.2.2.	.1 'Expertise' in conference interpreting revisited 316	
		8.2.2.	.2 Simultaneous interpreting as joint text production:	
			Implications 317	
		8.2.2.	3 Simultaneous interpreting as embodied (inter)action:	
			Implications 318	
	8.2.3	Inter	preting Studies and ethnography: Methodological	
		cons	iderations 319	
	8.2.4		ography and interpreting practice: Building bridges	
		betw	veen researchers and practitioners 320	
Bibli	ograpl	ıy		322
Appe	endix			340
11		ι 1a.	List of interviewees 340	31
			List of observational field notes (OFNs) 342	
	Annex		List of meetings DG SCIC 23-5-2011 344	
	Annex	3.	List of meetings DG INTE 24-5-2011 349	
	Annex	<b>α</b> 4.	Team sheet EP plenary session 355	
	Annex	ς 5.	Observational field note excerpt: Council WP meeting 1	
			(CWPM1) (OFN 220) 357	
	Annex	ε 6.	Observational field note excerpt: Council WP meeting 2	
			(CWPM2) (OFN 221) 362	
	Annex	۲.	Observational field note excerpt: EP Committee meeting $1$	
			(EPCM1) (OFN 219) 369	
	Annex	ζ 8.	Observational field note excerpt: EP Committee meeting 2	
		0	(EPCM2) (OFN 223) 373	
	Annex	ζ 9.	EP Plenary session shift turns (from video data)	
	A	- 10	(EPPMT) 377	
	Annex	10.	Observational field note excerpt: EP Committee meeting 3 (EPCM3) (OFN 224) 380	
	Annes	, 11	Observational field note excerpt: EP MEP-MP meeting	
	Aime	111.	(EPMEPMPM) (OFN 222) 386	
	Annes	τ 12.	Observational field note excerpt: Turn management	
		<b>-</b> ·	in NL and PL booth during a Council WP meeting	
			compared (OFN 217) 389	

Index 391