Preface

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Pages vii–ix of
Efforts and Models in Interpreting and Translation Research: A tribute to Daniel Gile
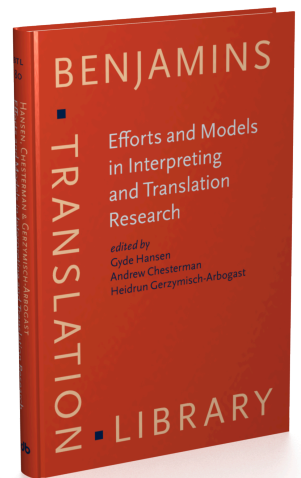Edited by Gyde Hansen, Andrew Chesterman and Heidrun Gerzymisch-Arbogast
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Preface

With this volume, colleagues and friends wish to honor Daniel Gile for his tireless efforts in Interpreting & Translation Research. It presents a selection of the kinds of research and models that he has inspired or promoted, or that are closely connected with some of his main research interests. As can be seen from the first two articles, which deal with Daniel Gile's impact on Interpreting & Translation Research, and also from the impressive list of his publications at the end of the volume, Daniel Gile has been, and is still, a catalyst for a wide range of research in this field. This is also reflected in the other articles. His efforts, one might say, have been models for our own.

In their author-centred scientometric study, *Nadja Grbić* and *Sonja Pöllabauer* investigate (some of) Daniel Gile's efforts for the scientific community. They apply mathematical and statistical methods to the range of his academic work in order to explore the development and thematic landscape of his publications and citations, and his network with co-authors – thus showing the considerable impact of his œuvre on the field of T&I Studies.

Franz Pöchhacker's description of the turns in Interpreting Studies emphasizes the influence of some central personalities and their activities on the methodological and paradigmatic turns and shifts in the discipline, and outlines the roles played by precursors, pioneers and masters as well as their impact on the field. In a meta-scientific schema borrowed from Snell-Hornby, the work of Daniel Gile and its benefit for the scientific community is honored.

Interpretive hypotheses are the concern of *Andrew Chesterman*, who considers interpretive hypotheses to be essential conceptual tools for any research project, as observations, data and/or test results always have to be interpreted in some way. Various kinds of meaning and possible interpretation types are compared. Interpretive hypotheses, which have their roots in hermeneutics, are defined in relation to the standard empirical types of hypotheses.

Having borrowed concepts and terms from everyday language and from other disciplines, TS lacks a consistent terminology. The effect can be confusion and a loss of rigor and transparency. This is demonstrated by *Yves Gambier,* with examples from TS where a number of key terms are discussed and illustrated in different taxonomies

of so-called "strategies". Because of this diversity in the perception and use of concepts and terms, a stable meta-language in TS still remains to be desired.

Anthony Pym has a closer look at Gile's cognitive Effort Models, arguing that they may underestimate the context-sensitive aspect of simultaneous interpreting. In particular, Pym raises the question of context-dependent strategies and interpreters' awareness of variable levels of risks, especially with respect to omissions. Low-risk omissions, as distinct from high-risk ones, should perhaps not be classed automatically as errors.

Training students for a professional career as researchers is the issue addressed by *Christina Schäffner*, who sees this as a collective responsibility of universities. She outlines proposals for systematic doctoral training of a complex set of research skills and career management skills, and the importance of this training for future high quality research. Different requirements are compared and commented on with reference to actual research training in TS (especially with respect to the United Kingdom).

Getting started, i.e. writing an abstract according to what readers might expect – a difficult form of writing – is itself a research skill. In her article, *Heidrun Gerzymisch-Arbogast* presents the principle of the 'four tongues' of the speaker and the 'four ears' of the listener. A discussion of the different dimensions of an abstract and their interplay illustrates how one can get one's ideas across effectively in an abstract.

According to *Barbara Moser-Mercer*, survey research in interpreting needs more methodological rigor, and also more comparable studies of the perception of quality by the users of conference interpreting. Expert professional performance deserves quality questionnaires based on valid, relevant questions and including the construction of categories which determine different aspects of the perception of the multi-dimensional construct "quality".

Minhua Liu provides an overview of empirical research on expertise and effort in simultaneous interpreting. She surveys research dealing with the various challenges encountered by interpreters, and their successes and failures in dealing with these challenges. Using conceptual tools developed in cognitive psychology, she examines the differences between novice and expert interpreters, comparing different levels of skills, strategies, cognitive ability and performance.

Non-native speakers of English are often unaware of the extra cognitive load that their accent can impose on the interpreter. Reporting an empirical study with students of simultaneous interpreting (Kodrjna), *Ingrid Kurz* discusses a hypothesis derived from Gile's Effort Models: that a higher processing capacity is required for

comprehension when the speaker has a strong foreign accent. The study clearly confirms this hypothesis.

In her article about emotional inferences and quality assessment in simultaneous interpreting, *Ángela Collados Aís* reports the results of an empirical investigation comparing the intonation of two simultaneous interpreters. The study shows the extent to which intonation differences – in this case monotonous or non-monotonous intonation – can affect the evaluation of the quality of the interpretation, as well as judgements of the personality of the speaker.

Heike Lamberger-Felber and *Julia Schneider* present results from an empirical analysis of linguistic interference in simultaneous interpreting under different working conditions. They use test data from a corpus of interpretations by 12 professional interpreters. The results highlight the specific problem of inter-subject variability in interpreting and its consequences for the use of statistics in empirical interpreting research.

In another empirical study on corpus analysis of tagged comparable inter-modal corpora obtained with professional translators and interpreters, *Miriam Shlesinger* follows Gile's appeal to look at similarities between the different modes of translation: oral and written. This interdisciplinary study at the interface of corpus linguistics, statistics and Translation Studies aims to bring new insights to the special properties of interpreted discourse.

Quality management in professional translation, in particular the relationship between the translation competence and the revision competence of students and professional translators, is the subject of two empirical longitudinal studies by *Gyde Hansen*. The research question asked is whether good translators are also good revisers. Conceptual models illustrate self-revision and other-revision, and the differences between the competences needed in these processes.

The editors