

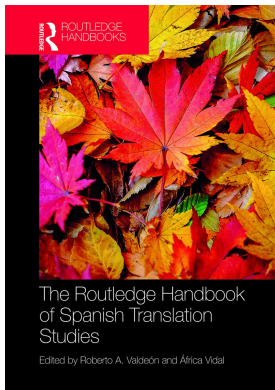
This article was downloaded by: 10.2.97.136

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Access details: *subscription number*

Publisher: *Routledge*

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The Routledge Handbook of Spanish Translation Studies

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An overview of interpreting in Spanish

Publication details

<https://test.routledgehandbooks.com/doi/10.4324/9781315520131-12>

Robert Neal Baxter

Published online on: 28 May 2019

How to cite :- Robert Neal Baxter. 28 May 2019, *An overview of interpreting in Spanish from: The Routledge Handbook of Spanish Translation Studies* Routledge

Accessed on: 08 Jun 2023

<https://test.routledgehandbooks.com/doi/10.4324/9781315520131-12>

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11

AN OVERVIEW OF INTERPRETING IN SPANISH

Past, present and future

Robert Neal Baxter

Introduction

Before going on to look in detail at the current state of interpreting in Spain and Spanish-speaking Latin America, providing a wide-ranging overview covering various aspects such as graduate and undergraduate training, regulation of the profession and current research topics and future trends, it is useful to begin with a working definition.

Interpreting is akin to translation in that both involve the use of a third party or intermediary to overcome linguistic barriers to communication by “re-expressing in one language what has been expressed in another” (Gile 2009, 6), with the key difference between the two residing in the fact that “Translation converts a written text into another written text, while interpretation converts an oral message into another oral message” in the oft-quoted words of Seleskovitch (1978, 2). While problems arise regarding the exact nature of interpreting and especially the role of the interpreter (see, for example, Roy 2002), this simple working definition will suffice for the purposes of this chapter that deals, it should be stated, exclusively with spoken language interpreting as opposed to sign language interpreting.

For the sake of convenience, two main modes (also often referred to as ‘techniques’) can be distinguished: firstly, the age-old consecutive mode, predating written translation, where the interpreter first hears the source text either whole or in parts before transmitting its meaning in a different language; and secondly, the far more recent simultaneous mode where the interpreter produces the ‘oral translation’ while listening to the original. The latter was first employed on a wide scale with the Nuremberg Trials in 1945 (Seeber 2015, 79) when technological advances rendered it feasible.

A third variation whose exact status as a mode or not remains open to debate (Baxter 2016) usually referred to as “*chuchotage*” (*susurrada* in Spanish) also exists, where the interpreter sits next to their target audience and without the use of headphones or a microphone ‘whispers’ to them, i.e. speaking at a low volume so as to avoid disturbing other members of the public.

The different modes tend to – although need not – be used for different types of interpreting (often referred to as *modalidades* in Spanish), ranging from conference interpreting for the private sector and international institutions and interpreting for the media, to public service interpreting, covering court (a.k.a. legal or judicial), medical and community interpreting, etc. and escort interpreting.



Finally, while usually performed *in situ*, in certain contexts new technologies now make it viable to provide interpreting remotely, either via telephone, which allows for visual input, or via video, both on-site (i.e. at the venue but not in the same room) and off-site (e.g. home-working).

While all of these modes and variables share many features, each requires dedicated training in order to master a series of specific techniques involving active listening, comprehension and memory (often supplemented by note-taking techniques) in the case of consecutive and bilateral interpreting and multi-tasking in the case of simultaneous interpreting. As such, they are the object of separate modules in undergraduate courses, many of which see consecutive as a preliminary stage before progressing to simultaneous interpreting, often set aside for advanced Master's courses.

Interpreting is one of the most popular and most widely taught undergraduate humanities courses in Spain, currently offered at twenty-three mainly public (17) and private or semi-public (6) universities, notably clustered mainly along the eastern Mediterranean in Catalonia (3), Valencia (4) and Murcia (1) as well as Madrid (6) and Andalusia (4), with outliers in Aragon (1), the Basque Country (1), the Canary Isles (1), Castile and León (2), and Galicia (1), with 2,500 places available in all.¹ Most of the universities, except San Jorge, Córdoba and Murcia, belong to the Conference of Centres and Departments of Translation and Interpreting (CCDUTI).² The Autonomous University of Barcelona and the Universities of Alicante, the Basque Country, Castelló, Granada and Las Palmas also belong to the Iberian Association of Translation and Interpreting Studies (AIETI)³ that holds a biennial Congress. All courses offer Spanish with English, followed by French and German as the main first foreign languages. Barring the private Antonio de Nebrija University (Madrid), all include a range of basic interpreting modules with varying levels of specialization. Approximately only half of the courses⁴ provide compulsory training in simultaneous interpreting with specific facilities differing considerably, ranging from only one laboratory with a capacity for twelve students, to four dedicated laboratories with a total capacity for seventy-eight students (Baxter 2014).

The situation in Spanish-speaking South and Central America is somewhat different, where private universities predominate. Most courses are four years long as in Spain, but can last up to five years or more, as in the case of the University of Buenos Aires and the Higher Institute of Interpreters and Translators (Mexico). Most courses are available in combination with English only, although the University of Buenos Aires also offers German, French, Italian and Portuguese. The term '*traductorado público*' used in Latin America usually does not necessarily – but often does – include sworn interpreting, as in the case of the University of Aconcagua that includes one basic introductory course to interpreting. Morón University also offers one basic consecutive and simultaneous module, while Caece and the University of Buenos Aires also have two, albeit unspecified, interpreting modules. Harvard Educational Systems (Mexico) and the American Technological University (Mexico) both offer degrees in Translation and Interpreting, again with unspecified interpreting contents (accounting for 12% in the case of the latter). The University of El Salvador (Argentina) offers a degree in Conference Interpreting, although the study plan only includes a minimal, mainly theoretical interpreting component,⁵ whereas the degree in Interpreting available at the Universidad del Museo Social Argentino provides limited consecutive and simultaneous training.⁶ One notable exception is the Higher Institute of Interpreters and Translators (Mexico) whose degree in Interpreting covers a wide range of specific and highly specialized interpreting courses, ranging from architecture and design, science and technology and economy and commerce to international conferences, medical and court interpreting.

Following the creation of the first Master's degrees at the Universidad de La Laguna (Canary Isles) in 1988, currently six public and four private universities in Spain⁷ offer degrees in Conference Interpreting, including Comillas (Madrid), which is a member of the European Masters in Conference Interpreting (EMCI) Consortium. Others include the specialized module within Interpreting and Intercultural Studies at the Autonomous University of Barcelona and the specialized itinerary in cultural mediation, including liaison interpreting, as part of the MA in Professional Translation and Intercultural Mediation at Las Palmas. The course offered by the Catholic University of Murcia involves blended learning while the research-oriented Master's degree in Translation and Interpreting Research and Translation at the Jaume I University in Castelló (Valencia) is fully distance learning. All courses are available primarily in Spanish and English, with other languages depending upon availability, notably French and German with occasional Italian and Portuguese as well as Arabic (Granada and Alfonso X), Chinese (Alfonso X) and Russian (Alfonso X, Catholic University of Murcia).

In Latin American, several – again mainly private – universities offer Translating and Interpreting Master's degrees with Spanish in combination with English; often, however, with a limited and/or unspecified interpreting component, located mainly in Mexico (Universidad Autónoma de Guadalajara, Universidad Madero and Universidad Anáhuac), Colombia (Universidad Autónoma de Manizales) and Argentina (Universidad de Buenos Aires), covering consecutive and court interpreting.

Turning to interpreting as a profession, both Spain and Latin America have a range of fee-paying, non-profit associations which share a series of common aims, e.g. to bring together translators and interpreters to defend the interests of the profession; to guarantee high quality services and confidentiality enshrined in an ethical code of conduct; and to provide life-long training for the members through seminars, workshops and congresses, including new technologies. Most also provide a searchable online database of member translators and interpreters classified according to specialities and languages.

Membership conditions vary considerably. For example, the Mexican College of Conference Interpreters (CMIC) requires a minimum of 200 professional working days' experience as well as the backing of five existing members. The Colombian Association of Translators and Interpreters (ACTI) sets an entrance exam and requires documented proof of the quality of the applicant's work, whereas an interview or five years' accredited experience plus the backing of three members is required by the Guatemalan Association of Interpreters and Translators (AGIT). Different membership categories may also exist, depending upon the level of fees paid, e.g. full members versus students or graduates in the case of the Galician Association of Professional Translators and Interpreters (AGPTI), with only full-paying members appearing in the directory.

In countries where it is legally feasible, as in Latin America, many professional associations function as official regulatory colleges, often reflected in their name, contributing to regulating the profession, e.g. rates, working conditions, etc. As a member of the European Union that guarantees free market competition, no new official regulatory colleges have been created in Spain since 2006 and no professional translators' and interpreters' associations function as such.

A number of professional associations exist in Spain, one of which, the Conference Interpreters Association of Spain (AICE) founded in 1968 with over eighty members, is dedicated exclusively to interpreters and is a member of the Official College of Doctors and Graduates in Philosophy, Letters and Sciences of the Community of Madrid. However, most cover both translators and interpreters, such as the Spanish Professional Association of Translators and Interpreters (APETI), founded in 1954 – according to its site one of the oldest of its kind not

only in Spain but in the world – as well as correctors in the case of the Spanish Association of Translators, Correctors and Interpreters (ASETRAD) set up in 2003 which publishes the online journal *La Linterna del Traductor* (see the following) and the specific Professional Association of Legal and Sworn Translators and Interpreters (APTIJ), a founding member of EULITA (European Legal Interpreters and Translators Association), bringing together sworn court and police translators and interpreters appointed by the Ministry of Foreign Affairs and Cooperation.

Most are members of the *Red Vértice* network of professional Translation and Interpretation (T&I) associations that also includes several Latin American associations. Another specific network also exists for Public Administration Translators and Interpreters (RITAP) created in 2009 following the study days held in Madrid by the Directorate-General for Translation of the European Commission and responsible for drawing up the *White Book on Institutional Translation and Interpreting in Spain*.⁸ Finally, two special interest groups exist for members of the International Association of Conference Interpreters (AIIC) located in Madrid (AIM) and Barcelona (AIB).

A number of local associations also exist, with associations such as the Galician Association of Professional Translators and Interpreters (AGPTI) founded in 2001 (not to be confused with the older, non-professional Galician Translators (ATG) founded in 1985 which publishes *Viceversa*) and the Association of Basque-Language Translators, Correctors and Interpreters (EIZIE) founded in 1987 which publishes *Senex* (see the following), both of which specifically include the promotion of the co-official languages amongst their statutory aims. Two associations operate in Catalonia: the Association of Sworn Translators and Interpreters of Catalonia (ATIJC) founded in 1992; and the Professional Association of Translators and Interpreters of Catalonia (APTIC) set up in 2009 after the fusion of the Association of Translators and Interpreters of Catalonia (ATIC) and Translators and Interpreters Associated for College (TRIAC). Finally, Valencia is home to the *Xarxa*, a network of professional translators and interpreters created in 2003.

Many countries in Latin America also have professional associations and colleges, some of which are specifically for conference interpreters, while others cover both translators and interpreters. Most have between forty and fifty members and were mainly founded between the early 1980s and late 1990s, with the notable exceptions of the Association of Translators and Interpreters of Ecuador (ATIEC) founded in 2007 and the Guatemalan Association of Interpreters and Translators (AGIT) founded 1973, both of which are members of the International Federation of Translators (FIT), as are the Cuban Association of Translators and Interpreters (ACTI) and the Argentinian Association of Translators and Interpreters (AATI). Others include the Argentine Association of Conference Interpreters (ADICA), the Bolivian Association of Conference Interpreters (ABI), the College of Translators and Interpreters of Chile (COTICH), the Colombian Association of Translators and Interpreters (ACTI), the Mexican College of Conference Interpreters (CMIC) and the Venezuelan Association of Conference Interpreters (AVINC), founded in 1980 by members of the Venezuelan chapter of the International Association of Conference Interpreters (AIIC).

Historical background

One of the leading international names in the history of interpreting is the Spanish-born, erstwhile professor of interpretation at the University of Salamanca and founding member of the AIETI, Jesús Baigorri Jalón, known for his essential reference work on the history of the

profession (Baigorri Jalón 2000) and who has recently co-edited a groundbreaking work on the subject (Takeda and Baigorri Jalón 2016).

However, while much is made in the literature of the Nuremburg Trials after the end of the Second World War as the genesis of modern-day interpreting, marked by the advent of the simultaneous mode, interpreting itself – notably consecutive interpreting which requires no technical equipment – can be traced back at least 3,000 years to the Ancient Egyptian “Overseer of Dragomans” (Hermann 2002, 16) and quite probably almost to the dawn of civilization with the first contacts between human groups speaking different languages who needed to communicate.

Interpreting in Spanish can be dated to two such early key periods of contact between different cultures/languages. Firstly was the Al-Andalus period, with the Toledo School of Translators (*Escuela de Traductores de Toledo*) dedicated to translating (one may also fairly assume that in such a context interpreting would also have taken place) Arabic and Hebrew into Latin and later Spanish, often via Classical Greek and Latin between the twelfth and thirteenth centuries, making it amongst the oldest in the world. Zanón (2013), professor of Arabic translation at the University of Alacant, provides an interesting insight into the role of the embassy interpreters at the court of al-Hakam II, Caliph of Cordoba during the second half of the tenth century (961–976), while other researchers such as Abad Merino (2003, 2005, 2008), professor of Spanish at the University of Murcia, have also carried out extensive studies into the historical figure of the *dragomán* or *trujimán* in the later Morisco period (Alvar 2010). Later, still in Europe, this was to lead to the emergence of the *jóvenes de lenguas* in the eighteenth century selected to serve at the Spanish embassies and consulates abroad modelled on the earlier original Venetian *giovani di lingua* discussed in detail by Cáceres-Würsig (2012).

Secondly was the colonization of the Americas. Much has also been written about the role of the interpreter – known variously as *nahuatlos* or *lenguas* – in the colonization of the Americas by the Spanish Crown, with notable contributions to the field by Payàs in collaboration with Alonso Araguás and other authors (2008, 2009, 2012 inter alia) who has published extensively on the subject of interpreting in the historical context of the New World, together with Bastin (2003), De la Cuba (2015), and Vega Cernuda (2004) as well as earlier works such as that by de la Cuesta (1992). One key figure often cited in the literature and worthy of mention in her own right is the controversial Malinche (also variously known as Malinalli, Malintzin or Doña Marina), a Nahua slave who served as interpreter and advisor to Hernán Cortés during the conquest of Mexico (Cypess 1991). Usually portrayed as a scheming traitor, her name gave rise, for example, to the term “*malinchista*” referring to someone who turns their back on their own origins, preferring to fawn over foreigners. Nevertheless, more recent, less politically emotive academic research (Godayol 2012; Valdeón 2013) has cast her figure in a somewhat different, more balanced light based on the actual historical evidence available.

Returning, finally, to modern-day Europe, landmarks in interpreter training came about when the Autonomous University of Barcelona was the first public university in Spain to offer an official degree in Translation and Interpreting in 1972, followed five years later by the University of Granada.

Main research topics

A preliminary idea of some of the main research topics under discussion in Spain can be gleaned from the catalogue of the leading academic publishing house in the field, *Comares*, in its *Interlingua* collection,⁹ with many publications stemming from academic research,

covering theoretical issues, especially quality in interpreting and community and public service interpreting, including medical and legal interpreting as well as manuals for learners.

At a more in-depth level of analysis, many universities where Interpreting and Translation is taught have their own or associated journals, with an inevitable bearing on research topics, while a minority of journals are produced by professional associations with a strong practical bent. While the bulk of the publications focus primarily on translation-related issues, most devote a certain, albeit considerably lesser, amount of space to papers dealing with interpreting. In this respect, *Sendebarr* stands out as a notable exception owing to the coverage given to interpreting.

This section analyzes the key research trends reflected in the online indexes of eight currently published journals from Spain plus two from Latin America spanning the twenty-two-year period 1994–2016, although not all of the journals have been running for the whole period (see the following). While other journals based outside Spanish-speaking countries may occasionally also publish in Spanish, they are not dealt with here owing to their considerably more sporadic nature.

The vast majority of the journals analyzed are published by Translation and Interpreting faculties within Spain, namely: *Estudios de Traducción* (Complutense, Madrid), *Hermeneus* (University of Valladolid, Soria), *Hikma* (Córdoba), *MonTI* (Universidad de Alicante, Universidad Jaume I de Castelló, Universidad de Valencia), *Quaderns* (UAB), *Sendebarr* (Granada), *Skopos* (Córdoba), and *TRANS* (Malaga), including two online journals both published by the University of Malaga: *Redit* and *Entreculturas*. Only two specialized journals publishing in Spanish outside Spain were located: *Mutatis Mutandis* (Universidad de Antioquia, Colombia), *Onomázein* (Pontificia Universidad Católica, Chile). Finally, three journals are produced by professional associations, namely *Viceversa* (Association of Galician Translators, in close collaboration with the University of Vigo), *Senez* (Association of Basque-language Translators, Correctors and Interpreters) and the online *La linterna del traductor* (Spanish Association of Translators, Correctors and Interpreters), which, as far as interpreting is concerned, mostly comprises interviews with practitioners regarding their personal experiences and other aspects of the profession.

The longest-running journal is *Senez* founded in 1984 with forty-seven issues to date, closely followed by *Sendebarr* (27 issues since 1990), followed by *Viceversa* (20 issues) *Onomázein* (38 issues), *Trans* (21 issues), *Quaderns* (24 issues) and *Hermēneus* (19 issues), all founded in the mid-late 1990s (1996–1999). *Hikma* began publishing in 2002 with 15 issues to date, with the remainder founded in the late 2000s (*Redit*, 9 issues since 2008; *Mutatis Mutandis*, 20 issues since 2008; *EntreCulturas*, 8 issues since 2009; *MonTI*, 12 issues since 2009; *La Linterna del Traductor*, 14 issues since 2009). The most recent are *Estudios de Traducción* (6 issues published since 2011) and *Skopos* (6 issues since 2012).

The journal reference ratings used in Spain are the Integrated Classification of Scientific Reviews (CIRC, latest version 2012) run by the private, Granada-based company EC3metrics S.L. and the CARHUS+ (2014) developed by the Catalan Agency for the Management of University Aid and Research (AGAUR).¹⁰ Based on these, the majority of the journals analyzed fall within a CIRC 2012 range of B, with the notable exception of *Onomázein*, classed as A, containing only three interpreting-related papers all of recent origin (2011) and *Transfer*, classed as C. CARHUS+ 2014 ratings fluctuate between C and D, with the exception of *Quaderns* ranked as A.

Over the period analysed, a total of 137 interpreting-related articles were located, in itself indicative of the marginal place given to interpreting in general vis à vis written translation.

Figure 11.1 provides an overview of the main research topics covered in the journals analyzed with the number of articles in brackets.

The first two leading research topics are community interpreting (including a handful of papers on cultural mediation), closely followed by papers discussing various theoretical aspects of interpreting, together accounting for 40% of the whole.

The most widely published topic, community interpreting – usually referred to in Spanish as ‘Public Service Interpreting’ (*interpretación para los servicios públicos*) – is a relative newcomer. Although the first documented paper in the field was a short article published in Basque (González 2003), interest in the field really began to take off in 2014, most notably in the journal *Sendebarr*, with a clear focus on healthcare, covering both specific local studies (Arumí Ribas and Burdeus Domingo 2012) and comparative international studies (Faya Ornia 2011) as well as more general studies (Martín Casado and Sánchez-Reyes Peñamaría 2004; Nevado Llopis 2015).

One specific subfield of particular interest that has its centre in Spain is interpreting in contexts of gender violence against women, with authors such as María Isabel Abril Martí (2015) who belongs to the *Speak Out for Support* project¹¹ coordinated by Maribel Del Pozo Triviño, who also co-edited *Interpretación en contextos de violencia de género* with Carmen Toledano Buendía (2015). The project, involving nine partner Universities from Catalonia, Valencia, Galicia, Madrid, Castile and León, Andalusia and the Canarias and co-financed by the Criminal Justice Programme of the European Union, led to the groundbreaking *I International SOS-VIC Congress*, held in Vigo (Galicia) in 2014 and has produced a wealth of reports and training materials available on the project’s online site.

Practically on a par with community interpreting, and a constant focus of attention since 1998 until the present day, over one quarter of all of the papers published in Spanish or one of the co-official languages are devoted to a range of theoretical issues, addressing such topics as

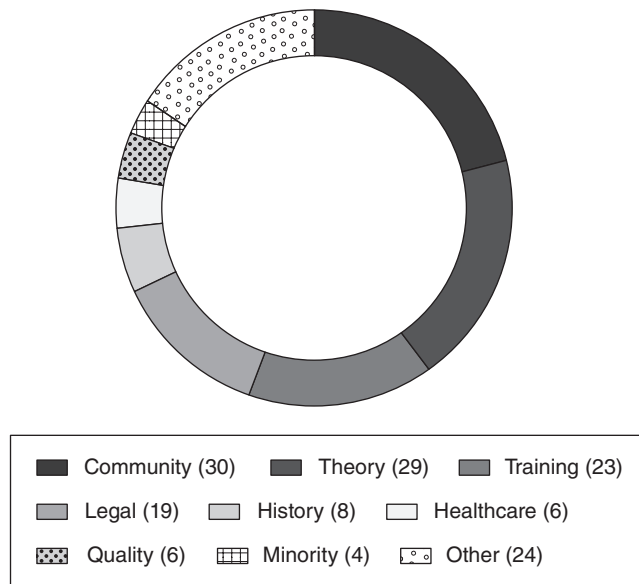


Figure 11.1 Main research topics

the effects of intonation (Collados Aís 2001) and deverbilization in simultaneous interpreting (Castro Yáñez and Chaparro Inzunza 2014). One area of special interest involves memory and information processing with a strong empirical bent carried out by Padilla Benítez and Bajo Molina (1998) and Padilla Benítez, Macizo Soria, and Bajo Molina (2007) – both alone and in collaboration with other researchers (Bajo et al. 2001) and Alonso Bacigalupe (2007, 2008, 2010) in Galician, Spanish and English – whose PhD dissertation on the subject was published in English in abridged book format (Alonso Bacigalupe 2009).

Next come various teaching and training-related issues and legal interpreting which together represent a further 28% of the published literature. Although there has been a steady trickle of papers since as early as 1994 dealing with a range of subjects such as general teaching approaches, especially geared to consecutive interpreting or specialized training in legal, business or community, interest in the subject can be seen to peak notably in 2009, sparked by Bologna reform (e.g. Arumí Ribas 2012; Baxter 2012). Legal interpreting accounts for 10%, mainly court but also police interpreting published in Spanish (Ortega Herráez 2013) and Basque (Ammortortu 1990), a subject on which González and Auzmendi (2009) have also published in English, as well as more specific questions such as the oral translation of legal sentences (Pérez Guarnieri 2013) and the problems involved in interpreting tapped telephone phone calls (González Rodríguez 2015).

Other considerably more minor topics together account for 16%, including the history of interpreting, healthcare and medical interpreting (other than community interpreting), quality and minority languages. As far as co-official and other minority languages are concerned, Auzmendi (1994, 2003) is one of the most long-standing and prolific researchers with several papers in Basque published in *Senez*. Surprisingly, given the number of universities providing undergraduate translation and interpreting training in Catalan (see Baxter 2014) and despite the fact that *Quaderns* regularly publishes articles on translation in Catalan and also that a doctoral thesis (Arumí Ribas 2006) has been conducted in the language, only one paper was found on the subject of interpreting in Catalan, published by Branchadell (2007). The relationship between interpreting and co-official languages in Spain is also discussed in other international journals, e.g. within the context of legal interpreting for Catalan (Emmermann 2007) and as a part of the language planning efforts for Galician (Baxter 2013). In the context of Latin America, Kleinert and Stallaert (2015; Kleinert 2016) have also discussed training for indigenous-language interpreters in Mexico.

Other outlying topics dealt with repeatedly but to a much lesser degree involve specialized medical interpreting, most notably Lucía Ruiz Rosendo (2005, 2008, 2013), a renowned specialist in the field and author of *La interpretación en el ámbito de la medicina* (Ruiz Rosendo 2009). Minor topics with only one or two papers include interpreting for trade and commerce (Aguayo Arrabal 2013; Trovato 2013) and telephone interpreting (Del Pozo Triviño and Campillo Rey 2016; García Luque 2009).

Although, with the exceptions of *Senez* and *Viceversa* that publish exclusively in Basque and Galician respectively, as is to be expected, all of the journals publish predominantly in Spanish, other languages are accepted, including Catalan in the case of *Quaderns*, and especially English, but also French, German and Portuguese depending upon the journal in question. While the possibility of publishing notably in English can make journals potentially more attractive for researchers in Spain by raising their impact index – most of whom also publish in English in international journals – with the notable exception of *MonTi* which publishes more widely in English, relatively few papers in the field of interpreting are published in languages other than Spanish.

Figure 11.2 presents the percentage share of the different languages papers on interpreting published in the journals analyzed with the number of papers in brackets.

Finally, in order to gain a more complete idea of emerging trends in research, while not providing coverage for all of the universities where interpreting is taught, the online resources *Dialnet* and the *Network of Doctoral Theses*¹² provide a representative sample of the topics covered in PhD dissertations, covering a total of thirty-seven theses between 1997 and 2016, only two of which were written in English and one in Catalan, with a notably high production in 2015 with ten dissertations in that year alone. Many dissertations are, as is to be expected with doctoral research, theoretical in nature (11 theses), covering such areas as cognitive processing, directionality and bilingualism in relation to interpreting. Two other main topics dealt with extensively involve various aspects of interpreter training and didactics (9) and public service interpreting (7), especially in the healthcare sector with a notable peak in 2015. Other fields of more marginal interest include legal and court interpreting (4) as well as quality in interpreting (3).

Finally, apart from the courses organized by the professional associations for their members, the international T&I seminars and congresses hosted by several universities and research groups in Spain and Latin America also provide a showcase for and an insight into current research. Although mainly focusing on written translation, exceptions do exist, with congresses dedicated specifically to various aspects of interpreting, such as the Congress on Oral Communication: On-site and remote interpreting in Different Situational Contexts (UPOrality17. University Pablo de Olavide 2017) and the Second International Congress on Quality in Interpreting (ICIQ3. Granada 2017), with such well-known international and Spanish key speakers as Daniel Gile, Franz Pöchhacker and Jesús Baigorri Jalón and contributions covering a wide range of topics, e.g. quality assessment, cognitive processing, interpreting for the media and remote interpreting, cultural and sports interpreting, community interpreting and interpreting in war zones, court interpreting and interpreter training. The Second International Study-days on Interpreting hosted by the Portuguese Higher Institute of Accountancy and Administration (ISCAP) in collaboration with the University of Vigo (JOININ. Oporto

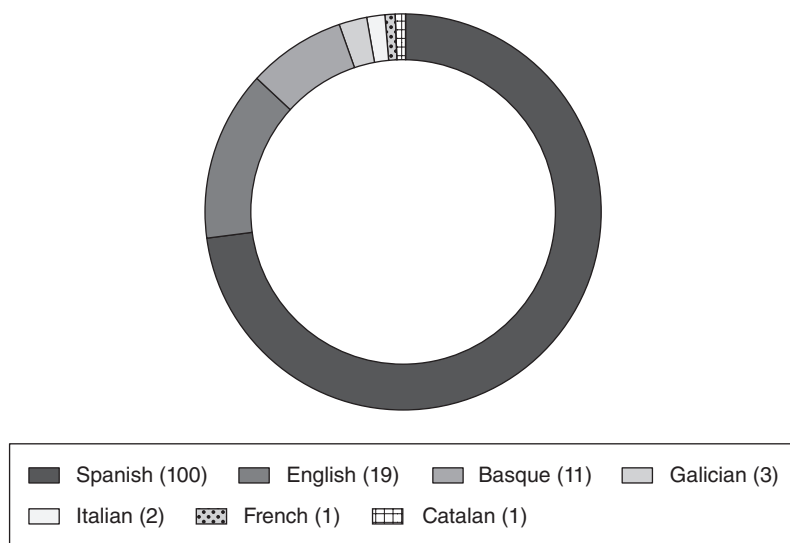


Figure 11.2 Publishing languages

2015), under the heading ‘Reinterpreting Interpreting’ with Franz Pöchhacker and Presentación Padilla Benitez as the guest speakers are also worthy of mention.

Similar issues are broached by general and thematic congressing on both translation and interpreting, such as the Fifth International Congress of Translation and Interpreting (ENTRE-CULTURAS. University of Malaga 2017), the Sixth International Conference on Public Service Interpreting and Translating (TISP6. University of Alcalá 2017). The First Congress on Specialized Translation and Interpreting organized by the César Vallejo University (CITIE. Lima 2015) is also noteworthy by specifically including interpreting for the mining sector.

Future directions

In the light of current trends in research analyzed in the preceding and given the ongoing process of globalization which particularly affects certain parts of Spain in the European context, most notably Andalusia and the Canary Isles as maritime points of entry from North Africa, and the controversy concerning illegal immigration across the United States-Mexican border, interest is likely to grow in the field of public service interpreting in this context, especially liaising with police and immigration officers, medical and legal interpreting. Issues in this field could cover how best to address the needs of migrants, training and professionalization to ensure that immigrants’ rights are properly respected, as well as the potential vicarious trauma (Ndongo-Keller 2015; Valero-Garcés 2006) involved for interpreters working in distressing and stressful situations. Further related topics of interest might be the need for additional training for this purpose in languages not taught as part of Interpreting courses, such as Maghrebi dialectal Arabic, Somali, Wolof, etc. Given the scale of the problem for public service providers, cost-effectiveness is also likely to become a prime issue, a concern already raised in the late 1990s (Jones 1998), almost inevitably ushering in the development and deployment of new technologies, such as apps and video interpreting.

Indeed, thanks to technological advances over recent years, the application of new technologies to interpreting such as the use of the portable InfoPort system to reduce the costs associated with the hire of booths, receivers and technicians is another main area bound to be of interest to researchers and practitioners alike. There is already significant focus on remote interpreting (Fernández Pérez 2015), including telephone interpreting (García-Luque 2009) – especially in the case of violence against women (Del Pozo Triviño and Campillo Rey 2016) – discussing its pros and perceived cons (Martínez-Gómez Gómez 2008; Valero Garcés 2011). Nor will remote interpreting be limited to liaison interpreting, involving more widespread use of applications such as Skype for conference interpreting as well. Baxter (2017) also discusses the way new technologies can bridge the gap between translating and interpreting in order to improve speed without adversely affecting quality, therefore increasing cost-effectiveness and efficiency for translators and their clients. New technologies are also liable to become increasingly employed for interpreter training (Brander de la Iglesia 2008; Vitalaru, Pérez-Mateo Subirà, and Valero Garcés 2012), including virtual booths and online multimedia repositories for practice and self-tuition.

Recommended reading

Collados Aís, Ángela, and María Manuela Fernández Sánchez. 2001. *Manual de interpretación bilateral*. Granada: Comares.

Following a detailed history of interpreting up until the present day, the authors from the University of Granada go on to present and explain the different techniques (modes), namely bilateral, consecutive and simultaneous and modalities (types), e.g. conference, liaison, court, etc. The remaining chapters

deal with the characteristics of bilateral interpreting, how Daniel Gile's key efforts model applies to bilateral interpreting and ends with a detailed teaching methodology.

Jiménez Ivars, María Amparo. 2012. *Primeros pasos hacia la interpretación inglés-español*. Castelló: Universidad Jaume I.

This book and accompanying DVD by this renowned researcher and professor of interpreting provide a wide-ranging introduction to basic skills shared by the main interpreting techniques, with specific exercises for sight translation, bilateral, consecutive, and simultaneous interpreting and can be used by trainers as well as students, including self-tuition.

Mikkelsen, Holly, and Jourdenais, Renée, eds. 2015. *The Routledge Handbook of Interpreting*. London: Routledge.

This comprehensive handbook provides a detailed overview of the key topics in interpreting with twenty-seven chapters by leading researchers covering a wide-range of topics across all areas of interpreting, such as conference, sign language, court, healthcare interpreting and sight translation, as well as quality, ethics, vicarious trauma and training.

Collados Ais, Ángela, and José Antonio Sabio Pinilla, eds. 2003. *Avances en la investigación sobre interpretación*. Granada: Comares.

This volume brings together the lectures given by top names in interpreting, such as Daniel Gile, Robin Setton, Franz Pöchhacker and Ingrid Kurz at Granada University's Faculty of Translation between 2000–2001, providing a general overview of recent progress in interpreting research, covering a broad spectrum of topics, including trends in cognitive investigation, processing models and live TV interpreting.

Jiménez Ivars, Amparo. 2000. "El reto de investigar en interpretación." *Sendeban* 10–11: 43–66.

This extensive paper begins with a historical overview of research in interpreting dating back to the 1980s and the types covered before turning to the major problems encountered in the field, namely the lack of a clear paradigm and methodology. The advantages and shortcomings of both quantitative and qualitative approaches are addressed at length before closing with a series of proposals designed to address the methodological and design problems discussed.

Notes

- 1 A further private Higher Universities Studies Centre of Galicia (CESUGA), located in A Coruña (Galicia), launched a degree in Translation and Intercultural Communication in 2014 including several interpreting subjects, although the full course cycle is as yet incomplete.
- 2 Conferencia de Centros y Departamentos de Traducción e Interpretación (CCDUTI) <https://confet-radi.wordpress.com/centros-y-departamentos/>
- 3 Asociación Ibérica de Estudios de Traducción e Interpretación (AIETI)
- 4 Namely: Autònoma (Barcelona), Basque Country, Comillas (Madrid), Complutense, Granada, Malaga, Pablo de Olavide (Seville), Pompeu Fabra (Barcelona), San Jorge (Zaragoza) and Valencia.
- 5 Study plan: www.usal.edu.ar/archivos/lenguas/docs/metodo_de_la_interpretacion_2017.pdf
- 6 Study plan: www.umsa.edu.ar/wp-content/uploads/2015/10/Interpretariado-en-Idioma-Ingles-A4.pdf
- 7 Public: Autonomous University of Barcelona, Granada, Jaume I (Castelló, Valencia), La Laguna (Canary Isles), Las Palmas de Gran Canaria. Private: Alfonso X (Madrid), Catholic University of Murcia, Comillas Pontifical University (Madrid), and European University (Valencia).
- 8 Available for download in pdf format from the RITAP website: www.ritap.es/wp-content/uploads/2012/11/libro_blanco_traducion_vfinal_es.pdf
- 9 www.editorialcomares.com/TV/?loc=navegador&lib_colecciones=38
- 10 Homepages: <http://agaur.gencat.cat/es/avaluacio/carhus/carhus-plus-2014/> and <https://clasificacion-circ.es/inicio>
- 11 <http://sosvicsweb.webs.uvigo.es/>
- 12 These two resources together cover the following universities where Translation and Interpreting is taught: Alicante, Autònoma (Barcelona), Autònoma (Madrid), Comillas, Complutense, Córdoba,

Granada, Jaume I, Las Palmas, Malaga, Murcia, Pablo de Olavide, Pompeu Fabra, Salamanca, Valencia, Valladolid, and Vic. See <https://dialnet.unirioja.es/tesis> and www.tdx.cat/

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