

EDITORIAL

The seven papers presented in this issue are representative of the close interaction between research and training that has so far characterized the field of interpreting studies.

In her comprehensive paper, Sylvia Kalina addresses the topic of interpreting competence, defined as a “highly complex successful interaction of the various skills”. She gives a detailed account of the development of interpreter training and stresses the importance of interdisciplinary studies as well as the mutual benefits to be gained from an integrated approach to translation and interpreting. Finally she suggests a training methodology based on a structured sequence of learning steps leading to the acquisition of interpreting competence.

Ivana Čeňková reports on the organization of a European Master in Conference Interpreting. The description of difficulties encountered and solutions found may be useful to those planning to introduce similar courses by helping them identify problem areas (and possible solutions) in advance.

Lorena Bottan’s paper is based on her graduation thesis and deals with the crucial issue of presentation skills in consecutive interpreting. After giving an overview of how CI delivery is dealt with at CIUTI institutes, she reports on a pilot study analyzing the relevance of public speaking education to CI training. The findings of the pilot study have paved the way for the introduction of a public speaking course, run by an external expert, at SSLMIT. The course aims at developing extra-linguistic communication competence with a view to improving CI performances.

Giuliana Garzone proposes a new research model for simultaneous interpreting. After discussing several aspects of textual analysis relevant to SI, she addresses the topic of conference papers as a hypergenre focussing in particular on “scientific” papers. In her conclusions she suggests that such a text-based approach to SI may be usefully applied to interpreting training.

Peter Mead’s paper deals with pauses in CI as an index of fluency and presents very detailed results of an experimental study he carried out with interpreting students. Perhaps unsurprisingly, fluency levels were found to be different in the students’ A and B languages. Students were also asked to provide explanations for their pauses – as suggested in the paper’s final comment this could be a way to raise students’ sensitivity to aspects requiring special attention.

Pauses, and disfluencies, are also the focus of Benedetta Tissi’s paper, although the framework is SI rather than CI. The findings of an experimental

study are discussed together with a classification system which seems to be a very useful instrument for product analysis in SI.

Sergio Viaggio presents his interlingual intercultural mediation model, based on the original communication model developed by Mariano García Landa, and considers its implications for the training of interpreting students. In his paper special attention is paid to the basis of successful communication, i.e. what he calls (the linguistic and extra-linguistic) hermeneutic package.

The last item in this issue is a list of graduation theses submitted at SSLiMIT Forlì and SSLMIT Trieste in the period 1995-2000. Only theses in the field of interpreting studies have been included in the list which shows, therefore, just a selection of dissertations completed in the two Schools over the period considered.

Finally, we invite all those wishing to contribute to the next issue of *The Interpreters' Newsletter* to send their proposal to the Editors by the end of June.

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