

ARDIL ÇEVİRİDE KULLANICI BEKLENTİLERİ SURVEYING THE CONSECUTIVE INTERPRETER'S ROLE

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Abstract

Expectations on the interpreter constitute a crucial contextual and situational factor that needs to be taken into account in studies on interpreting. This paper attempts to report the results of a survey on user expectations in interpreting as part of the author's PhD dissertation on consecutive interpreting. It is also a revised version of the paper presented at Cetra (Eraslan 2008). Although the author's PhD thesis includes triangulation of data obtained from various sources, this paper will focus on expectations on the interpreter from the point of view of conference participants. The aim of the study is to highlight these issues and contextualize the interpreter and consecutive conference interpreting within the broader socio-cultural context of Turkey. Through the analysis of data taking into account information on the broader (socio-cultural context, institutional context, thematic setting, participants) and the more immediate contextual levels (actual interpreting contexts), it is aimed to find out whether and how the interpreter's role differs from the way it is defined by different parties involved in the interaction.

Keywords: consecutive interpreting, interpreter's role, expectations, context

Özet

Sözlü çeviride çevirmenden beklentiler, sözlü çeviriyle ilgili çalışmalarda dikkate alınması gereken önemli bir bağlamsal ve durumsal faktördür. Bu çalışmada, yazarın ardıl çeviri üzerine hazırladığı doktora tezinin (Eraslan 2011) bir bölümünü oluşturan sözlü çeviride kullanıcı beklentileri anketinin sonuçları ele alınacaktır. Bu çalışma ayrıca Cetra'da sunulan çalışmanın geliştirilmiş bir versiyonudur (Eraslan 2008). Yazarın doktora tezinde farklı kaynaklardan elde edilen veriler tartışılmaktadır, ancak bu makalede sadece konferans katılımcıları açısından çevirmenden beklentiler üzerinde durulacaktır. Makro (sosyo-kültürel bağlam, kurumsal bağlam, tematik ortam, katılımcılar) ve mikro düzeydeki (sözlü çeviri yapılan toplantı ortamları) bağlamlara ait verilerin analiziyle, çevirmenin rolü etkileşime dahil olan taraflarca tanımlandığından farklı mıdır, farklıysa ne ölçüde bir farklılık söz konusudur sorularına cevap aranacaktır.

Anahtar kelimeler: ardıl çeviri, çevirmenin rolü, beklentiler, bağlam

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1. Introduction

With the broadening of focus through inspiration from translation studies in the late 1980s, a “social turn” (Pöchhacker 2006) has taken place in interpreting research which prompted a rethinking of the role of the interpreter and the influence of context on the interpreter and interpreting performance.

Inspired by situations I have encountered at conferences and instances in which I have observed the interpreter doing much more than [just] translating, I decided to study the relatively unexplored issue of consecutive conference interpreting – when compared to simultaneous interpreting – as a contextual activity, dwelling heavily on the role of the interpreter and context as a determining factor in interpretation.

This paper aims at providing an overview of the survey conducted to explore expectations on interpreting and the interpreter’s role as part of the author’s PhD dissertation on the theme of the consecutive interpreter’s role. The survey consists in the analysis of questionnaires on user expectations of conference interpreting filled in by conference participants.

Unlike studies on interpreting research which analyze interpreting as text production, this study adopts a more sociological and organizational approach – i.e., so as to find out what kind of an institutional and contextual framework interpreting activity is embedded in – to how interpreting is done and in what (social) context it is done. Thus, it is an attempt to analyze consecutive conference interpreting in context. Groundbreaking studies in dialogue interpreting (Wadensjö 1998, Roy 2000) and (simultaneous) conference interpreting (Pöchhacker 1994, Diriker 2001) which could be considered within the dialogic discourse-based interaction paradigm are sources of inspiration for this study. Contextualizing the interpreter and interpreting as a social practice is important for both theory and practice of interpreting. Therefore, further ethnographic studies which examine the relationship between the micro and macro contexts in which the interpreting activity takes place are needed.

In line with this need and considering the fact that there are no studies with a social/sociological approach to consecutive interpreting in Turkey, a country which is going through a massive adaptation process at the door-

step of the EU, the domain of study was chosen as the conferences within international projects with consecutive interpreting between Turkish and English. These projects are usually financed both locally and internationally, the international party being international institutions such as the EU, the World Bank and the UN. A number of meetings, conferences, training sessions, and seminars are held on various topics within such projects through the cooperation of the public and/or private sector and international organizations. This creates a range of job opportunities for conference interpreters based in Turkey and makes their role crucial. Therefore, this study attempts to explore the interpreter's role in relation to context and expectations in the settings described above in order to highlight these issues within the wider socio-cultural context of Turkey.

2. The Interpreter's Role & Role Expectations

Despite the fact that there are many “alluring” possibilities of choosing a method, various paradigms and methodologies in interpreting studies – for which it is not easy to say where one ends and the other starts – could be rather confusing and “intimidating” (Shlesinger 2002:26). Franz Pöchhacker classifies these paradigms as (1) the Interpretive Theory, (2) the Cognitive Processing Paradigm, (3) the Neurolinguistic Paradigm, (4) Target-Oriented Text Production and (5) the Dialogic Discourse-Based Interaction Paradigm (Pöchhacker 2004:67-82). Similarly, in her paper underlining the interdisciplinarity of paradigms in interpreting research, Shlesinger lists these paradigms as (1) the Translation-Theoretical Paradigm(s), (2) the Sociocognitive Paradigm(s), (3) Textlinguistic, Text-Structural and Text-Organizational Paradigm(s), (4) the Didactic Paradigm(s) and (5) the Processing Paradigms (Shlesinger 1995:7-20).

The dialogic discourse-based interaction paradigm, which considers interpreting as part of the social interaction in a multi-layer context, is inspired by sociological and sociolinguistic discourse studies. However, it also has common ground with the translation-theoretical approach to interpreting. For instance, it is concerned with interaction and mediation, and also translational norms in actual discourse as well as professional codes of ethics (Pöchhacker 2004: 70). This study focuses on this paradigm as it attempts to study the interpreter's role in relation to the complex context

where it is located, taking into account institutional and interactional factors affecting that role.

The dialogic discourse-based interaction paradigm gained importance in interpreting research in the 1990s. The fact that interpreting started to be socially recognized in community-based settings has led to an increasing interest in this area of research which indicates that interpreting can and does take place in various other settings ranging from the courtroom to healthcare settings. With regard to this change, the issues of context and role of the interpreter gained prominence, i.e., the focus of the issues of role and context broadened.

The role of the interpreter was first discussed by Anderson who refers to the interpreter as “the man in the middle” with obligations to both parties in the communicative event. He mentions the power of the interpreter and his/her control over the situation by acting as a “faithful echo” of the parties assuming the “nonpartisan role” or choosing not to (Anderson 1976: 211-213). His contribution brings forth the question of the interpreter’s neutrality and his/her conflicting role. He claims that interpreting takes place “in social situations – situations amenable to sociological analysis” and that “in any such setting the role played by the interpreter is likely to exert considerable influence on the evolution of group structure and on the outcome of the interaction” (Anderson 1976: 209).

An important study which explores this dimension of interpreting is Cynthia Roy’s case study of sign language interpreting, in which she discusses the active involvement of the interpreter thus prompting a rethinking of the role of the interpreter, which, as she puts it, “is more than just translate or just interpret” (Roy 2000: 66).

Per Linell also supports the social interactionist approach and claims that interpreters go beyond mere translating, acting “as chairpersons and gatekeepers, monitoring the social and discursive situation” (Linell 1997: 55). He also points out that norms on interpreting, i.e., “what is considered to be neutral or correct interpreting have an impact on actual conduct”. He doubts, however, whether and/or to what extent these norms would be valid in all interpreting contexts and situations (Linell 1997: 64).

Another significant study which can be considered along the same line is the fieldwork on dialogue interpreting carried out by Cecilia Wadensjö regarding “interpreter-mediated conversations as a mode of communication, about interpreters and their responsibilities, about what they do, what they think they should do and what others expect them to do in face-to-face, institutional encounters” (Wadensjö 1998: 2). According to Wadensjö, who has discussed ‘the interpreter-mediated encounter’ as “part of various social, cultural and subcultural ‘contexts’” focusing on interaction, “the translating and coordinating aspects are *simultaneously present*, and one does not exclude the other” (Wadensjö 1998: 82,105).

The role of the interpreter was also discussed by Claudia Angelelli, who collected data through questionnaires and interviews from a total of 293 conference, court and community interpreters. With a deliberate effort to draw on interdisciplinary approaches, she based her study on sociological and social theories as well as the translation-theoretical notion of ‘invisibility’ towards her goal of “challenging the myth of the invisible interpreter” (Angelelli 2003: 26).

Not all studies that adopt a more sociological and organizational approach to how interpreting is done and in what (social) context it is done are on community and/or dialogue interpreting. As mentioned above, it would be naive to analyze interpreting out of context. This was forcefully argued by Pöchhacker in his 1994 study which attempted to contextualize simultaneous interpreting (Pöchhacker 1994) and has been turned into an interesting analysis of discourse on interpreting by Ebru Diriker. By examining “the broader social context and the more immediate (i.e., micro) social and interactional context” in her ethnographic conference case study following in the footsteps of Bakhtin, Cicourel and Lindstrom, she found that conference interpreters are actively involved and visible in the discourse of the speech through taking multiple speaker-positions, organizing turn-taking, addressing the speakers and listeners directly and voicing their concerns and criticism (Diriker 2004: 17).

Like Diriker, Moira Inghilleri has examined the macro-micro dimensions of interpreting as a socially situated activity. Taking Toury’s model of norms as a point of departure and drawing on Bourdieu’s concepts of “*habitus*” and “*field*” and Bernstein’s theory of pedagogic discourse, she suggests a model

for interpreting in asylum interviews, but claims that it could be valid for other interpreting contexts, too. According to Inghilleri, “Locating both the training and practice of interpreters in its wider social context has relevant and important implications for deepening our understanding of the social/linguistic nature of interpreting activity” (Inghilleri 2003: 262).

With regard to the expectations concerning the role of the interpreter, Stefano Marrone, discussing his questionnaire-based study among end-users, mentions the role of the interpreter besides other parameters related to quality. He found out that the interpreter is “quite permitted – and, indeed, encouraged – to go beyond mere fidelity and use his/her resources as a professional linguist” (Marrone 1993: 38). Franz Pöchhacker carried out a survey on the expectations of interpreters and service providers in Vienna hospitals and family affairs centers regarding the interpreter’s role. The study shows that the demands of service providers on the interpreters are much higher than “just translating”. Interpreters are expected to take over coordinating tasks such as asking parties to clarify when statements are not comprehensible or pointing to misunderstandings. Moreover, they are expected to “adapt their utterances to clients’ communicative needs and abridge circumlocutory utterances by clients” (Pöchhacker 2000: 49-63).

As listed by Ingrid Kurz, a number of studies have been carried out on the issue of user expectations regarding quality (Kurz 2001: 398-403). Some of the user surveys included aspects related to the interpreter’s role (Marrone 1993, Vuorikoski 1993, Kopczynski 1994, Morris 1995, Pöchhacker 2000) while others (such as Kurz 1989) focused on the product-related criteria of Bühler (Pöchhacker 2001: 415). Riccardi also categorized the studies on quality as those on “customer expectations and priorities” and “error analysis and quality assessment in training” (Riccardi 2002: 26). The settings in which these surveys were carried out vary, as do the modes of interpreting analyzed. Also, some aim at finding out expectations while others explore responses and/or ask for evaluation and judgment, which affects the focus of the research considerably.

Differently than other survey-based studies, this study analyzes user expectations in relation to the broader context where the interaction takes place. It takes into account features related to the specific event in which the survey is given, such as information regarding the participants, interpreters

as well as the broader organizational and institutional context. The latter includes the institutions involved and Turkey's link to these institutions. Moreover, the survey has been conducted in a consecutive interpreting situation, which is another factor that makes it different from previous studies. The mode of interpreting has a potential to affect user responses, as in consecutive interpreting the interpreter is more visible and in the midst of the interaction. Survey questions are focused on user expectations related to issues like interpreter's involvement as well as quality criteria. Therefore, this study is unique in terms of exploring user expectations in consecutive interpreting in relation to contextual and situational factors.

3. Theoretical and Conceptual Framework

As for the theoretical and conceptual framework, role is an important part of that framework as this study explores whether and how the general role definition of interpreters differs from how interpreters are expected to behave in certain situations and from what they actually do during the interpreting process. Context is another important conceptual dimension of this study. Information on various contextual levels, e.g. the broader socio-cultural setting, the thematic settings, relations between the speakers, participants and interpreters, is provided since the underlying assumptions may help provide a clearer picture in analyzing role and understanding the process in depth.

In the discussion of the role of the interpreter, Erving Goffman's theoretical model of social interaction is drawn on. When we talk about situated interaction, we mean face-to-face interaction or encounter. In our study, the interpreter is present in the setting as the interpretation takes place in the consecutive mode, in which the interpreter is usually in direct contact with the participants and next to the speaker(s) rather than in a booth. Many concepts within the conceptual repertoire of Goffman are referred to in our original study, such as performance, appearance, manner, discrepant roles (non-person, mediator/ go-between). However, in this paper, only social roles will be explained briefly, as they relate directly to the analysis of questionnaires.

3.1. Social Roles and Role Distance

According to Goffman (1959), the concept of “role” can be considered to have three different elements: the normative role, the typical role, and role performance. It is fruitful to think, like Wadensjö, that these roles could be relevant for the interpreter’s role as there seems to be a pre-established role which the interpreter is expected to play. However, whether it is appropriate for actual practice and the differences between the two are to be further explored.

As quoted above from Wadensjö, the **normative role** in Goffman’s model is the common ideas on a given activity and on the role people (should) play when they are carrying out that activity (Wadensjö 1998: 83). When we consider the notion of “normative role” in relation to the interpreter, we can say that it is how interpreters and users think interpreters should behave while interpreting. In other words, it is the way the role of interpreters is perceived and defined in general regardless of real-life experience.

There can be situations in which normative role, i.e., pre-established norms, may not fit the typical situation. Changing conditions such as time and place affect the way a certain role is performed. Therefore, “individuals develop routines to handle typical situations not foreseen by shared established norms” (Wadensjö 1998: 83). When shared ideas about the interpreter’s role in general do not envisage what interpreters encounter in the course of interpreting, interpreters develop certain strategies to deal with those “typical situations”. These strategies constitute the **typical role** of the interpreter.

Some aspects of role arise due to the actual conditions in a situation and cannot be accounted for by normative or typical standards. There are many factors that have an influence on the performance of interpreters in a specific interpreting context such as setting, speakers, participants, noise, etc. The individual’s personal characteristics are also a determining factor in what Goffman (1961) defines as **role performance**. With regard to interpreting, we can say that the performance of interpreters, i.e., the actual practice, is their role performance. Also, the personal style of the interpreter, his/her mood, and level of concentration on the day of the event may all affect the interpreter’s role performance. Moreover, each interpreting event is unique

like each conversation, i.e., it cannot be repeated as it occurs naturally. It generates specific situations and problems that the interpreter has to handle in this improvised performance. Although role performance, i.e., the interpreter's actual performance, is analyzed in the broader study conducted by the author (Eraslan 2011), this analysis is not included in this paper, which aims at describing and discussing data obtained from the user expectations survey.

Role distance, according to Goffman (1961), refers to the difference between obligation and actuality. Role distance comes into play “when a conflicting discrepancy occurs between, on the one hand, the self generated in actual social interaction, and, on the other, the self associated with a formal status and identity” (Wadensjö 1998: 85). In other words, in Goffman's terms, role distance can be considered as the difference between normative role and role performance. However, it can also be regarded as the difference between normative role and typical role as normative role is about the formal status and identity while typical role is associated with the way interpreters behave in specific situations. It is important to note that in cases where role distance is used in a systematical way by professionals, role can be redefined (Wadensjö 1998: 86). Goffman's conceptual repertoire was applied to interpreting for the first time by Wadensjö. Likewise, it is used in this paper to discuss the differences, if any, between the interpreter's normative role, perceived as the general role definitions of interpreters, and typical role as the strategies interpreters are expected to adopt in certain situations.

4. User Surveys

4.1. Socio-Cultural Context

In line with the claim of Lindstrom (1992) and Cicourel (1992) that any study related to language should include information on context since language is intertwined with context, it might be useful to provide some information about the macro- and micro-contexts where our research takes place. First, the socio-cultural context of research will be briefly described in order to inform the reader on what is specific about Turkey. Then, features of the specific setting in which the survey was conducted will be described. In line with Cicourel's claim that it is not possible to include all local and

broader aspects of context, information that is considered as useful in the perception and definition of the interpreter's role will be addressed.

Turkey is a democratic, secular, and unitary republic established by Mustafa Kemal Atatürk in 1923 after the fall of the Ottoman Empire following the First World War. It is a founding member of the United Nations, the Organization for Economic Cooperation and Development, the Organization for Security and Cooperation in Europe, and the Organization of the Islamic Conference as well as a member state of the Council of Europe and of NATO. Also, Turkey has been in accession negotiations with the European Union since 2005.

The discussion about Turkey's EU membership continues both in the country and in Europe. The process of adaptation is crucial in the legal domain as well as the everyday life of its citizens as this adaptation covers a wide range of aspects affecting all Turkish as well as other communities in the country. Turkey's official EU candidacy has brought about a major adaptation process in all areas. Turkey started negotiations with the EU in 35 chapters in October 2005 as determined in the framework document released by the Commission. EU candidacy and membership are usually regarded as political processes. Despite the fact that the decisions taken are political, all processes, both before and after decisions are made, are translational in nature. Thus, both candidacy and membership involve a major translation and interpreting process.

Accession requires a considerable amount of interpreting activity in meetings, conferences and negotiations. These include interpretation in formal settings such as the actual negotiations, summits and meetings attended by the acceding country, the EU and national governments at the macro level. A significant amount of interpreting work also takes place at the micro level. Interpretation at this level consists of meetings, conferences and training seminars organized by ministries, non-governmental organizations, and universities and funded by the EU and other international organizations. This study analyzes the interpreting activity that takes place in the latter.

4.2. User Survey

4.2.1. Description of the Event

In order to explore user expectations on the interpreter, a questionnaire was given to conference participants at a conference on tourism. The conference was held in Alanya, a tourist resort in southern Turkey. It was organized by the Department of Tourism of Akdeniz University's Faculty of Business Administration, Alanya Municipality, and the World Bank. The aim of this event was to monitor the developments in, and current situation of, the tourism sector in Turkey. The number of participants was around 100 and they came from both Turkey and abroad. There was no possibility for the participants to intervene during speeches and presentations. Discussion was held only at the brief (5 to 10 minutes) Q&A sessions at the end of each speech/presentation. The conference was scheduled for three days, with plenary sessions for the opening and closing speeches and three separate sessions at other times. Each session was held with two interpreters, making six interpreters in total. The interpreters played an important role in the conference and were held in high esteem by both the organizers and the participants. The interpreters were assigned to the conference by a translation company that had a contract with the organizers.

4.2.2. Survey Administration and Participants

I was one of the interpreters at this event and was lucky enough to obtain permission for the survey from the organizers. The questionnaires were distributed during the lunch break on the final day of the three-day conference and the participants were asked to return them to the box on the reception desk. Students attending the conference helped to collect the questionnaires.

The survey had a higher response rate than had been expected. The questionnaires were given to the 100 conference participants in the setting, and 71 of them participated in the survey. Around 51% of the participants who filled out the questionnaires were men and 49% were women. The participants' level of English was quite good, probably because people working in tourism usually need to have a good command of foreign languages. With regard to knowledge of English, 38% answered "advanced", 32% "good", 15% "reasonable", 11% "basic", and 3% "none". Thus, 70% of the participants

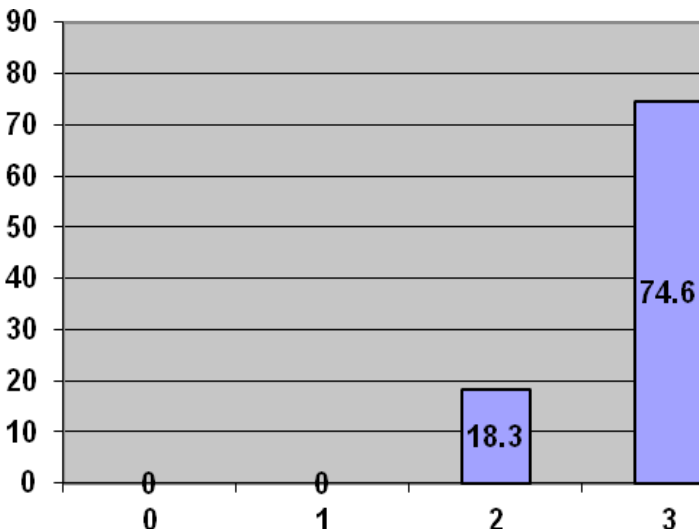
had an advanced or good knowledge of English, leaving only 14% with a basic knowledge or none. In terms of profession, this group of end-users can be said to be heterogeneous. This is not surprising because tourism has many different stakeholders and interest groups and the conference was open to them all. The participants were tourism scholars, undergraduate and graduate students, and professionals from the sector with expertise in fields such as business administration, forest engineering, environment engineering, urban planning, and landscape architecture. The age range was very wide, from 18 to 58, with an average of 38 and a median of 36.

4.2.3. Analysis

4.2.3.1. Normative Role

In this study, normative role is perceived as the general role definitions of interpreters. The first question is focused on the product-related quality criteria of Bühler (Kurz 1989, Pöchhacker 2001). It listed quality criteria in interpreting and asked the participants to rate their importance on a scale from 3 (most important) to 0 (least important).

The criterion of “completeness of information” was given a rating of 3 by 74.6% of participants and a rating of 2 by 18.3%. The criterion of “correct terminological usage/word choice” was given a rating of 3 by 73.2% and a rating of 2 by 23.9%.



0=least important

3=most important

Figure 1. Question 1, end-users' ratings of the criterion of "completeness of information"

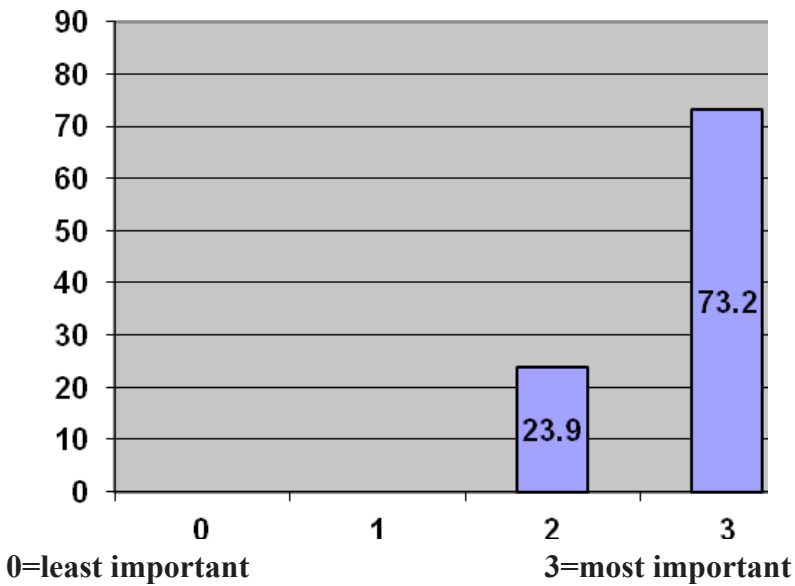
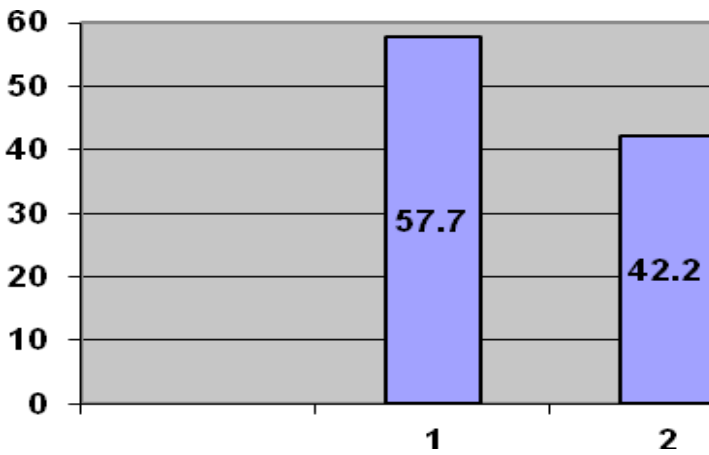


Figure 2. Question 1, end-users' ratings of the criterion of "correct terminological usage/word choice"

The third criterion, "fluent and pleasant delivery", was given a rating of 3 by 71.8% of the users, a rating of 2 by 22.5%, and a rating of 1 by 4.2%. "Fidelity to the original speech" was given a rating of 3 by 47.8%, a rating of 2 by 40.8%, and a rating of 0 or 1 by 11.2%. The slight difference between those who rated it 3 and 2 and the fact that the rating of 1 was given by 11.2% indicate that the users considered it the least important quality criterion.

The first quality criterion, “completeness of information”, was considered the most important one, followed closely by “correct terminological usage/ word choice” and “fluent and pleasant delivery”, whereas “fidelity to the original speech” was considered less important.

Question 3 asked the users to describe the task of the interpreter. The first alternative given was “the interpreter should translate as faithfully as possible” and the second was “the interpreter should act as a mediator and bridge gaps arising from cultural differences”.



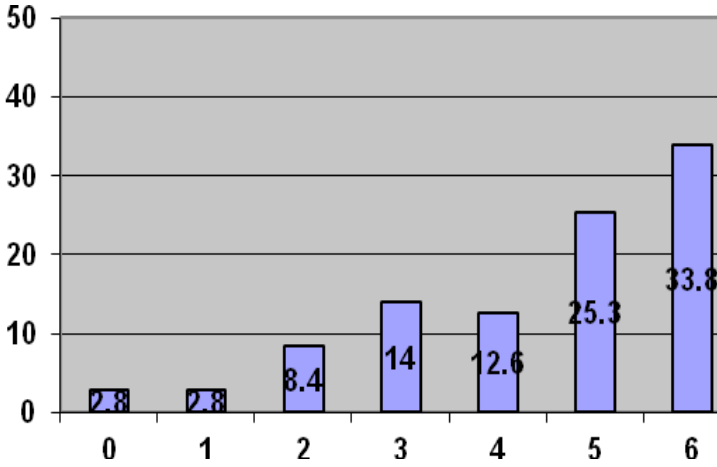
1=The interpreter should translate as faithfully as possible

2=The interpreter should act as a mediator and bridge gaps arising from cultural differences

Figure 5. Question 3, end-users’ descriptions of the task of the interpreter

41 participants (57.7%) defined the interpreter’s task as translating as faithfully as possible. It is interesting that although most participants expect the interpreter to translate as faithfully as possible, “fidelity to the original speech” was considered less important compared to other quality criteria in Question 1.

Question 4 asked the users to indicate the position of the interpreter during the mediated interaction on a 7-point scale ranging from “absolutely neutral and uninvolved” on the right (6) to “actively shaping communication” on the left (0).



0=Actively shaping communication 6=Absolutely neutral and uninvolved

Figure 6. Question 4, end-users' ratings of the position of the interpreter

Again, a clear tendency is seen towards the right-hand side, with 24 participants (33.8%) giving a rating of 6, 18 participants (25.3%) giving a rating of 5, 9 participants (12.6%) giving a rating of 4, and 10 participants (14%) giving a rating of 3. It thus seems that users perceive and define the interpreter's normative role as neutral and uninvolved.

Question 9 also used a 7-point scale to ask users whether they preferred interpreters to "express the gist of the message" (0) or to "render every detail" (6).

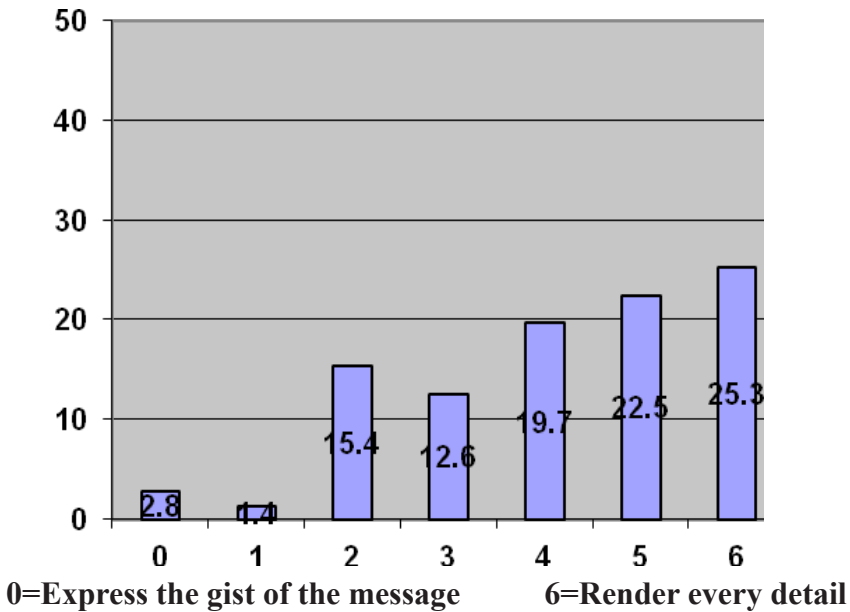


Figure 7. Question 9, end-users' ratings of interpreters' general strategy

Most users thought the interpreter should render every detail in the original speech. A rating of 6 was given by 18 participants (25.3%), a rating of 5 by 22.5%, a rating of 4 by 16 (19.7%), a rating of 3 by 9 (12.6%), and a rating of 2 by 11 (15.4%). These 4 questions indicate how users construe the interpreter's normative role and how they describe that role in general.

4.2.3.2. Typical Role

Typical role is regarded as the strategies interpreters are expected to use in specific situations. Question 2 was intended to find out the interpreters' strategy that users prefer when foreign institutions or culture-specific items without a direct equivalent in Turkish are mentioned. The first choice was to repeat the name of the institution/cultural item in the foreign language—clearly a solution referring to the source culture. The second choice was to replace the item with the closest equivalent in the Turkish system/culture

(taking into account the fact that all the users were Turkish) and the third was to explain the term.

Table 1. Question 2, end-users' preferences for interpreters' strategies when they encounter foreign institutions or culture-specific items without a direct equivalent in the target language

| Strategy | Response (%) |
|---|--------------|
| Repeat the name of the institution/cultural item in the foreign language | 22.5% |
| Replace the item with the closest equivalent in the target system/culture | 36.6% |
| Explain the term | 40.8% |

As seen in Table 1, only 16 participants (22.5%) considered source-culture reference to be the appropriate solution in such cases, whereas 26 (36.6%) preferred the interpreter to use the closest equivalent in the target cultural system and 29 (40.8%) preferred an explanation from the interpreter. Most participants thus expected the interpreter to play an active role to remove obstacles in communication arising from cultural differences. It is also important to note that an explanation was preferred by more users than an equivalent of the foreign term. The interpreter has to be knowledgeable on both source and target cultures and able to handle situations in which no shared “given” exists.

Question 5 asked the users whether the interpreter should imitate the gestures of the speaker. The alternatives were “yes”, “no”, and “sometimes”.

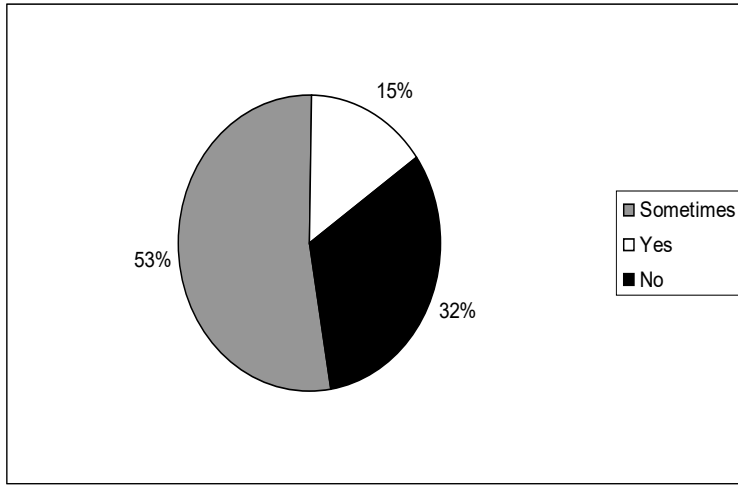


Figure 8. Question 5, end-users' preferences for interpreters to imitate the gestures of the speaker

In answer to this question, 11 participants (15.4%) thought the interpreter should imitate the gestures of the speaker, 23 (32.3%) that they should not, and 37 (52.1%) that they should do so sometimes. This result may suggest that end-users consider the interpreter's body language to be important, at least some of the time.

Question 6 asked whether the interpreter should imitate the intonation of the speaker.

Table 2. Question 6, end-users' preferences for interpreters to imitate the intonation of the speaker

| Option | Response (%) |
|--------|--------------|
| Yes | 56.3% |
| No | 43.6% |

In answer to this question, 40 participants (56.3%) thought that interpreters should imitate the speaker's intonation and 31 (43.6%) that they should not. This suggests that, for some participants, the way the speech is conveyed is important in addition to the content that is conveyed.

Question 7 aimed to determine whether the users thought that the interpreter should correct the speaker if he or she had made a mistake.

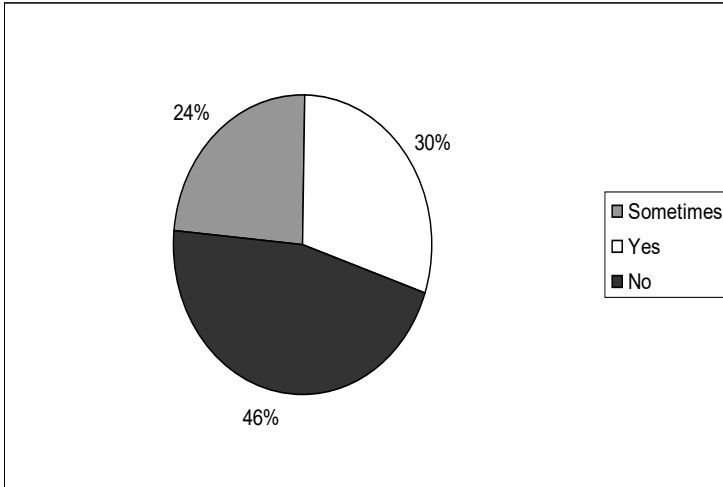


Figure 9. Question 7, end-users' preferences for interpreters to correct the speaker if he or she has made a mistake

In answer to this question, 21 participants (29.5%) thought that interpreters should correct the speaker if he or she had made a mistake, 17 participants (23.9%) thought that interpreters should do so in some situations, and 33 participants (46.4%) thought that they should not do so. This shows that in this group almost half the users consider that the interpreter should not correct the speaker's mistakes.

The last question on the typical role asked whether the interpreter should add his or her explanations in order to clear up misunderstandings. Adding one's own explanations is highly indicative of interpreter's intervention in the original speech.

Table 3. Question 8, end-users' preferences for interpreters to add explanations in order to clear up misunderstandings

| Option | Response (%) |
|---------------|---------------------|
| Yes | 56.3% |
| No | 43.6% |

In answer to this question, 40 participants (56.3%) thought that interpreters should add their own explanations in case of misunderstandings or situations that may lead to a lack of mutual understanding between the parties and 31 (43.6%) that they should not. This result shows that most participants found it appropriate for interpreters to add an explanation, independently of the original speech, when they feel the need to do so.

5. Discussion and Conclusions

The results obtained from the questions on normative role indicate that more than half the participants described the interpreter's task as "translating as faithfully as possible". Also, most participants thought the interpreter should stick to the original speech as much as possible and assume a neutral and uninvolved role.

Interestingly, in the answers to certain questions on typical role, most participants preferred the interpreter to give an explanation on a foreign or culture-specific item or to provide source-culture reference, which might mean making an intervention in the interaction. Likewise, with regard to adding explanations to the original, most participants thought that the interpreter should add explanations to the original speech.

The analysis of the survey on user expectations showed the difference between the way interpreter's role is defined and the strategies that the interpreter is expected to resort to. The users defined the interpreter's role as faithful, neutral, and uninvolved but, surprisingly, they tolerated and sometimes even expected interpreter interventions. Thus, a role distance exists between the interpreter's normative role and typical role.

Through the questionnaires given to end-users, it was found that conference participants perceive and define the interpreter's normative role as faithful to the original speech, neutral and uninvolved in the interaction. However, the expectations of end-users regarding typical role are different. They expect the interpreter to intervene when necessary and assume an active role. According to the analysis, the general ideas of conference participants on the role of the interpreter differ considerably from their expectations as to the strategies of interpreters. While they define role in full compliance with the ideals of fidelity to the original speech, neutrality and non-involvement in the interpreting process, they expect the interpreter to remove misunderstandings arising from cultural differences and/or lack of shared knowledge, to intervene when necessary and to make use of communication skills in order to facilitate communication. This indicates that more studies focusing on situational and contextual factors are needed in order to understand and (re)define the complex role of the interpreter.

This survey is part of a broader study that analyzes the role of the interpreter and interpreting in relation to context and the network of expectations and relationships. The broader study (Eraslan 2011) also explicates the presence of multiple speaker-positions of the interpreter through the analysis of interpreted interactions. Turkey's unique situation at the doorstep of the EU highlights the issue of cultural differences, and interpreter-mediated conferences designed to promote the adaptation process may serve as a test case for the role of conference interpreters as cultural mediators.

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Appendix

Survey on User Expectations of Conference Interpreting

This survey is part of a research project on the subject of conference interpreting and the interpreter's role.

1. Please rate the importance of the following quality criteria in interpreting on the scale from 3 (= most important) to 0 (=least important).

| | 3 | 2 | 1 | 0 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| • Completeness of information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Correct terminological usage/word choice | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Fluent and pleasant delivery | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Fidelity to the original speech | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other (please specify):

| | | | | |
|---------|--------------------------|--------------------------|--------------------------|--------------------------|
| • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. When foreign institutions or culture-specific items without a direct equivalent in Turkish are mentioned, which of the three options below should be the interpreter's general strategy?

- Repeat the name of the institution/cultural item in the foreign language
- Replace the item with the closest equivalent in the Turkish system/culture
- Explain the term

3. Which of the following two options better describes the task of the interpreter?

- The interpreter should translate as faithfully as possible
- The interpreter should act as a mediator and bridge gaps arising from cultural differences

4. Which of the following two options better describes the position of the interpreter during the mediated interaction? Please rate.

Absolutely neutral and uninvolved Actively shaping communication

- | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

5. Should the interpreter imitate gestures of the speaker?

- Yes
- No
- Sometimes

6. Should the interpreter imitate the voice of the speaker?

- Yes
- No

7. Should the interpreter correct the speaker if s/he has made a mistake?

- Yes
- No
- Sometimes

8. Should the interpreter add his/her own explanations in order to clear up misunderstandings?

Yes

No

9. Which of the following two options should the interpreter generally prefer?

Render every detail

Express the gist of the message

6

5

4

3

2

1

0

10. Do you have any further comments?

Please write the following information.

Age:

Sex: M

F

Profession:

| Level of English: | advanced | good | reasonable | basic | none |
|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Listening Comprehension | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Speaking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Reading | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Writing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |