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Nota di contenuto	BRIDGING THE GAP -- Editorial page -- Title page -- Copyright page -- FOREWORD -- ACKNOWLEDGEMENTS -- Table of contents -- INTRODUCTION -- Paradigms Gained or the Art of Productive Disagreement -- References -- PEDAGOGICAL ISSUES -- Error Analysis in The Teaching of Simultaneous Interpreting: A Pilot Study -- 1. Introduction -- 1.1. Error Analysis -- 1.2. What Constitutes an Error -- 2. Procedure -- 3. Materials -- 4. Method -- 5. Evaluation -- 5.1. Omissions -- 5.2. Additions -- 5.3. Inaccurate Renditions of Individual Lexical Items -- 5.4. Inaccurate Rendition of Longer Phrases -- 6. Hierarchy of Errors -- 7. Presentation of the Message -- 7.1. Lack of TL Fluency -- 7.2. Loss of Rhetorical Effect -- 7. Conclusion -- References -- Methodological Aspects of Interpretation and Translation Research -- 1. Introduction -- 2. Basic I/T Characteristics and Their Implications on Research -- 2.1. In I/T, Input and Output can be Observed and Recorded Under Particularly Favourable Conditions -- 2.2. Processes are NOT Easy to Observe and Record -- 2.3. Although Many Rules on Output, Including Relations between Output and Input Have Been Described, Much of the Process Leading from Input to Output Remains Unknown -- 2.4. I/T Situations and Operations are Highly Variable --

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References -- Aptitude Testing for Conference Interpreting: Why, When and How -- 1. Introduction -- 2. Types of Aptitude Tests -- 3. What is Being Tested -- 3.1. Knowledge -- 3.2. Skills -- 3.3. Personality Traits -- 4. Methodology -- 4.1. Written Translation Tests (B to A, C to A, and A to B) -- 4.2. The Oral Interview or Oral Exposé -- 4.3. Sight Translation -- 4.4. Paraphrasing -- 4.5. Memory Tests -- 4.6. The Cloze-Test -- 4.7. Consecutive and Simultaneous Interpreting -- 5. Overall Evaluation -- 6. Research Agenda -- References -- A Psychometric Approach to the Selection of Translation and Interpreting Students in Taiwan -- 1. Introduction -- 2. The Research Basis of GITIS Examinations -- 3. The Approach to Test Construction -- 4. Entry Requirements for ROC Graduate School -- 6. The Group Tests -- 7. The Individual Tests -- 8. The Traditional Test Scoring System -- 9. The Written Scores -- 10. The GITIS Oral Scores -- 11. Implications of the 'A'- 'B'- 'C1 Language Classification System -- 12. The Need for a Psychometric Approach to Aptitude Testing -- NOTES -- References -- Quality in Conference Interpreting: Some Pragmatic Problems -- 1. Definitions -- 1.1. Pragmatics -- 1.2. Quality -- 2. Respondents -- 3. Questionnaires -- 3. Results -- 3.1. Functions -- 3.2. Irritants (Table A2) -- 4. Conclusion -- References -- SIMULTANEOUS INTERPRETATION -- Simultaneous Interpretation: Contextual and Translation Aspects -- 1. Introduction -- 2. Experiments 1 and 2: Contextual Factors Surrounding Performance of Task -- 3. Method -- 3.1. Subjects -- 3.2. Stimuli and Apparatus -- 3.3. Procedure -- 4. Results -- 5. Discussion -- 6. Experiment 3: Central Recoding or "Translating" Stage -- 7. Results -- 8. Discussion -- Notes -- References -- A Description of Various Types of Omissions, Additions and Errors of Translation Encountered in Simultaneous Interpretation. 1. Introduction -- 2. Coding Scheme -- 2.1. Omissions -- 2.2. Additions -- 3.3. Substitutions and Errors -- 3. Some Relevant Data -- Appendix -- Notes -- Message Redundancy and Message Anticipation In Simultaneous Interpretation -- 1. Introduction -- 2. The Russian School of Thought -- 3. Model -- References -- Comprehension during Interpreting: What do Interpreters know that Bilinguals don't? -- 1. Introduction -- 2. Method -- 2.1. Subjects -- 2.2. Materials -- 2.3. Tasks -- 2.4. Procedure -- 2.5. Deviations from Standard Interpreting Practice -- 2.6. Data Manipulation -- 2.7. Design and Analyses -- 3. Results -- 3.1. The Effects of Experience on Interpreting -- 3.2. Overall -- 3.3. Syntactic Processing -- 3.4. Proposition Generation -- 3.5. Frame Processing -- 3.6. The Effects of Text Structure on Interpreting -- 3.7. Text Type -- 3.8. Syntactic Processing -- 3.9. Proposition Generation -- 3.10. Frame Processing -- 4. Discussion -- 5. Conclusion -- Notes -- References -- Appendix A: Experimental Texts -- Memory For Sentence Form After Simultaneous Interpretation: Evidence Both For And Against Deverbalization -- 1. Introduction -- 2. Method -- 2.1. Subjects -- 2.2. Materials -- 3.3. Procedure -- 4. Results -- 4.1. Listeners Versus Type I Interpreters -- 4.2. Listeners Versus Type II Interpreters -- 4.3. Quiz Results -- 5. Discussion -- Notes -- References -- Putting one's Heart into Simultaneous

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Lambert and Barbara Moser-Mercer have attempted to give a new impulse to academic research in print with this collection of 30 articles discussing various aspects of interpreting grouped in 3 sections: I. Pedagogical issues, II. Simultaneous interpretation, III. Neuropsychological research. Being a professional interpreter may not be sufficient to explain what interpretation is all about and how it should be practised and taught. The purpose of this collection of reports on non-arbitrary, empirical research of simultaneous and sign-language interpretation, designed to bridge the gap between vocational and scientific aspects of an interpreter's skills, is to show that the study of conference interpretation, by way of scientific experimental methods, as tedious and speculative as they may often appear, is bound to contribute significantly to general knowledge in this field and have tangible and practical repercussions. The contributors are specialists from all over the world. Introduction by Barbara Moser-Mercer.
