

Corpora in Interpreting Studies: Expanding the Potential of Corpus-based Translation Research into Interpreting Didactics

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Translation and Interpreting, i.e. two facets of a common underlying cross-linguistic and cross-cultural communicative activity (Harris 1981: 184; Ladmiral 1994: 12, see Kostopoulou 2012), are not equally developed as pertinent research sub-fields and, to date, scarcely enjoy an equal status in academic settings (cf. Pöchhacker 2010: 159). Moreover, while translation has benefited largely from the advent of the information age and the extensive empirical research of textual evidence through corpora (Baker 1996, cf. Saridakis 2010), with concomitant benefits for translation didactics, the particularities of oral discourse with regard to interpreting, remain a comparatively under-researched area of study (Straniero Sergio & Falbo 2012: 9). This is not surprising, given the difficulties in, and the particularities of, designing and exploring interpretation corpora (Straniero Sergio & Falbo 2012: 35ff), compared to the use of translation corpora, and of course the late academisation of the sub-field, compared to translation (Pöchhacker 2010: 160-161), and the resulting lower interest in researching interpreting norms. Notwithstanding the above limitations, our paper posits that expanding the utility of a didactic translation corpus (Saridakis 2012), initially aimed to study the product and the process of trainee translators' performance, is well within the reach of the interpreting trainer/educator. More specifically, and having charted the map of the prevalent translational norms (standardisation and interference, *sensu* Toury 1995; see Saridakis 2012), it is posited that using a specially designed and meta-textually focused (Halliday 1978) didactic interpretation corpus, we can easily start exploring the trainee interpreters' lexicogrammatical options, in terms of field, tenor and mode, and combining such results with findings from an analogous translation training study (cf. Saridakis 2012). This, in turn, would enable the researcher (a) to make an informed account of the influence of the aspect of orality (cf. Sella-Mazi 2008) in the processes and mechanisms of standardisation and interference; and (b) to further systematise cognitive-pragmatic aspects of trainee interpreter competence and performance (Kohn & Kalina 1996, in Pöchhacker 2012:167; Chernov 2004), and therefore of interpreter training.

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Short CVs

Mrs. **Georgia Kostopoulou** is a translator, graduate of the Department of foreign Languages, Translation and Interpreting, with Greek, English and French as her working languages. She also speaks Italian. She holds a Masters Degree in the Science of Translation from the DFLTI Postgraduate Studies Programme, and she is a PhD candidate in the field of Textlinguistics and Translation. She has been working at the DFLTI since 2000, first as member of the associate teaching staff (2000-2005) and then as faculty member of the Specialised & Laboratory Teaching Staff (2005-to day). She is also a freelance translator since 2000, and has worked as an in-house translator of *Phrasis*, Translation and Interpreting Agency (1997-2000), specialising in various fields. Her research interests and scientific papers focus on Textlinguistics, Translation Didactics, Corpus Linguistics, Discourse Analysis, Rhetoric and Stylistics.

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