Interpreting problems are often caused by high SPEECH RATE. If source text delivery is extremely fast, and/or the speaker reads from a written text, there is a risk of information loss (Meuleman & Van Besien 2009). The interpreter either speaks faster, which may impact on comprehension processes, or resorts to compression.

Strategic decision-making in the interpreting process is essential, and the interpreter may have to choose between several competing strategies. Observational studies on the use of individual strategies are sparse, which is partly due to the difficulty in observing, measuring or counting the processes involved. Setton (2003) proposes individual strategic profiles that would need to be further studied. A combination of CORPUS-BASED RESEARCH and RETROSPECTIVE PROTOCOLS has been used to gain insight into the use of strategies by interpreters (Kalina 1998; Ivanova 2000; Vik-Tuovinen 2002; Gumul 2006b; Wang 2012), but there is room for much more research to unravel the complexity of strategic processes in interpreting.

To a certain extent, interpreting strategies may become automated in the course of time if they are trained appropriately, thus leaving enough capacity for the cognitive operations to be performed (Kohn & Kalina 1996; Kalina 2000; Riccardi 2005). There is therefore widespread agreement among interpreter trainers (e.g. Sunnari 1995a; Kalina 2000; Pöchhacker 2010a) that strategic processing needs to be taught to students, in theory as well as in practice.

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STRESS

→ COGNITIVE LOAD, → WORKING CONDITIONS

The intrinsic complexity of interpreting, both from the cognitive point of view and as a social activity in which the interpreter bears responsibility towards clients in many different SETTINGS, represents a likely stimulus condition for (occupational) stress. Stress, a term 'coined' by Hans Selye in the 1930s in a biomedical context (Selye 1956), is generally defined as a psychological reaction experienced when an individual feels an imbalance between task requirements and the resources available for coping with them (Lazarus 1966). The requirements may be external (environmental) and/or internal (set by the individual), and the activating response may be perceived as positive ('eustress') or negative ('distress'). The level of stress, typically understood in the negative sense, depends on the subjective cognitive evaluation of a given stimulus as threatening or challenging, and on the perceived consequences of failure to cope with requirements. Thus, the PERSONALITY traits of a person will determine, and to some extent predict, what is experienced as stressful.

Job-related stress in interpreting has been investigated with particular reference to CONFERENCE INTERPRETING, and especially SIMULTANEOUS INTERPRETING (SI). Stress endurance (Longley 1989), including ability to cope with speed stress (Gerver et al. 1989), was considered a crucial aspect of the interpreter's task and included among the features to be taken into account in APTITUDE TESTING.

Sources of occupational stress among (conference) interpreters were first investigated on a large scale in a study commissioned by AIIC (Cooper et al. 1982). The researchers first analyzed data from 33 interviews and stress logs kept by AIIC interpreters during five working days, and identified four categories of stress factors (stressors): physical-environmental conditions (in the booth); task-related factors (concentration, SPEECH RATE, PREPARATION, work organization, evaluation); interpersonal relations; and home/work interface. On this basis they developed a questionnaire for a worldwide survey among AIIC members, with items concerning physical health, JOB SATISFACTION, personality characteristics, perceived stress and

coping mechanisms. The 826 respondents (mainly freelance interpreters) indicated that the main sources of stress were environmental, followed by task-related factors and organizational aspects.

Some two decades later, another AIIC-commissioned study on occupational stress – the so-called Workload Study (AIIC 2002) – focused on interpreter stress and BURNOUT, investigating psychological, physiological, physical and performance aspects. A postal survey was developed for the psychological aspects, yielding 607 responses. Blood pressure, heart rate and salivary cortisol levels in a sample of 48 interpreters were collected for the physiological values, and 47 booths (permanent and mobile) in which the subjects were working were examined. Performance data (recordings) were collected for 42 interpreters, in 23 different booths, 6 times during the working day. While results indicated a high level of overall job satisfaction, the most frequently mentioned stress-inducing factors had to do with source texts and their delivery (e.g. speed, read texts, strong accents, lack of material and time to prepare) as well as booth discomfort.

In further studies on the physiological effects of stress in SI, Klonowicz (1994) investigated adjustments in resource mobilization using measures of cardiovascular activity (blood pressure, heart rate), while Kurz (2002a) assessed pulse rate and skin conductance to examine differences in stress response according to the setting (conference VS. MEDIA INTERPRETING). The latter method was also used to compare physiological stress levels in experts and novices (Kurz 2003). Moser-Mercer et al. (1998) combined measures of physiological stress (cortisol and immunoglobulin A concentrations) with questionnaires for psychological stress as well as output QUALITY data, to examine the effects of prolonged turns in SI, and found evidence of negative effects associated with turns lasting longer than 30 minutes.

The new challenges arising from REMOTE INTERPRETING led to a growing number of studies to identify any effects it might have on interpreters' WORKING CONDITIONS and health. For simultaneous conference interpreting in international settings, there is considerable evidence that the lack of direct VISUAL ACCESS to the speaker and setting, and the lack of feedback from the audience, lead to greater fatigue and a more rapid decline in performance quality (Moser-Mercer 2005a). In a large-scale experimental study on stress and performance in remote interpreting carried out in the European Parliament, results pointed to the sense of alienation and isolation felt by interpreters working in the remote condition, but showed no significant negative impact on performance quality and health (Roziner & Shlesinger 2010).

In SIGNED LANGUAGE INTERPRETING, where VIDEO REMOTE INTERPRETING is increasingly common, occupational stress is a prominent topic. Coping strategies and training-related suggestions are often discussed in the framework of the DEMAND CONTROL SCHEMA, a job analysis method used in studies of occupational stress (Dean & Pollard 2001). Given the high risk of stress-related illness, injury and burnout associated with signed language interpreting, an extended period of supervised practice in the final stage of training is suggested to guard against repetitive strain injury and other trauma disorders. In MENTAL HEALTH SETTINGS, in particular, the risk of VICARIOUS TRAUMA or secondary traumatic stress and burnout is very high (Bontempo & Malcolm 2012). Aside from the job's considerable emotional and psychological impact, Hetherington (2011), in a phenomenological study involving six sign language interpreters in England, identified lack of recognition as a major source of occupational stress: clients' unachievably high expectations were felt to be greatly at odds with interpreters' sense of the complexity of their ROLE and the responsibility they feel to ensure effective communication.

Lack of recognition is also likely to apply to spoken-language COMMUNITY INTERPRETING, though research on job stress in this domain is still scarce. Among the few exceptions is a study by the British National Union of Professional Interpreters and Translators (NUPIT

2001), based on survey responses from some 150 public service interpreters and translators. More than half the respondents reported a considerable level of emotional stress, and many pointed to poor working conditions and remuneration and a lack of professional appreciation as obstacles to a high level of performance.

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