Developing and Using an Ad Hoc Corpus to Teach Specialized Interpreting: A Case Study of German Embassy Speeches

La creación y el uso de un corpus ad hoc *en la enseñanza de la interpretación especializada: un estudio de caso de discursos de la Embajada de Alemania*

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Abstract: This article describes a corpus-based approach to specialized interpreter training, advocating for the compilation and use of ad hoc corpora to support trainers when developing training materials for specific domains. To do so, this article presents a case study to illustrate the utility and the subsequent analysis of an ad hoc corpus for specialized interpreting training, which is conceived of as a complement to current training practices for diplomatic interpreting. A specialized German language corpus

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of embassy speeches and interviews was compiled based on freely-available data and subsequently analyzed to identify genre- and domain-specific features of these types of addresses. By identifying discourse, text type, and specific terminology and expressions, trainers can develop domain- and genre-specific materials for training that align with the types of discourse that are likely to be encountered when working in these specialized domains. These materials can be used as part of courses in addition to self-study. This corpus-based approach to materials development can complement current training practices for specialized interpreting and enable authentic materials to be integrated into the interpreting classroom.

Keywords: interpreting pedagogy; diplomatic interpreting; specialized interpreting training; corpus-assisted training; genre analysis; genre-specific training.

Resumen: Este artículo describe la aplicación de la metodología de corpus a la formación de la interpretación especializada. Se propone el uso de los corpus *ad hoc* como apoyo al profesorado en la creación de materiales didácticos en ámbitos de especialidad, para lo que se presenta un estudio de caso y el resultado del análisis de un corpus de este tipo. El uso de los corpus *ad hoc* se presenta como un complemento a las prácticas actuales en la formación de la interpretación diplomática. El corpus especializado de este trabajo se recopila a partir de discursos y entrevistas en alemán de la Embajada de Alemania disponibles gratuitamente y con él se analizan y se determinan las características específicas de los géneros y del ámbito de especialidad en el que se inscriben. Al detectar las expresiones y la terminología propias de los géneros, el tipo textual y el discurso en un corpus *ad hoc*, el profesorado puede adaptar los materiales pedagógicos a los ámbitos de especialidad y géneros que se puedan encontrar en las condiciones reales de la interpretación en ámbitos especializados. Los materiales resultantes pueden usarse como parte de asignaturas o como material de autoaprendizaje. Este acercamiento a la creación de recursos pedagógicos puede complementar las prácticas de la enseñanza de la interpretación especializada y facilitar la integración de materiales auténticos en el aula de interpretación.

Palabras clave: pedagogía de la interpretación; interpretación diplomática; formación en interpretación especializada; formación asistida con corpus; análisis del género textual; formación adaptada al género textual.

1. INTRODUCTION

In light of its considerable visibility on the international stage, political and diplomatic interpreting is perhaps one of the most highly-recognizable forms of interpreting. This specialized type of language services enjoys its privileged position of societal recognition for a range of reasons, not least of which being that it is one of the oldest forms appearing throughout history (Thiéry, 2015; Baigorri-Jalón *et al.*, 2021), but also

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by virtue of the status of the parties for whom these interpreters provide their services. Interpreters regularly render these specialized interpreting services for dignitaries, political figures, and official state representatives, all of whom are perhaps more visible to the general public than other professionals. Such public presence of diplomatic interpreters comes naturally, particularly given the media coverage of international political summits and bilateral meetings and the often high-stakes nature of these interactions. Moreover, diplomatic interpreting has been the subject of considerable reflection — in mass media, in literary fiction, in film industry, and in interpreters' own memoirs (Andres, 2008, 2015). Interpreting studies researchers, too, have focused on the history of diplomatic interpreting (Roland, 1999), including inquiry into development of training practices and institutions in this area in different regions of the world (Lung, 2011; Sawyer, 2016; Cáceres-Würsig, 2012).

Despite its rather visible status, there is not a clearcut trajectory for interpreters interested in working in these contexts. According to a recent informal survey by Olsen *et al.* (2021), diplomatic interpreters have diverse backgrounds and skills, and are «not necessarily the type of interpreter one would find through an interpreting agency or by searching the directory of a professional association» (Olsen *et al.*, 2021, p. 68-69). The survey results suggest that some diplomatic interpreters are occasionally freelance interpreters, who then take more formalized positions, while others have previous experience as diplomats or have worked as military or intelligence service personnel. Some professionals currently working in the field criticize the relative dearth of job-specific training in academic contexts (Buri, 2015). Similar critical comments regarding interpreter education have been levied against general conference interpreting courses (Wang, 2015, p. 66), with some of the most ardent critiques suggesting that interpreter education has become pedagogically unfit to train professional interpreters (Igualada & Echeverri, 2019, p. 37).

To bridge this divide, interpreter trainers have started to focus on the development and use of teaching materials for specialized interpreting, including political and diplomatic settings. A recent publication by Kadrić *et al.* (2022), *Diplomatic and Political Interpreting Explained*, an English adaptation and update of Kadrić and Zanocco's (2018) earlier volume published in German, provides one such introduction to the field. In this latest version, the authors recommend engaging with authentic materials regularly encountered in these specialized settings. This guidance is common across much of the interpreting studies literature (e.g., Nolan, 2005; Gillies, 2013, 2019); however, the general nature of the recommendation is often unaccompanied rather than providing exercises to acquire specific interpreting skills. While trainers and researchers often view these pedagogical activities as indispensable (Dingfelder Stone, 2015, p. 243), the rationale for a lack of language-specific exercises is perhaps related to efforts to make these training materials broadly available regardless of language combination. In doing so, the onus falls on interpreter trainers or students to identify these materials and create associated exercises, which may ultimately lead to suboptimal results.

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As one potential means to facilitate this type of preparation and to develop specialized materials that align with authentic interpreting scenarios, trainers may benefit from the use of ad hoc (sometimes referred to as opportunistic) corpora. This article demonstrates how this type of corpus-based approach to materials development can be done using an example of diplomatic speeches and illustrates the feasibility of incorporating these tools in the interpreting classroom. To frame this approach and to understand what role such corpus-assisted training may play in interpreter education, the article first examines the use of corpus-based approaches to interpreter training, followed then by a discussion of specific genre conventions of discourse commonly found in diplomatic interpreting. The case study presents a fit-for-purpose corpus of Embassy Speeches and Interviews (ESI) held by the German ambassador to the Russian Federation in order to show how language-specific resources can be developed and leveraged. Following the genre-based approach to translation and interpreting (TI) pedagogy forwarded by Baer and Mellinger (2020), the article then analyzes welcome speeches with regard to their overarching structure, rhetorical moves, and lexical composition in order to demonstrate how a research-informed approach to materials development can benefit specialized training in diplomatic interpreting.

2. CORPUS-ASSISTED AND GENRE-SPECIFIC TRAINING

Corpus-based approaches to TI scholarship are a commonly-adopted method to investigate the product and process of translation and interpreting. The compilation and composition of these corpora are of considerable importance (Zanettin, 2012), insofar as the digitized collection of texts serves as the primary data source in these studies. Whereas corpus-based translation studies may be able to rely on readily-available texts, corpus-based interpreting studies require an additional step — the transcription of signed or spoken source discourse or speeches and their subsequent target language renditions (for a review of transcribing interpreting events, see Niemants, 2012, p. 180-187). Previously, the difficulty and labor-intensive nature of this task led to fewer interpreting-specific corpora than their translation studies counterparts; however, greater availability of automatic speech recognition (ASR) tools have significantly decreased potential barriers to their incorporation. Consequently, the average size of corpora may no longer be as constrained as in the past, thereby increasing the feasibility of integrating these tools into the interpreting classroom. Corpus-based interpreting studies commonly focus on highly specialized areas of communication in which the available amount of data is naturally limited, which has ultimately led to these specialized corpora being analyzed in greater detail. For example, Sandrelli (2012) explores interpreting at football press conferences using the FOOTIE corpus, Cabrera (2016) reports on the «architecture interpreting» (ARCHINT) corpus, and Bendazzoli (2010) focuses on directionality when interpreting at international medical conferences in the DIRSI project.

Recent advances in speech-to-text technologies have led to considerable developments in corpus-based interpreting studies (Bendazzoli *et al.*, 2018; Russo, 2019;

Wang & Tang, 2020), along with their implementation in interpreting pedagogy[1]. For instance, Bertozzi (2018) describes a project involving an Italian-Spanish intermodal corpus (ANGLINTRAD) to investigate loanwords, resulting in an in-depth analysis of TI strategies for 241 English loanwords in the Italian subcorpus. These terminological resources can be used in TI classes for comparative study. Ferraresi (2016) shows how an English-Italian intermodal parallel corpus (EPTIC) can be used in an educational setting to analyze differences in decision-making processes and proposes corpus-based teaching materials on collocations. Still other studies have described the creation of a proprietary on-site bilingual interpreting corpus and a complex e-learning environment at Hong Kong Polytechnic University (Wang, 2015) and their use in training contexts (Wang & Tang, 2020). Xu (2018) shows the increased efficiency of student terminology-driven preparation for an interpreting task when using a corpus-assisted approach. Fantinuoli (2018) has also argued that comparable speech corpora can be used in interpreter training to support deliberate practice and autonomous learning, particularly to improve language-specific skills.

As the previously-cited studies indicate, the use of bilingual interpreting corpora has considerable advantages despite some of the challenges of creating these types of corpora (Bernardini *et al.,* 2018). Nevertheless, monolingual corpora may also be useful to understand specific discourse conventions in one of the working languages. Bowker and Pearson (2002) present several tools and techniques to work with these specialized corpora and lay the foundation for their subsequent application. Braun and Kohn (2012) and Bale (2015) provide descriptions of different corpus-based resources for interpreter training, focusing on spoken and video corpora as a source of training materials.

The utility of monolingual corpora for training purposes has been discussed by translation studies researchers who recognize the importance of including genre in training programs given its utility in analyzing texts (Biel, 2018; García Izquierdo, 2022; James, 1989). Researchers have discussed genre-specific training in language for specific purposes (Borja Albi *et al.,* 2014), conducted projects improving genre awareness in legal translator education (Balogh, 2019), and developed translation coursebooks centered around this approach (Baer & Mellinger, 2020). These approaches are also potentially useful for interpreter training which coincides with renewed calls to (re-)establish closer relations between translation and interpreting studies (Defrancq *et al.*, 2019). Indeed, revisiting earlier claims to study both interpreting and translation within one subject of *Translation* as opposed to the division in written *Übersetzen* and oral *Dolmetschen* modalities (Kade, 1968, p. 33), may provide additional insights for the current theoretical approaches and can be extended, at least in part, to pedagogy. In

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1.   This article focuses on the use of standard corpus tool features to work with spoken language in interpreting pedagogy. For a review of more sophisticated technological environments developed for interpreter training, see Rodríguez Melchor *et al.* (2020), and for signed language corpus-driven research, see Wehrmeyer (2019, 2021).

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line with this trend, it might be useful to borrow some of the tools from translator training and apply them to interpreting classes.

In the context of diplomatic interpreting, one may look to translation studies research on genre and its relationship to diplomatic speech. Building on Hatim and Mason's (1990) work, García Izquierdo and Montalt (2021, p. 136) make the case to incorporate genre into these discussions, insofar as a corpus-based approach «links together formal ('conventionalized forms'), sociocultural ('social occasions') and cognitive ('purposes of participants') aspects of communication» as «a platform where all translation-relevant elements converge». As Trosborg (2000, p. vii–viii) argues, the awareness and ability to use genres is an indispensable aspect of knowledge that is required for a full participation in professional cultures. For the purposes of this article, *genre* (like discourse) will refer to the sociocultural use, the setting of a speech, and will be reflective of the social occasion (Hatim & Mason, 1990, p. 142). By considering genre in this way, it is therefore appropriate to speak about *diplomatic speech* as a genre. We will also adopt Hatim and Mason's (1990, p. 48) definition of *text type* as a more conventionalized form of text, entailing «a common core of grammatical and lexical features appropriate to many situation tokens». Here, we adopt the above-mentioned cross-disciplinary approach to build upon the suggestions from the introductory coursebook *Translating Texts* (Baer & Mellinger, 2020) that focuses on written translation to use a similar method in interpreter training. The theoretical overview and argument outlined in their introduction that situates genre-based approaches to translation pedagogy is equally applicable to interpreting studies. The present study is a natural extension of this work, which builds on genre analysis discussed by Swales (1990) and Bhatia (1993). The methodology summarized in Baer and Mellinger (2020) was deemed preferable in this instance to other approaches (cf. Borja *et al.*, 2009) given its orientation toward applied goals of teaching and training the language professionals. The present study seeks to illustrate the feasibility and utility of incorporating corpora into the interpreting classroom as a complement to other pedagogical activities, highlighting how a research-based approach to text analysis can augment a trainer's ability to teach specialized interpreting. In addition, we merge two main approaches to teaching genre (Flowerdew, 2002), namely linguistic and situational approaches. While a focus on the situational context is indispensable to understand language use in a specific context, a proficient specialized language user, especially an interpreter, must be very familiar with lexico-grammatical and rhetorical structures of certain text types to be able to provide necessary equivalents in a prompt and reliable manner. For interpreting studies and interpreter training, certain genres and text types (e.g., orally produced types of text, speeches, written-to-be-spoken addresses, interviews) are more pertinent than others regarding future work for graduates. In the context of diplomatic interpreting, diplomatic speech as a genre produced in the corresponding setting may manifest in several text types, such as welcome speeches or commemoration addresses by foreign ministers, international politicians, diplomats, or — as is the case with the corpus that is presented below — speeches delivered by an ambassador. In what follows, we briefly outline some of the genre-specific features of diplomatic discourse that are encountered by interpreters, followed by a description of the specific corpus and its subsequent analysis.

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3. DIPLOMATIC INTERPRETING AND DIPLOMATIC SPEECHES

The situated practice of diplomatic interpreting (DI) requires explicit recognition of the setting(s) in which interpreters work as well as recognition of the types of genres, speeches, and texts with which they work. Gheorghiu (2020) provides a taxonomy for research in DI and attempts to identify what aspects of DI distinguish this type of interpreting from others. In Gheorghiu's proposal, broad concepts, such as responsibility, power, roles, ethics, and invisibility are particularly salient to understand DI. Nevertheless, the author concedes that these are not specific to diplomatic interpreting, or are only quasi-specific. Therefore, Gheorghiu (2020, p. 28) argues that one distinguishing factor of this specialized type of interpreting service, among others, is what the author terms «devices», i.e., techniques of interpretation in the given situation, such as coping with vagueness and ambiguity, or optimization of form and content.

These specific DI devices may be important for interpreting pedagogy since they comprise the basic skill that underlies all other factors and criteria, and as such, ought to be incorporated into DI coursework. The emphasis on skill development should not be underestimated: trainees enrolled in modern, rather short-term and practice-oriented MA courses in conference interpreting often seek to develop basic interpreting skills by retaining a link to language in interpreting. In an effort to bring together the larger contextual, setting-based approach to interpreter training with a more text-based, micro-level approach, this article advocates for a research-based pedagogy that incorporates corpus-derived materials into class activities. These activities, based on text and discourse, may assist in distinguishing the above-mentioned devices on a textual level, thereby providing materials for training, even without additional corpus annotation and enrichment efforts for pedagogical purposes (cf. Braun, 2006).

To train language professionals in the field of DI, a closer look is needed at the genre of diplomatic interpreting since there has been inconsistency in how it has been characterized, both in terms of the source language utterances with which interpreters work and the resulting rendition provided by interpreters. First, diplomats are not expected to speak as representatives of a political party nor are they considered active policy-makers (Kadrić *et al.*, 2022, p. 10-12). As such, their language use is often not performative and is not always considered to be an enactment of policy. However, when the issue of translation is concerned, there is a potential shift in the overarching function of the rendition in the target language. For instance, Schäffner (1998, p. 186) assumes a change in the function of the target text compared to the source text, which is illustrated by her example of a political speech delivered in German and then interpreted for a foreign audience:

> For diplomatic reasons, the ST [source text] has to be produced in the source language but from the outset with the intention of having it translated for use in the target culture. There are hardly any «proper» addressees of the ST (apart from German-speaking members of the immediate audience).

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By emphasizing the interpreted rendition and the subsequent change in function, both researchers and trainers can point to decisions made when interpreting that have been shaped by this change. The case study presented below also recognizes this important feature of DI and political discourse, insofar as the German-language speeches given by the ambassador are addressed to a Russian-speaking audience. Thus, there are potential shifts in function across languages while also reaching a greater number of speakers than the original German-language version.

A second important characteristic of diplomatic speeches is that these texts are normally prepared in advance and can be ostensibly classified as «written-to-be-spoken» texts. However, despite their prevalence and regular use as part of diplomatic discourse, compilations of written-to-be-spoken text types, such as the hundreds provided in the *Handbook of Linguistics and Communication Science* (Gutenberg, 2000, pp. 582-585), do not mention any specific diplomatic genres. The question of what constitutes a diplomatic speech may instead be derived from the setting of a certain speech act or the person delivering the address rather than the type of speech or the text per se. For instance, if a diplomat gives a speech at an event, such speech may be deemed as a diplomatic speech; if an ambassador is speaking at a dinner, his toast or after-dinner speech may also be considered a diplomatic speech. The same applies to a (diplomatic) welcome addresses on different occasions, interviews, or other such events. Consequently, we expect to find different text types under the broad designation of this label. Certain genres are also more likely to be found in diplomatic settings than others (e.g., congratulatory speeches rather than sports commentaries or daily news summaries).

4. ESI CORPUS AND ANALYSIS

The present corpus follows the specialized corpus selection criteria provided in the appendix of Baer and Mellinger (2020). The Embassy Speeches and Interviews (ESI) corpus comprises 23,504 words, consisting of 35 documents: 31 speeches and 4 interviews. The extension of the corpus was restricted by availability — all documents that were publicly available online on the German embassy website in the Russian Federation under the section «Addresses, interviews and articles of the ambassador von Geyr»[2] at the time of corpus creation were included in ESI[3]. All of the texts are

2. https://germania.diplo.de/ru-de/vertretungen/botschaft/-/2356248 (Accessed on 15.05.2023).

3. All of these texts also have an official Russian translation that is published on the same website. These were compiled into a second corpus, namely a bilingual Russian–German corpus that aligns the original German speeches and interviews from ESI with their official published translations. It will be used for further research and training purposes; however, the analysis of this bilingual corpus falls outside the scope of the present article.

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attributed to the same ambassador, and all texts were included in full. Titles and additional comments (e.g., «check against delivery») were original to the documents and were also included. The authorship and the language of the corpus are appropriate for the purpose of this corpus since they are officially released by the German embassy. The publication dates range between 2020 and 2022, ensuring that the language material is relevant, and the topics are current. Both of these factors are important for the quality of language training materials, especially in diplomatic interpreter training where not only contemporary topics, but also the relevant terms and wording are of utmost importance (Kadrić *et al.*, 2022, p. 31).

ESI was created using *Sketch Engine*, a readily-available corpus tool commonly used in translation and interpreting studies. The frequency analysis of this corpus and its sub-corpus ESI-OS (see below) have been conducted using various functions directly available in *Sketch Engine*. The utility of this type of tool lies in its ability to generate opportunistic and ad hoc corpora that are specific to the needs of interpreter trainers. Moreover, the documentation and community of users of the software make the tool an accessible resource that does not require extensive training to incorporate into their own classes or to develop their own resources.

All documents in ESI can be categorized into two groups, based on the mode of the text. The larger group can be described as «written-to-be-spoken», which refers to different speeches and addresses that were apparently composed in advance with the ultimate goal of being delivered by the ambassador. The other group of documents are interviews, which were originally transcribed to be read by the audience of the respective media outlets and have been included in the corpus as published on the embassy website. Although the general subject of the corpus is diplomatic speeches and interviews, a closer look at the text types reveals a more diverse selection of documents.

5. ESI TEXT TYPES

Here, we present a text type analysis, providing both a macro-level and micro-level description of the diplomatic texts included in the ESI corpus. All 35 documents begin with an original title. These titles include a description of the event, or the occasion at which the speech, or the interview were given. In most cases the document titles begin with a label of the text type, facilitating the following analysis for all 35 documents.

There are four interviews in ESI. In two interviews, the text type label is provided in the title, while in another two publications, the word «interview» is not explicitly mentioned. Quite often, the statement of the text type is omitted (7 instances), and the whole title is constructed using a preposition clause introduced by the German word *anlässlich* [on the occasion of], as in the following example: «Botschafter von Geyr anlässlich des 75. Jahrestags des Abschlusses der Nürnberger Prozesse» [Ambassador von Geyr on the occasion of the 75th anniversary of the end of the Nuremberg Trials].

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In some cases, the omitted text type label can be found in the lead following the title. The text type *Ansprache* [address] is explicitly mentioned in the title in five instances, including such derivatives as *Videoansprache* [recorded address], and *Grußbotschaft* [greeting address][4]. The most frequent text type label, *Grußwort* [welcome speech], occurred 19 times in ESI, including such derivatives as *Einführendes Grußwort* [introductory welcome speech], or *Videogrußwort* [recorded welcome speech]. Seven speeches in ESI were initially produced as video recordings. All were published after the outbreak of the COVID-19 pandemic.

Since labels such as «address» and «welcome speech» can be used in the titles interchangeably, the preceding review of the document labels may be somewhat misleading. However, a brief content analysis of the texts provides greater insight and helps to categorize the texts more reliably. For instance, a rather distinct text type, namely an anniversary address, appears six times in ESI. Despite being labeled differently (i.e., address, recorded address, or welcome speech), all six speeches had similar content insofar as the main topic addressed the primary occasion for the event, such as recurring holidays (e.g., German Unity Day) or memorial days (e.g., 75th Anniversary of The Nuremberg Trials).

Further analysis of the speeches, excluding interviews, shows that the most common text type in ESI is opening remarks: they account for 64.5% of all documents. An additional six speeches were delivered at public events despite not being the opening remarks. In total, 26 speeches (over 83% of ESI) were connected to public events, illustrating the context-specific nature of the comments. Of the comments presented at public events, 40% were opening speeches at an exhibition, which further situated the ambassador's comments not only to a specific location, but also to the event itself.

Having this broad understanding of the situatedness of diplomatic speeches is of potential support to trainers. As García Izquierdo and Montalt (2021, p. 140) describe when referring to translation classes:

> […] the target genre is conceived of as a communicative space in which the written text — that is, the translation — is but one among several key factors. Exploring them in detail may help the student choose strategies and take decisions to solve the difficulties and problems posed by the translation brief.

Much in the same way that García Izquierdo and Montalt (2021) recognize the communicative space shaping target language genre conventions, we consider the importance of the context-specific nature of these diplomatic texts for interpreting pedagogy. Trainers can point to these macro-level descriptions of texts included in an ad hoc corpus to illustrate the general orientation of these speeches and emphasize the

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4.   *Grußbotschaft* is often rendered in English as «greeting». This outlier may be classified by referencing the available official Russian version, in which the term has been translated using the same term as in the case of *Ansprache*, «address».

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importance of the communicative space, this time quite literally, in which their renditions will be provided.

The most common text types of the ESI are presented in Table 1 (excluding four interviews):

Table 1: Text types in ESI

Genre	Count
Opening remarks	20
Holiday or commemoration day address	7
Award ceremony speech	2

In addition to opening remarks at events, the corpus included remarks at award ceremonies and holiday celebrations or commemorations for historical events. These text types will likely vary depending on the data sources included; however, there is utility in a general understanding of the types of events at which diplomatic interpreters may need to work. For instance, interpreters with ambassadors may find themselves participating in these types of events, while other staff that work with the ambassador may work in other contexts. Interpreters will need to be cognizant of this potential variation, and an ad hoc corpus helps reveal which text types may be most appropriate to prepare.

Table 2 presents the fields of discourse found in ESI. Of all ESI speeches, 67.7% are either addresses delivered for historical anniversaries, or opening speeches at exhibitions, concerts, and other art events.

Table 2: Most popular topics in ESI

Topic	Count
History and World War II	11
Art	10
Science and education	7

Quite remarkable is the number of speeches that are in some way concerned with historical topics. For the German–Russian context, such close attention to the past is commonplace in light of the roles both countries played in World War II. In fact, nearly a third of all ESI speeches (9 in total) were connected to topics related to the war. There may also be a personal connection to the topic of the speeches delivered by the ambassador. As a historian by training, the ambassador stresses in one of the speeches that he is particularly interested in the topic of the meeting where he is speaking.

Such a taxonomy of text types within a genre and a subject field can be one important result of working with a corpus like this in interpreting classes, especially when language for specific purposes in a specialized interpreting setting is concerned. As an introductory activity in class, students may be asked to reflect on these taxonomies in an effort to better understand what constitute diplomatic speeches more generally, followed then by a more detailed discussion of specific text types, occasions, and events where interpreting occurs. This type of activity familiarizes students with the topics covered as a whole in this communicative space, while also raising awareness of the language used in these settings. Trainers can use these text types to scaffold future assignments by building on this established foundation of what the diplomatic genre and text types to be discussed in these settings.

Beyond greater awareness of specific language characteristics, trainers may also wish to address the policies that surround the availability of these texts for analysis. Since political translation represents a form of political activity (Danni, 2020, p. 3), trainers and students can reflect on which published speeches are publicly available as well as their corresponding translations. Whereas this case study draws on speeches and their translations from the German embassy to the Russian Federation, other German-speaking countries such as Austria do not have the same level of availability of their speeches. In a similar vein, the German embassy in France also does not have as extensive of a collection of addresses delivered by its French ambassadors. Diplomatic interpreting and translation are situated among the relations of the constituent parties, and as such, these texts provide a window into the politics of translation, connecting broad conceptualizations of political engagement with tangible speeches used in these settings.

Moreover, communication with translation services of the corresponding diplomatic representations can enrich interpreting classes by providing students with additional information on when exactly the translations are created and to what extent and how diplomatic interpreters reference these texts. More detailed textual analysis will help to discover more about the topics and probably the language formulas, which are typical for discussions among the diplomats of two specific countries, and this information can be directly linked to the language combination that is taught in the course.

The above ideas for corpus-assisted pedagogy in specialized interpreter training are rather general and descriptive. To be more specific and to address the training of the actual interpreting skills by providing material for exercises, we shall further examine one text type from ESI. As the above analysis has shown, the most popular text type in ESI is opening speech, or opening remarks, i.e., a speech act of greeting the participants and introducing the main event, which was either organized in cooperation with the German embassy, or to which the ambassador was invited to address the audience. To analyze this text type in more detail, a subcorpus of opening speeches ESI-OS was created. Using ESI-OS we will describe this type of text in terms of rhetorical moves, that may be helpful for specialized interpreter education.

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Specialized Interpreting: A Case Study of German…

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Rhetorical moves, defined as «largely predictable functional components in a text» (Danni, 2020, p. 3), represent a potentially fruitful avenue to explore in simultaneous interpreting training since prediction, or anticipation as interpreting strategy is often discussed in literature (cf. Van Besien, 1999; Vandepitte, 2001). While recent empirical findings are inconclusive that anticipation is particularly prolific in some settings (Dayter, 2020), the role of context in interpreting should not be underestimated (Chmiel, 2021). Insight into what kinds of rhetorical moves in a diplomatic speech genre are used repeatedly, and hence can be considered recognizable and predictable, may provide practical guidance for anticipation training in DI context.

Dontcheva-Navratilova (2009) has examined interpersonal meaning in diplomatic addresses as a genre whereby she analyzed thirty opening speeches delivered by three leaders of UNESCO. Her introductory discussion of the generic structure and expected rhetorical moves of political opening addresses remains relevant to the present analysis. While there is difference in the discourse of politicians leading a major international organization and an individual diplomat representing one country, as will be shown below, such typical moves as salutation and acknowledging the hosts, introducing the main topic, as well as an obligatory closure with sub-moves «wishing the event success» and «thanking the audience for its attention» (Dontcheva-Navratilova, 2009, p. 133-134) are also found in the ambassador's opening speeches.

Many aspects of the suggested approach may be expanded by discussing with students basic assumptions of genre theory and discourse studies as developed by Bhatia *et al.* (2008), Swales (1990) or — as presented in introductory textbooks (e.g., Bax, 2011) — earlier authors such as Bakhtin or Aristotle. The applied nature of this exercise in developing a training approach does not allow the authors to elaborate on all considered theoretical concepts in detail. Instead, the following sections should be considered as a practice example of using a speech corpus and a genre-based theoretical framework for teaching conference interpreting, subject to critical assessment and further development by colleagues.

6. OPENING SPEECHES SUBCORPUS – ESI-OS

The ESI-OS documents (20) comprise 64% of all speeches in ESI, and in terms of word count (12,754 words) account for 54% of the entire extension of ESI (23,504 words). On average, the opening remarks are shorter than interviews and other text types in ESI. The word count of ESI-OS documents is highly variable, ranging from 196 to 1,036 words. Most documents (12 speeches) range in word count between 300 and 900 words. The similar values of the mean (637 words) and median (691 words) text length suggest a fairly symmetrical distribution of ranges. This general description provides an initial indicator of the diverse nature of assignments that diplomatic interpreters may encounter in their career when interpreting at official events.

In what follows, we adopt a more general approach to develop pedagogical materials based on a descriptive corpus analysis, as suggested by Baer and Mellinger (2020) for translation of written text genres. While their volume focuses on written materials, the present study extends their work by compiling an ad hoc corpus of oral speeches that a diplomatic interpreter is likely to encounter in order to conduct a genre analysis in the service of interpreter pedagogy. We begin the analysis with macro-textual features of the opening speeches and look at the rhetorical moves that occur in the ESI-OS. We then establish obligatory moves which are the genre's «core and essential elements» (Danni, 2020, p. 3), and describe some complementary optional moves.

7. MACRO-TEXTUAL FEATURES

Most of the opening speeches (17) in the subcorpus ESI-OS are labeled as *Grußwort* [welcome speech] in the title, representing a slightly higher proportion of speeches than that of the full corpus. The document title is the first mandatory rhetorical move which is followed by a date, and a text type label (on the embassy website, all the documents included in the ESI-OS are labeled as *Rede* [speech]). After these initial rhetorical moves, the speech itself appears in the text, which always begins with an obligatory greeting and contains an expression of gratitude (for invitation or for organizing the event), and a closing statement. A somewhat-mandatory move is the notice *Es gilt das gesprochene Wort* [Check against delivery], which can be found in nine speeches. It is worth noting that seven speeches were pre-recorded video addresses; in these instances, this notice to verify the text against what was said in the speech is not necessary to include. Hence, this rhetorical move is absent in just four relevant speeches and therefore can be considered quite common.

Another optional move, present in six cases, is the name of the event location. Location is mentioned in the beginning of the document, after the date and the «speech» label, and indicates the city and/or the venue of the event, e.g., *Moskau, Neue Tretjakow-Galerie* [Moscow, The New Tretyakov Gallery].

The above mandatory and optional moves can be summarized as follows:

- Title
- Date
- Genre label
- Event location [optional]
- «Check against delivery» notice [optional]
- Greeting/gratitude/salutation
- Main content of the speech
- Closing/wishes/gratitude

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7.1. *Register*

The register of the opening speeches in ESI-OS depends largely on the field of discourse, since two other elements of the register — mode and tenor — remain constant. The mode — i.e., the way in which the language is used in ESI-OS documents — can be described as written-to-be-spoken. This type of language results in well-structured texts with obligatory moves that do not leave much room for spontaneity. At the same time, the author of the speech is cognizant of the oral communication channel and the function of this speech act, using discourse markers to shift to subsequent key points. The sentences in these speeches are not overly long and avoid complicated syntax, excessive statistics, or specialized technical terms. The tenor — i.e., the relationship between author and audience — of the opening speeches seeks to make the message accessible to the general audience at the event, and, more importantly, to underline the speaker's role as a diplomatic representative of the country. Both politeness and neutrality are main factors in the tenor of these speeches. In shorter speeches, the text may be more formal and restricted to mandatory moves with little additional content, while in longer addresses, the main topic of the event is touched upon, however, without being overly technical.

The prevailing field of discourse regulated by the topics of the speeches can be described as arts and culture: half of the speeches can be situated in this domain as they are opening either an art exhibition or a concert. Therefore, it is unsurprising that the word *Kunst* [art] occurs 26 times in the ESI-OS, and the noun *Ausstellung* [exhibition] appears 44 times. The latter term, *Ausstellung* is the fourth most frequent noun in ESI-OS, preceded only by the words *Russland* [Russia], *Deutschland* [Germany], and *Jahr* [year]. Additional reflection on word lists appears below in the analysis of micro-textual features.

7.2. *Communicative function*

The communicative function of the official opening statements tends to position the event more broadly and is less informative since the audience of such addresses is aware of the kind of event that is happening. The aim of the ambassador's speech at the beginning of an event is not so much to inform about the subject matter, but rather to create a conceptual frame for the event and provide a formal introduction. Some general information may be given about the organization (e.g., that the current event is part of a larger cooperation project). In some cases, personal stories are told that establish rapport or a relationship between the ambassador and the audience. However, the informative function is clearly less important than the formal expressive, or phatic one: opening and closing greetings and salutations abound and a direct connection is established by calling addresses in the audience by their names and titles. In each case, formal politeness remains of particular importance.

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7.3. *Opening*

From an interpreter's point of view, the most relevant rhetorical moves are those that are contained in the speech itself and that will be interpreted at the event (as opposed to the title of the speech or location which are published alongside the text for informational purposes). The first obligatory rhetorical move found in all opening speeches is a greeting. In official speeches, the function of greetings is mainly expressive. Greetings are highly conventionalized and follow certain patterns (Li, 2010). Hence, greetings may be treated as set phrases that may be rendered with certain equivalents in the target language, making this obligatory rhetorical move a good candidate for skill development-focused practice (see Herring *et al.*, 2022).

Official greetings normally begin with salutations, and this is the case in all of the ESI-OS speeches. According to its phatic function, a formal greeting salutation often lists the most important guests at the meeting, addressing them personally and by their titles. The average number of salutations in ESI-OS speeches is 4.5, while the longest greeting entails eleven lines of salutation:

Herr Stellvertretender Ministerpräsident Beloussow,	[Mr. Deputy Prime Minister Belousov, Mr. Prime Minister Kretschmer,
Herr Ministerpräsident Kretschmer,	Professor Shvydkoy,
Herr Professor Schwydkoy,	Mrs. State Secretary Manilova,
Frau Staatssekretärin Manilowa,	Mrs. Director Tregulova,
Frau Direktorin Tregulova,	Mrs. Director Ackermann,
Frau Direktorin Ackermann,	Mr. Libeskind,
Herr Libeskind,	Mr. Görgen,
Herr Görgen,	Excellencies,
Exzellenzen,	dear colleagues,
liebe Kollegen,	dear guests]
liebe Gäste	

After naming the important persons, a salutation often ends with a formula addressing the general public. While the most common phrase here is *Damen und Herren* [ladies and gentlemen] (6 entries), other variations are possible, such as *liebe Gäste* [dear guests] (4 entries).

An implication of these observations for diplomatic interpreter training is the importance of noting correct salutations when working consecutively in light of the average number per speech in the present corpus. The variation and number of titles can be discussed with students, providing an opportunity to find appropriate renditions in their target languages. Salutations of this kind can be found in this and other speech corpora and trained as separate items, independently from a specific speech, in order to acquire the necessary skill of noting and interpreting 4-5 names with titles without

mistakes. Other typical features in the speeches themselves can be trained using similar techniques according to the principles of deliberate practice (Tiselius, 2018) or skill development-focused practice (Herring *et al.*, 2022).

7.4. *Closing*

Another obligatory rhetorical move is speech closing. It is not unusual that the ending of a speech is somehow linked to its opening or its title. This type of repetition is found in four of the ESI-OS documents. The most frequent element here, however, is an expression of gratitude (13 entries), which is typically expressed toward the event organizers either for putting on the event or for the invitation to attend. A very frequent element is also expression of well wishes for the success of the event (7 entries), or a future outlook with lexical constructions such as *gespannt sein* [looking forward] (5 entries). In some cases, these various elements are combined into a single concluding statement: «Ich **wünsche** Ihnen einen informationsreichen Tag mit viel Austausch und bin schon jetzt auf die Ergebnisse **gespannt**. Vielen herzlichen **Dank**!» [I **wish** you an informative day with a lot of exchange and I am already **looking forward** to the results. **Thank** you very much!].

The above data provides a source for further training: expressions centered around most frequent lexical items can be extracted and incorporated into training with students during a class or given as a homework assignment. The latter will, on the one hand, promote the much-needed additional practice, and on the other hand, this approach aligns with the current principles of language pedagogy, in that «students should become more autonomous and take control of their own learning» (Bale, 2015, p. 25).

By way of example, we will consider the closing expression of gratitude, which is one of the obligatory rhetorical moves in diplomatic speeches. Given its prevalence in the corpus, we examined sentences in the corpus containing lexical elements with a root **dank** [*thank*]. To do so, trainers can rely on any number of freely-available corpus analysis tools. Wildcards, denoted by asterisks, can be used to allow for various prefixes and suffixes to be returned along with the root search item. In this case, using the built-in concordance function of *Sketch Engine*, 68 entries were returned from which a trainer can choose the most relevant or interesting examples to practice with students. Note that there will be different expressions with the similar meaning, not just the obvious options with the verb *danken* [to thank]. Pointing out synonyms and discussing interpreting options of such language formula is also an important step in training which can be optimized by the use of speech corpora. Figure 1 presents a list of the returned items, including variations such as *danke*, *dank*, *bedanken*, and *dankbar*. In addition, the surrounding context is returned as well as the document from which each item was drawn to allow for further analysis based on the surrounding information.

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Figure 1: Concordance search for *dank*

Note: asterisks denote wildcards

7.5. *Frequency lists*

Another common feature of corpus analysis tools is the generation of frequency lists. In this case, *Sketch Engine* generated a list of all of the terms and how often each occurs in the corpus. Even a superficial analysis of the most frequent lexical items in a corpus may provide valuable insights into what should be included in interpreter training within the given genre and discourse field. For instance, the verb frequency list for ESI-OS cleared from auxiliary and modal verbs demonstrates that constructions with the verb *zeigen* [show] are particularly favored in ambassador's speeches, and together with the next three verbs (*gehen*, *freuen*, *machen*) they account for over 50% of the top ten main and linking verbs. Table 3 shows the various frequencies of the verbs found in the ESI-OS corpus.

The frequency index of *zeigen* [show] is 43, which means that there are 43 ready examples for interpreter training, all of which can then be examined using the concordance tool. To use these features a trainer does not require any technical knowledge in the field of corpus linguistics: the outcomes of such search requests are available automatically via a user-friendly interface.

Noun frequency lists can also be generated from the corpus analysis tool. In an effort to make the noun frequency list more relevant for interpreter training in this case study (Table 4), proper names like *Russland* [Russia] and *Deutschland* [Germany], salutations (*Herr, Frau*), and the noun *Botschafter* [Ambassador] were removed. These terms are unsurprisingly more numerous than any other nouns in most speeches. By using a stop list, trainers can examine corpus data more efficiently and identify other salient examples for potential inclusion in classes.

Table 3: Verb frequency list

Verb	Frequency
zeigen [show]	43
gehen [go]	31
freuen [be pleased]	26
machen [make]	25
sagen [say]	22
geben [give]	22
schaffen [manage]	18
danken [thank]	17
bringen [bring]	16
gelten [be considered]	15

Table 4: Noun frequency list

Noun	Frequency
Jahr [year]	52
Ausstellung [exhibition]	44
Thema [topic]	36
Land [country]	35
Mensch [man]	35
Zeit [time]	31
Veranstaltung [event]	29
Geschichte [history]	27
Tag [day]	27
Kunst [art]	26

A closer look at the concordance lines reveals that the leading position of the word *Jahr* [year] might be explained by the fact that many speeches were held on the occasion of anniversaries. In most cases this word is used in plural form, and constructions like: «75 Jahre Ende des Zweiten Weltkrieges» [75 years after the end of the Second World War] or «100 Jahre Jubiläum» [100 years anniversary] are responsible for almost a third of all entries (29%), presenting a good opportunity for training of such constructions that are rather frequent in the present discourse and hence may optimize their future renditions.

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Three nouns with a similar frequency — *Thema* [topic], *Land* [country] and *Mensch* [man] — can be also discussed in the class. For instance, one may comment on the use of words — how is *Land* [land, country] different from *Staat* [state] and why the former is among the most frequent nouns in the opening speeches, whereas the latter is used only four times in the whole corpus, all in plural, two entries being toponyms (*Vereinigte Staaten* [United States] and *Baltische Staaten* [Baltic States]). While these terms may seem basic and therefore unremarkable to interpreter trainers, there are implications of specific language use that ought to be considered in the interpreting classroom. As noted above, translation and interpreting are embedded in a specific sociopolitical context, and the terminology that appears in these speeches may carry a specific valence or connotation that may need to be preserved in the target language. Subtle changes in language with common terminology can shift the result of this specialized type of interpreting. Thus, even a quick corpus search can provide clues into what topics are worth discussing with students and deliver necessary examples for training at the same time.

Another item whose frequency is worth considering are conjunctions. This type of data may provide insights regarding coherence at the sentence level. In the case of ESI-OS we see that the additive conjunction *und* [and] is found in the speeches 502 times while *dass* [that], being a marker of subordination, — only 88 times. In 55 entries the conjunction *und* is used at the beginning of a new sentence which even more underlines its role as a connective not only within sentences, but also between them. Such predominant position of the additive coordinating conjunction as a cohesive device may be a good starting point for a discussion about coherence in diplomatic opening speeches, and why, in this written-to-be-spoken type of text, coordination is probably more preferred than subordination. As with noun and verb frequency lists, the unassuming nature of these words may go unnoticed in training contexts without explicit engagement with textual analysis that reveals patterns of usage. For interpreter training, it may be particularly important to «illustrate how coherence works at a level where it is generally overlooked and never demonstrated, the macro level, i.e., between units larger than the sentence» (Le, 2004, p. 260). These grammatical categories and searches are a starting point to discuss how individual, micro-level decisions can impact the macro-level function of the speeches in which they are embedded.

8. CONCLUSION

In order to create diverse, specialized materials for interpreter training, we have argued that an ad hoc, opportunistic corpus can be used to compile language material suitable for training with regard to specialized interpreting settings. The presented case study of diplomatic speeches provided insights into the macro- and micro-level of a specific genre and illustrated how this type of text analysis can support interpreter

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trainers and complement their current training practices. Moreover, the case study illustrates how these tools can be leveraged to support research-informed pedagogical practices.

As the brief analysis of the ESI corpus of diplomatic speeches has shown, opening remarks were represented more often than other text types and could be considered a good example of the genre for a class in diplomatic interpreting. The hands-on materials of the ad hoc corpus make it possible to reflect on the situated practice of diplomatic interpreting and provide more practical, language-specific training. The ad hoc corpus also demonstrates the various established rhetorical moves of the given text type, such as opening, expression of gratitude and closing, which can then be incorporated into training exercises according to the principles of skill development-focused practice since ready examples for such exercises are already available in the compiled corpus. Using frequency lists helps to distinguish additional topics for in-class discussion, and subsequent concordance searches in the same or in other speech corpora provide numerous authentic examples for further exercises.

There are clear advantages of corpus use in specialized interpreting courses and workshops, including an increase in the availability of self-study materials, the provision of multiple opportunities for in-class activities, and facilitation of course preparation on the part of trainers. Since interpreter trainers are often practicing conference interpreters who must balance course preparation with their professional responsibilities, this approach enables context-specific materials to be developed without overly burdening these instructors. Another advantage of an ad hoc corpus for specialized interpreter training is that these materials take into account a data-driven approach to teaching and learning (cf. Boulton, 2011) wherein students may explore a corpus independently, thereby becoming more autonomous in their learning. Moreover, the use of an ad hoc specialized corpus does not exclude the possibility of guidance by the trainer, allowing even a small corpus to be leveraged to multiple ends. Both reflective assignments and skill development practice are possible when working with such a corpus. In sum, the compilation, analysis, and use of a specialized ad hoc corpus provides a targeted approach to prepare for future assignments, allowing in-class activities to mirror future professional work, enabling a professionally-driven orientation to specialized interpreting pedagogy.

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