In 1999, Mason introduced the notion of 'Dialogue Interpreting' (DI), a term that covers liaison, bilateral interpreting that takes place in settings as diverse as healthcare, court, education, business meetings or television, among others. As opposed to other terms, such as 'community interpreting', 'court interpreting' or 'public service interpreting', the emphasis of 'dialogue interpreting' is on the interpreting modality, not on the setting. DI as a broad discipline has been further researched in subsequent publications: see, for instance, Mason (2001), Baraldi and Gavioli (2012), or Tipton and Furmanek (2016), among others. Leticia Cirillo and Natacha Niemants' (2017) Teaching Dialogue Interpreting follows this trend and reflects the healthy development of research in DI: after some years of general, descriptive contributions, the time has come for studies that focus on more specific aspects of DI, such as teaching methods...

The interrelation between the strategical content of a dialogue and the specific character of its grammatical, lexical and syntactic arrangement remains the most important question to be answered. The simulating of lingual interaction can be used in the process of creating new systems of conditionally communicative strategic exercises for teaching dialogue. This paper represents a study of the aspects of developing effective dialogic models with due consideration of their communicative structures in the process of teaching a foreign language. The main communicative strategies and approaches...