

**COURSE DATA****Data Subject**

<b>Code</b>	35637
<b>Name</b>	Interpretation techniques and practices English/ Spanish-Catalan 1
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2022 - 2023

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1009 - Degree in Translation and Interlinguistic Mediation(English)	Faculty of Philology, Translation and Communication	4	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1009 - Degree in Translation and Interlinguistic Mediation(English)	9 - English interpretation	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
RICHART MARSET, MARIA ISABEL	340 - Language Theory and Communication Sciences

**SUMMARY**

## Course descriptive summary

The course "Interpretation Techniques and practices. English 1" is designed to develop a series of specific skills that allow the exercise of the Interpretation.

The exercise of interpretation, implies not only respecting the deontological code and having a thorough knowledge and understanding of the languages and cultures involved, but also it requires the master of certain specific communication skills. Among them we highlight, because of their relevance, the ability to obtain useful information about a topic and to interpret it, the development of a critical and creative competency in problem solving, the capacity of adapting to new situations and the ability to define contrasting criteria among the interlinguistic differences when applied to interpreting.



To this end students will be presented some theoretical knowledge that will lead them to know the theoretical and historical basics of interpreting and also a range of practice exercises that will gradually help them to acquire the skills above mentioned. This course devoted to interpreter's training will focus primarily on the acquisition of a series of pre-interpretive skills (mental agility or quick thinking, concentration and memory, visual memory, synthesis, rephrasing, paraphrasing, public speaking, note taking, split attention, international terminology, UFS, etc ...) and also on the acquisition of interpretive skills through the practice of sight translation and bilateral interpreting.

In short, the practical activities cover a wide range of issues ranging from public speaking to learning processes (techniques of sight translation) and modes of interpretation, focusing on this first part, "Techniques Interpretation and practices. English 1" on the interpreting modes of sight translation and bilateral interpreting.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

See Catalan or Spanish version.

## OUTCOMES

### 1009 - Degree in Translation and Interlinguistic Mediation(English)

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Show ethical commitment in the field of translation and linguistic mediation as regards gender equality, equal opportunities, the values of the culture of peace and democratic values and environmental and sustainability issues, and have an understanding and appreciation of linguistic diversity and multiculturalism.
- Apply information and communication technologies and computer tools to translation and linguistic mediation.
- Adapt to different work environments in the field of translation and linguistic mediation.



- Apply quality criteria to work in the field of translation and linguistic mediation, following the specifications of the European quality standard EN-15038:2006.
- Have competence in direct and/or reverse interpreting of general texts.
- Compare and analyse the constituents of one's own language with those of other languages, in order to apply them to translation and linguistic mediation.

## LEARNING OUTCOMES

### Learning and training results

The learning outcomes include the full set of abilities defining the general competencies of the Grade in Translation and Interlinguistic Mediation mentioned above, in particular the development of ethical commitment, the recognition of diversity and multiculturalism, the ability to obtain and interpret relevant information on a topic, the skill of adapting to new situations, the developing of communication skills and the ability to work in an international context. Specific skills coming from the learning outcomes would include among others:

- Assessment and understanding of the different traductological rules according to different socio-cultural contexts.
- Identification and proper use of the different interpretive techniques.
- Assessment for the purposes of interlinguistic mediation of the differences between system and language usage.
- Being able to make decisions and evaluate them critically in the task of communicative mediation
- Acquisition of intercultural mediation techniques
- Ability to analyze and assess intercultural differences related to the translated fields.

## DESCRIPTION OF CONTENTS

### 1. Defining interpretation field: translation versus interpretation. The qualities of the interpreter.

For the last twenty-five years or so, interpreting has firmly established itself as a full-fledged profession separate from translation. Despite being older than translation (people interpreted before they translated), interpreting has always been somewhat confused with translation, and interpreters have for a long time lived in the shadows of translators. The general assumption in the community of users and society is that if one could translate one could easily interpret.

The debate at the inaugural meeting of the British Institute of Translation and Interpreting (ITI) in 1986 brought again the message regarding the use of translating versus translation and interpreting versus interpretation in the Institute's appellation, and underscored the importance of the distinction between the two tracks.



**2. Brief history of interpretation: from the beginnings of civilization up to its birth as a profession in the 20th century (from Paris to Nuremberg).**

**Current demands in the interpretation field.**

This second unit provides an overview of the history of interpretation, briefly highlighting the milestones that have configured its development until present day.

**3. Brief historical overview of interpreting studies: the "interpretive theory of translation" (théorie du sens), deverbalization and Gile's gravity model.**

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In this unit we will review some of the most paradigmatic contributions in interpreting research since the 50's when mainly didactic works were delivered (special mention should be made here to the professional interpreters Jean Herbert and François Rozan who reflected in their works *Manuel de l'interprete* and *La prise de notes en interprétation consécutive* the impressions of the activities they carried out) to the present day, with two compulsory stops: 1. "Gile's Gravity Model", and 2. ESIT's "Interpretive theory of translation/deverbalization" (théorie du sens).

**4. Introduction to basic modes of interpreting:**

**4.1. Sight translation**

**4.2. Bilateral or liaison interpreting**

**4.3. Consecutive interpreting**

**4.4. Simultaneous interpreting**

This section exposes interpreting basic modalities: sight translation, bilateral or liaison interpreting, consecutive interpreting and simultaneous interpreting. We shall also study, though very briefly, some of the variations of these interpreting basic modalities: chuchotage, relay, community interpreting, telephone interpreting, etc

**5. Discourse analysis. The functions of language in the interpretive process. Discourse genres (R. Jones):**

**6.1. argumentative speech**

**6.2. narrative speech**

**6.3. descriptive discourse**

**6.4. polemical speech**



### **6.5 rhetorical speech**

### **6.6. obstructionist (stone-walling) speech**

In this unit, we start from the fact that the interpreter must listen to everything and keep asking: What does the speaker mean? What are the ideas he or she wants to express? Working from this active listening, the interpreter may proceed to an analysis of the speech. Speeches may be of many different kinds. We will follow R. Jones who distinguishes between reasoned arguments, narrative, descriptive, polemical, rhetorical and stone-walling speeches. As he recognizes, these examples of speech types are certainly not exhaustive, but are probably the most common interpreters will be faced with.

It is necessary for the interpreters to make an analysis of the speech type as this will influence both the fine-tuning of their listening and most certainly the style and content of their interpretation.

### **6. Sight translation. Common contexts of this interpreting mode.**

#### **Didactics of sight translation: practices of "sight translation" and "first sight translation".**

In this unit we will practice two different techniques of sight translation for interpreter training purposes. One is sight translation and the other first sight translation. In the former case students will be given a text that they can read and analyze for a few minutes before starting to actually translate it orally. In the latter case they will be given a text and without any previous analysis they have to start translating "on the fly".

### **7. Sight translation. Common contexts of this interpreting mode.**

#### **Didactics of sight translation: practices of "sight translation" and "first sight translation".**

In this unit we will revise the different communicative situations in which bilateral interpreting can take place, namely, court interpreting, social interpreting, telephone interpreting and media interpreting. We will study the distinctive features of this mode of interpreting, most notable, bidirectionality, unpredictability and the wide variety of linguistic registers. The contexts in which bilateral interpreters can play their role are: trading field, tourism, healthcare centers, centres for immigrants, press conferences, etc..

Finally, we address the specific methodological principles for the bilateral interpreting, providing recommendations and practical suggestions for students in order to succeed in dominating the main techniques and may apply them according to the different communicative situations.



**WORKLOAD**

ACTIVITY	Hours	% To be attended
Laboratory practices	40,00	100
Theory classes	20,00	100
Attendance at events and external activities	4,00	0
Development of group work	10,00	0
Development of individual work	10,00	0
Study and independent work	10,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	6,00	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	20,00	0
Resolution of case studies	10,00	0
Resolution of online questionnaires	0,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

Teaching and training methodology

*Class hours*

Theoretical sessions:

- Theoretical and historical basics of interpreting.
- Introduction to the different modes of interpreting, with special attention to sight translation and bilateral interpreting.
- Active participation of students through oral presentations, group activities, etc...
- Students may be also assigned additional tasks to prepare outside the classroom ( preparation of theoretical classes, further reading, etc ...)

Practical sessions:

(Division of groups up to twenty people according to the capacity of language laboratories.)



- Sight Translation
- Introduction to Consecutive Interpreting (note-taking)

*Non-presential hours \**

- Students should keep track of current affairs in the press and the media, both in their native language and in their working languages
- Mandatory or optional readings from the theoretical section.
- Practical exercises that students can perform without special equipment,
- Preparation of papers for oral presentation in class
- Attendance to academic events related to the subject of interpreting will be taken into account.

\*The non-presential hours also include consultations during office hours and tests preparation

## EVALUATION

See Spanish version. Thank you

## REFERENCES

### Basic

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- Baigorri Jalón, Jesús (2000), *La interpretación de conferencias: el nacimiento de una profesión. De París a Nuremberg*, Granada, Comares
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- López Moreno, María del Pilar (1986), Introducción a la interpretación. Intérpretes de conferencia, Granada, Universidad de Granada
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- Seleskovitch, Danica, Lederer, Marianne (1993), Interpréter pour traduire, París, Publications de la Sorbonne
- Viaggio, Sergio (2004), Teoría general de la mediación interlingüe, Alicante, Publicaciones de la Universidad de Alicante

#### **Additional**

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- Bordons, Brendan de, Jiménez, Amparo (1996), La enseñanza de la interpretación en Hurtado, A. (ed), La enseñanza de la traducción, Castellón, Publicaciones de la Universitat Jaume I, p.217-223
- Gambier, Y, Gile, D, Taylor, C. (ed.) (1997), Conference Interpreting: Current Trends in Research, Ámsterdam, Philadelphia, John Benjamins
- Jiménez Ivars, Amparo (1999), La traducción a vista. Un análisis descriptivo, (tesis doctoral), Castellón, Universitat Jaume I
- Ugarte i Ballester, Xus (2010), La práctica de la interpretació, anglès-català, Uvic, Uab. Upf, Eumo editorial