

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

|                      |   |
|----------------------|---|
| <b>Code</b>          | 35639   |
| <b>Name</b>          | Interpretation techniques and practice French/Spanish-Catalan 2 |
| <b>Cycle</b>         | Grade   |
| <b>ECTS Credits</b>  | 6.0   |
| <b>Academic year</b> | 2023 - 2024   |

**Study (s)**

| <b>Degree</b>   | <b>Center</b>                                       | <b>Acad. year</b> | <b>Period</b> |
|---|---|-------------------|---------------|
| 1010 - Degree in Translation and Interlinguistic Mediation (French) | Faculty of Philology, Translation and Communication | 4                 | Second term   |

**Subject-matter**

| <b>Degree</b>   | <b>Subject-matter</b>     | <b>Character</b> |
|---|---------------------------|------------------|
| 1010 - Degree in Translation and Interlinguistic Mediation (French) | 9 - French interpretation | Obligatory       |

**Coordination**

| <b>Name</b>         | <b>Department</b>                                |
|---------------------|--|
| ANSSARI NAIM, SAIDA | 340 - Language Theory and Communication Sciences |

**SUMMARY**

The course "Interpretation Techniques and practices. French 2" 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. French 2" 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

Prerequisites or recommendations

Have passed the B6 training level and language training A

Having passed or being enrolled in two levels of General Translation

Have taken and passed the subject, Interpretation Techniques and Practices. French 1

\* Students from other universities who participate in exchange programs (Erasmus or international mobility programs) signed with the University of Valencia will be exempted from meeting these requirements. Equivalent subjects will be required.

## OUTCOMES

### 1010 - Degree in Translation and Interlinguistic Mediation (French)

- 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

**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                    | 5,00          | 0                |
| Development of individual work               | 15,00         | 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                |
| Resolution of case studies                   | 20,00         | 0                |
| <b>TOTAL</b>                                 | <b>140,00</b> |                  |

**TEACHING METHODOLOGY**

Teaching and training methodology

*Class hours*

Theoretical sessions:

- Introductory study of the modes of consecutive interpreting and simultaneous interpreting. A comparative study between both types of conference interpreting. Analysis of the contexts where these two modes of interpreting are performed.
- Active participation of students through oral presentations, group activities.
- 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.)

- Practice of Consecutive Interpreting (intralinguistic/interlinguistic/without notes/with notes)



*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 exams preparation.

## EVALUATION

### SUBJECT EVALUATION:

#### 1.Theory

- a. Final written exam on theoretical and practical contents of the subject: 20% of the final grade.

#### 2. Practice

- b. Oral presentation of current news (English/Spanish or Catalan): 20% of the final grade.

Important: The presentation of the news will be done exclusively in class.

- c. Final exam consisting of a practice of consecutive interpreting B/A (English/Spanish-Catalan) of a text belonging

to one of the different fields worked on in class (4 minutes length): 60% of the final grade.

### IMPORTANT:

To pass the course, it is necessary to achieve at least 50% of the three parts mentioned above (a,b,c).





-As it is a continuous evaluation, the practices carried out in class and the works delivered throughout the semester

will be valued.

Evaluation criteria

Theory

- assimilation of the course contents
- Conceptual and terminological mastery of the subject
- expressive, grammatical and orthotypographic correction in the different types of tests

Practice

- Assimilation and application of the contents of the course in practical activities.

Important note:

The professor will indicate at the beginning of the course what percentage of the evaluation (and what activities) should be

considered as non-recoverable in the second call.

## REFERENCES

### Basic

- Angelelli, Claudia (2004), *Revisiting the Interpreter's Role*, Amsterdam, Philadelphia, John Benjamins
- Baigorri Jalón, Jesús (2000), *La interpretación de conferencias: el nacimiento de una profesión. De París a Nuremberg*, Granada, Comares
- Baigorri Jalón, Jesús (2004), *Interpreters at the United Nations: A History*, Salamanca, Ediciones de la Universidad de Salamanca
- Bowen, David; Bowen, Margarita. (1984), *Steps to consecutive interpretation*, Washington, Pen and Booth
- Bowen, David; Bowen, Margarita. (1990), *Interpreting-yesterday, today and tomorrow*, Ámsterdam, Philadelphia, John Benjamins
- Collado Aís, Ángela; Sabio Pinilla, José Antonio (2003), *Avances en la investigación sobre interpretación*, Granada, Comares



- Fernández Sánchez, Manuela, Collado Aís, Ángela (et al.) (2001), Manual de Interpretación Bilateral, Granada, Comares
- Giles, Daniel (1995), Basic Concepts and Models for Interpreters and Translator Training, Ámsterdam, Philadelphia, John Benjamins
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- Ilg, G, Lambert, S. (1996), Teaching Consecutive Interpreting, Interpreting, núm 1/1, p.69-99
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- Jiménez Ivars, Amparo, Pinazo Calatayud, Daniel (2002), Aptitudes necesarias en la formación de intérpretes. Un estudio exploratorio, Quaderns. Revista de traducció, núm 8
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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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- Petit, Nuria (1997), Interpretación consecutiva, interpretación simultánea y traducción, Sendebarr, núm.8-9, p. 13-22
- Pöchhacker, Franz (2004), Introducing Interpreting Studies, Londres, Nueva York, Routledge
- Rozan, Jean François (1956), La prise de notes en interprétation consécutive, Ginebra, Université de Genève
- 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**

- 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