

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

Code	35640
Name	Interpretation techniques and practices English/ Spanish-Catalan 2
Cycle	Grade
ECTS Credits	6.0
Academic year	2020 - 2021

Study (s)

Degree	Center	Acad. year	Period
1009 - Degree in Translation and Interlinguistic Mediation(English)	Faculty of Philology, Translation and Communication	4	Second term

Subject-matter

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

Coordination

Name	Department
RICHART MARSET, MARIA ISABEL	340 - Language Theory and Communication Sciences

SUMMARY

Course descriptive summary

The course "Interpretation Techniques and practices. English 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 bilateral interpreting and consecutive interpreting.

In short, the practice activities cover a wide range of issues ranging from public speaking to learning processes (note-taking techniques) and modes of interpreting, focusing on this second part, "Techniques Interpretation and practices. English 2" on the interpreting modes of bilateral interpreting and consecutive 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. 1.Interpreter's training. Development of a series of pre-interpreting activities for the acquisition of future interpretative skills.

In this unit we will carry out a series of preinterpretative practical exercises (Ugarte, 2010). Linguistic preinterpretative activities are aimed at enhancing essential competences in the practice of interpreting. Linguistic competences range from mnemonics (quick thinking, visual memory, concentration, analysis of ideas, synthesis, reformulation, key words and note taking) to public speaking (spontaneous discourse, prepared discourses, oratory), specialised language (international terminology, abbreviations and acronyms, idiomatic expressions) and other activities implying compensation strategies to overcome problems that may arise when interpreting (shadowing, anticipation, speech speed or accent).



2. Consecutive interpreting: basic principles.

Consecutive interpreting versus simultaneous interpreting.

In this unit we will address ourselves to the key competencies of consecutive interpreting and we will analyse the three-stage model consisting of understanding, analysis (of the B language) and re-expression (into A language). We will also draw a comparison between consecutive interpreting and simultaneous interpreting stressing the nature of the two modes of interpreting and advising against falling into the trap of becoming cut off from the meeting in simultaneous interpreting due to the physical isolation in a sound-proof booth.

3. Note-taking in consecutive interpreting. Specific techniques in note-taking. Practice exercises. Note-taking assessment: self-assessment system.

This unit is dedicated to note-taking in consecutive interpreting. Note-taking is a real nightmare for interpreting students and a frustrating skill to teach for most interpreting teachers. In this section students should transition from the form of note-taking they have used at university to note-taking for consecutive interpreting. To this end we will follow Jones, who cautions that if the essential part of a consecutive interpreters work, which consists of understanding, analysis and re-expression, is not done correctly, "the best notes in the world will not make you a good interpreter" (39). He cautions students who invest too much in their notes that they run the double risk of turning their notes into a form of shorthand, that may influence the interpreters rendition, and of losing concentration on understanding and analyzing the speakers utterances. Students in this unit will be given hints and tips on what to note and in which language. They will be presented a set of specific techniques based on several methods of note-taking for interpreting, which have been widely adopted by interpreters and interpreting trainers. A good section in this unit deals with the practice of a series of written activities designed to help students to develop their own note-taking system.

4. Guided practice of consecutive interpreting. Self-assessment system.

In this unit students will have a first contact with the practice of consecutive interpreting. We will practice a series of activities combining note taking with oral restatements, starting from intralinguistic interpretation (A-A) and continuing with the interlinguistic interpretation (B-A). The difficulty of the texts to interpret will also be progressive, starting with general descriptive texts that do not require any specific information. At the end of the course students should be able to interpret intralinguistically (B-A) short specific speeches.

5. Revising the importance of individual work and teamwork. Stress management.

Students individual work is a basic resource and is at the heart of the teaching-learning processes. In this unit students will be guided and supervised by the professor in their individual work practice through a series of practical exercises performed both individually and collectively. This type of activities consists mainly of general knowledge reinforcement, working languages improvement (preparing specialised glossaries, word cluster and idiomatic expressions lists, false friends etc...), sight translation exercises, etc. On the other hand, students will be given a series of techniques (mindfulness) to help them to improve the stress management caused in the first stages of the interpreting processes.

**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
TOTAL	150,00	

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

See Spanish version

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



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- 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
- Iliescu, Catalina (2001), Introducción a la Interpretación. La modalidad consecutiva, Alicante, Universidad de Alicante
- Jiménez Ivars, Amparo, Pinazo Calatayud, Daniel (2002), Aptitudes necesarias en la formación de intérpretes. Un estudio exploratorio, Quaderns. Revista de traducció, núm 8
- Jones, Roderick (1998), Conference Interpreting Explained, Manchester, Saint Jerome
- López Moreno, María del Pilar (1986), Introducción a la interpretación. Intérpretes de conferencia, Granada, Universidad de Granada
- Nolan, James, (2005), Interpretation: Techniques and Exercises, Multilingual Matters
- Petit, Nuria (1997), Interpretación consecutiva, interpretación simultánea y traducción, Sendebarr, núm.8-9, p. 13-22
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- 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

- Association Internationale des Interprètes de Conférence (AIIC), (2006), Code of Professional Ethics, Ginebra
- 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



ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

HYBRID LEARNING MODE (BLENDED)

1. Contents

The contents included in the original teaching guide are maintained.

2. Workload and teaching schedule

The weight of the different activities that arise from the hours of dedication in ECTS credits marked in the original teaching guide remains the same. Theoretical class (taught in a single group) will maintain face-to-face teaching at the scheduled time. In the event that the group is very large, it will be divided into two subgroups. In this case students will attend class every second week.

3. Methodology

1. Theoretical/practical (face-to-face) class
2. Publication of materials through Virtual Classroom
3. Office hours (face-to-face/e-mail)

4. Assessment

1. Face-to-face practical exam: **60%**.
2. Oral presentation of a news item (English/Spanish-Catalan): **20%**.
3. Written theoretical exam: **20%**.

5. Bibliography

The recommended bibliography remains the same.



DISTANCE (ONLINE) LEARNING

1. Contents

The contents included in the original teaching guide are maintained.

2. Workload and teaching schedule

The weight of the different activities that arise from the hours of dedication in ECTS credits marked in the original teaching guide is kept.

3. Methodology

1. Publication of training materials through Virtual Classroom
2. Tasks by Virtual Classroom
3. BBC synchronous video conferencing
4. BBC asynchronous video conferencing
5. Office hours by videoconference and e-mail

4. Assessment

1. Online practical exam: **60%**.
2. Written presentation of a news item (English/Spanish-Catalan): **20%**.
3. Written theoretical exam: **20%**.

5. Bibliography

The recommended bibliography remains the same.