

Initiation to interpreting

Code: 101438
ECTS Credits: 6

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OB	3	0

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: Yes

Teachers

Maria Guiomar Stampa García-Ormaechea
Aitor Martinez Bastidas
Frederic Rovira Jacquet
Maria Elizabeth Pearce
Sofia García Beyaert
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Maria Pilar Garcia Crecente
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Prerequisites

To take this subject, students must be able to:

- Demonstrate advanced grammar knowledge to translate and interpret in the A language.
- Understand a range of complex texts with variation problems in their A language.
- Understand diverse types of oral texts on general topics and familiar subject areas.

[MCER C1.3.]

Produce oral texts on general topics and familiar subject areas.

[MECR C1.1]

Language levels required-A language Catalan/Spanish: native

Objectives and Contextualisation

The aim of this course is to introduce students to the different types of interpreting and their practice, as well as to strategies and skills specific to interpreting, working in their mother tongue.

Furthermore, this course is intended to give students guidance in developing their skills and interest in carrying out studies specialising in interpreting.

On successfully completing this subject, students will be able to:

- Demonstrate knowledge of the types and contexts of interpreting.
- Demonstrate knowledge of the practical and professional aspects of interpreting.
- Apply basic skills and strategies of oral expression in their mother tongue as a foundation for interpreting.

Competences

- Applying topic-based knowledge in order to interpret.
- Mastering the main methodological principles of translation.
- Mastering the methodological principles of interpretation.
- Mastering the professional aspects of interpretation.
- Producing oral texts in a foreign language in order to interpret.
- Producing oral texts in language A in order to interpret.
- Solving problems related to consecutive interpretation.
- Understanding oral texts in language A in order to interpret.
- Using documentation resources in order to interpret.
- Using technological resources in order to interpret.
- Using terminological resources in order to interpret.

Learning Outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge.
2. Applying technological resources of collection, preparation and analysis of information in order to interpret: Applying technological resources of collection, preparation and analysis of information in order to interpret.
3. Applying the documentation resources in order to solve interpretation problems: Applying the documentation resources in order to solve interpretation problems.
4. Formulating the appropriate informative needs in order to interpret: Formulating the appropriate informative needs in order to interpret.
5. Identifying and applying the methodological and formal standards of the terminological work in order to interpret: Using the generic (search engines, document management tools) and specific tools (term bases management) of the terminological work in order to interpret.
6. Identifying the interpretation as an act of communication that is addressed to a recipient: Identifying the interpretation as an act of communication that is addressed to a recipient.
7. Identifying the need to mobilise topic-based knowledge in order to interpret: Identifying the need to mobilise topic-based knowledge in order to interpret.
8. Identifying the specific translation problems of consecutive interpretation: Identifying the specific translation problems of consecutive interpretation.
9. Identifying the textual and dynamic nature of the translation equivalence: Identifying the textual and dynamic nature of the translation equivalence.
10. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce verbal texts from different fields with specific communicative purposes.
11. Implementing strategies to acquire topic-based knowledge in order to interpret: Implementing strategies to acquire topic-based knowledge in order to interpret.

12. Producing verbal texts from different fields and with specific communicative purposes: Producing verbal texts from different fields and with specific communicative purposes.
13. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing verbal texts that are appropriate to their context and possess linguistic correctness.
14. Students must demonstrate they know the different interpretation methods: Students must demonstrate they know the different interpretation methods.
15. Students must demonstrate they know the functioning of the interpretation labour market: Students must demonstrate they know the functioning of the interpretation labour market.
16. Students must demonstrate they know the phases of the translation process: Students must demonstrate they know the phases of the translation process.
17. Successfully interrogating the documentation sources in order to interpret: Successfully interrogating the documentation sources in order to interpret.
18. Using the appropriate strategies and techniques in order to solve problems related to consecutive interpretation: Using the appropriate strategies and techniques in order to solve problems related to consecutive interpretation.

Content

- Introduction to interpreting. Distinctive and specific features of interpreting
- Professional profiles (official in an international body, freelance interpreter), types of interpreting (both-ways or liaison, consecutive, simultaneous and whispering), and job skills
- Spontaneous and non-spontaneous speech in the following fields:
 - Current affairs (social, political, economic and cultural)
 - Judicial area
 - Politics
 - Formal/ceremony
 - Science and technology
- Methodological principles of interpreting:
 - Analytical, selective and focused listening
 - Mind maps
 - Short term memory
 - Analysis and structure of speech
 - Consistency of speech
 - Context and anticipation
 - Reformulation
 - Synthesis
 - Introduction to note-taking
 - Unpredictability
- Public speaking: speaking and communication techniques
- Linguistic accuracy of speech:

Voice: control, diction, intonation (rhythm and fluency), register

Stress management.

Methodology

This course will be taught using the following training activities:

- Cooperative learning methods
- Problem-solving
- Exercises
- Task assignment
- Case study
- Individual and group presentations

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Exercises for analysing semantic relationships between clauses in oral speech	10	0.4	
Learning the basics of note-taking and building a customised system	10	0.4	8, 18
Memory exercises	10	0.4	10
Mind maps and structure of speech	5	0.2	4
Presentation of the interpreter's profession	3.5	0.14	15, 14
Rewording/reformulation exercises	10	0.4	10, 13
Supervised analytical listening exercises	4	0.16	
Type: Supervised			
Critical reading	10	0.4	3, 7, 17
Developing a glossary	5	0.2	5
Documentation searches	10	0.4	2, 5
Preparation of speeches in A language	10	0.4	10, 6, 13
Selection of ideas from the documents found	7.5	0.3	4
Use of rhetorical procedures	5	0.2	11, 10, 7
Type: Autonomous			
Information searches	15	0.6	4, 6, 17
Note-taking practice	15	0.6	8, 18
Preparation of speeches	15	0.6	10, 6, 13

Assessment

Assessment is continuous. Students must provide evidence of their progress by completing tasks and tests. Task deadlines will be indicated in the course schedule on the first day of class

Review

When publishing final marks prior to recording them on students' transcripts, the lecturer will provide written notification of a date and time for reviewing assessment activities. Students must arrange reviews in agreement with the lecturer.

Missed/failed assessment activities

Students may retake assessment activities they have failed or compensate for any they have missed, provided that those they have actually performed account for a minimum of 66.6% (two thirds) of the subject's final mark and that they have a weighted average mark of at least 3.5. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for.

The lecturer will inform students of the procedure involved, in writing, when publishing final marks prior to recording them on transcripts. The lecturer may set one assignment per failed or missed assessment activity or a single assignment to cover a number of such activities.

The oral presentation of the debate may not be retaken or compensated for.

In the case of retaking or compensating for an assessment activity, the highest mark that can be obtained is 5.

Classification as "not assessable"

In the event of the assessment activities a student has performed accounting for just 25% or less of the subject's final mark, their work will be classified as "not assessable" on their transcript.

Misconduct in assessment activities

Students who engage in misconduct (plagiarism, copying, personation, etc.) in an assessment activity will receive a mark of "0" for the activity in question. In the case of misconduct in more than one assessment activity, the students involved will be given a final mark of "0" for the subject.

Students may not retake assessment activities in which they are found to have engaged in misconduct. Plagiarism is considered to mean presenting all or part of an author's work, whether published in print or in digital format, as one's own, i.e. without citing it. Copying is considered to mean reproducing all or a substantial part of another student's work. In cases of copying in which it is impossible to determine which of two students has copied the work of the other, both will be penalised.

Related matters

The above information on assessment, assessment activities and their weighting is merely a guide. The subject's lecturer will provide full information when teaching begins.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Final interpreting test	40	1	0.04	1, 3, 2, 11, 10, 15, 14, 16, 4, 9, 8, 5, 6, 7, 17, 13, 12, 18
Log book project	15	1	0.04	1, 3, 2, 11, 10, 15, 14, 16, 4, 9, 8, 5, 6, 7, 17, 13, 12, 18
Oral presentation-Debate	30	1	0.04	1, 3, 2, 11, 10, 15, 14, 16, 4, 9, 8, 5, 6, 7, 17, 13, 12, 18
Written documentation-Debate	15	2	0.08	1, 3, 2, 11, 10, 15, 14, 16, 4, 9, 8, 5, 6, 7, 17, 13, 12, 18

Bibliography

Books

Baigorri, J. (dir), Alonso, I., Canas, R. et alia, *Materiales didácticos para interpretación en el ámbito social (alemán, francés, inglés e italiano)*. DVD + cuadernillo de presentación. 2011.

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Briz, Antonio (coord.): *Saber hablar*. Madrid, Instituto Cervantes, Aguilar, 2008

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Collados Ais, Ángela (ed): *Manual de interpretación bilateral*. Granada, Ed. Comares, 2001.

Gillies, Andrew: *Note-Taking for Consecutive Interpreting*. Manchester, UK & Northampton MA, St. Jerome Publishing, 2005

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Jiménez Ivars, Amparo: "*La traducción a la vista. Un análisis descriptivo*" (tesi doctoral), Castelló, Universitat Jaume 1, 1999

[Available online:

https://www.tdx.cat/bitstream/handle/10803/10564/jimenez-tdx.pdf?sequence=1&origin=publication_detail]

Jiménez Ivars, Amparo: *Primeros pasos hacia la interpretación inglés-español*. Edelsa, 2012.

[Location at UAB: https://cataleg.uab.cat/iii/encore/record/C__Rb1949067?lang=cat]

Jones, Roderick: *Conference interpreting explained. Translation Theories Explained*. Manchester, St. Jerome Publishing, 1998

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Phelan, Mary: *The Interpreter's Resource*. Clevedon; Buffalo; Toronto; Sydney: Multilingual Matters, 2001

[Electronic resource at UAB: https://cataleg.uab.cat/iii/encore/record/C__Rb1802278?lang=cat]

Pöchhacker, Franz: *Introducing Interpreting Studies*. Londres; Nova York, 2004

[Electronic resource at UAB: https://cataleg.uab.cat/iii/encore/record/C__Rb2064794?lang=cat]

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[Location at UAB: https://cataleg.uab.cat/iii/encore/record/C__Rb1821227?lang=cat]

Rozan, Jean-François: *La prise de notes en interprétation consécutive*. Ginebra, Université de Genève, 1979

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Seleskovitch, Daniça: *Langages, langues et mémoire: étude de la prise de notes en interprétation consécutive*. Paris, Lettres Modernes: Minard, 1975

[Location at UAB: https://cataleg.uab.cat/iii/encore/record/C__Rb1949062?lang=cat]

Ugarte i Ballester, Xus: *La pràctica de la interpretació anglès-català*. Vic, EUMO Editorial, 2010

[Location at UAB: https://cataleg.uab.cat/iii/encore/record/C__Rb1801789?lang=cat]

Valero Garcés, Carmen: *Investigación y práctica en traducción e interpretación en los servicios públicos: desafíos y alianzas* (DVD). Universidad de Alcalá de Henares, 2008

[Location at UAB: https://cataleg.uab.cat/iii/encore/record/C__Rb1797585?lang=cat]

Other resources

"Advice for students wishing to become conference interpreters" <http://www.aiic.net/ViewPage.cfm/article25>

Red Comunica - Observatorio permanente sobre traducción e interpretación en los servicios públicos en España: <http://red-comunica.blogspot.com/>

Grup de Recerca Miras: Mediació i Interpretació, Recerca en l'Àmbit Social - Departament de Traducció i d'Interpretació UAB: <https://grupsderecerca.uab.cat/miras/>