Preparatory techniques for bilateral interpreting B-A-B (English-A-English)

Code: 101440
ECTS Credits: 6

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OT	4	1

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Teachers

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Use of Languages

Principal working language: spanish (spa)

Some groups entirely in English: No

Some groups entirely in Catalan: No

Some groups entirely in Spanish: No

Prerequisites

This subject requires a native or near-native level of Spanish and a high level of English (CEFR level C1.3).

Important note for foreign students: Foreign students must have at least a level B2 in both working languages (English and Spanish).

Objectives and Contextualisation

The purpose of this subject is to provide students with the theoretical and methodological knowledge needed for bilateral interpreting, as well as to introduce them to the basic techniques of this mode of interpreting, so that they can put them into practice in simple simulated professional situations.

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

- Demonstrate knowledge of the professional aspects of bilateral interpreting.

- Demonstrate that they have assimilated the methodological principles of bilateral interpreting.

- Demonstrate that they have mastered the basic techniques of bilateral interpreting in its most common contexts.

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.
- Solving problems related to sight translation.
- Understanding oral texts in a foreign language in order to interpret.
- Understanding oral texts in language A in order to interpret.
- Using documentation resources in order to interpret.
- Using terminological resources in order to interpret.
- Working effectively in teams.

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 the documentation resources in order to solve interpretation problems: Applying the documentation resources in order to solve interpretation problems.
3. Applying the terminological resources to solve interpretation problems: Applying the terminological resources to solve interpretation problems.
4. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the communicative purpose and sense of verbal texts of several fields.
5. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution in each case.
6. Formulating the appropriate informative needs in order to interpret: Formulating the appropriate informative needs in order to interpret.
7. 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.
8. Identifying the need to mobilise topic-based knowledge in order to interpret: Identifying the need to mobilise topic-based knowledge in order to interpret.
9. Identifying the specific translation problems of consecutive interpretation: Identifying the specific translation problems of consecutive interpretation.
10. Identifying the specific translation problems of sight translation: Identifying the specific translation problems of sight translation.
11. Identifying the textual and dynamic nature of the translation equivalence: Identifying the textual and dynamic nature of the translation equivalence.
12. 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 and with specific communicative purposes.
13. 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.
14. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to understand verbal texts from different fields.
15. Implementing strategies to acquire topic-based knowledge in order to interpret: Implementing strategies to acquire topic-based knowledge in order to interpret.
16. Incorporating topic-based knowledge in order to solve interpretation problems: Incorporating topic-based knowledge in order to solve interpretation problems.
17. Managing problems related to the practice of the profession of interpreter: Managing problems related to the practice of the profession of interpreter.
18. Possessing topic-based knowledge in order to interpret: Possessing topic-based knowledge in order to interpret.
19. Producing verbal texts from different fields and with specific communicative purposes: Producing verbal texts from different fields and with specific communicative purposes.
20. 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.
21. Properly incorporating the different phases of a consecutive interpretation: Properly incorporating the different phases of a consecutive interpretation.
22. Properly incorporating the different phases of sight translation: Properly incorporating the different phases of sight translation.

23. Solving interferences between the working languages: Solving interferences between the working languages.
24. Students must demonstrate they know the different interpretation methods: Students must demonstrate they know the different interpretation methods.
25. Students must demonstrate they know the functioning of the interpretation labour market: Students must demonstrate they know the functioning of the interpretation labour market.
26. Students must demonstrate they know the phases of the translation process: Students must demonstrate they know the phases of the translation process.
27. 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.
28. Using the appropriate strategies and techniques in order to solve sight translation problems: Using the appropriate strategies and techniques in order to solve sight translation problems.
29. Working effectively in teams: Working effectively in teams.

Content

THIS COURSE IS PRACTICE ORIENTED. LEARNING RESULTS BOTH FROM CLASSROOM (GROUP) ACTIVITIES AND FROM RELATED INTROSPECTIVE EXERCISES THAT TAKE PLACE OUTSIDE OF THE CLASSROOM. THE LEARNING THAT HAPPENS AS A RESULT OF CLASSROOM ACTIVITIES CANNOT BE SUBSTITUTED BY PERSONAL INDEPENDENT WORK. ATTENDING CLASS IS ESSENTIAL IN ORDER TO DEVELOP THE SKILLS ASSOCIATED TO THIS COURSE.

- Characteristics specific to bilateral interpreting compared to other modes of interpreting.

- Communication situations specific to bilateral interpreting: liaison interpreting and public service interpreting.

- Contexts of liaison interpreting: business meetings, tourism, interviews, etc.

- Contexts of public service interpreting: schools, social services, healthcare, police and the courts.

- Methodological aspects of bilateral interpreting:

  - Direct contact and shared space between the interpreter and the service users.
  - Visibility of the interpreter.
  - Use of the first or the third person.
  - Bidirectionality.
  - Unpredictability and thematic diversity.
  - Note-taking.
  - Sight translation.
  - Spontaneous speech.
  - Variety of language styles and registers.
  - Cultural differences between users.

- Pre-interpreting practice.

- Proper use of interpreting booths and recording systems.

- Initiation to bilateral interpreting practice through simple role-plays.

Methodology

This subject will be taught with a focus on the following learning activities:

- Problem-solving

- Individual/group presentations in class

- Preparation of interpreting exercises

- Interpreting exercises

- Cooperative learning

- Case studies

At the end of the semester, fifteen minutes of class will be devoted to filling out surveys. Students will answer questions on the professors' teaching performances and on the subject that was taught.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Directed activities	45	1.8	2, 3, 15, 14, 13, 12, 25, 24, 26, 6, 17, 11, 9, 10, 7, 8, 21, 22, 16, 20, 19, 23, 18, 5, 27, 28
Supervised activities	22	0.88	2, 3, 15, 14, 13, 12, 25, 24, 26, 6, 17, 11, 9, 10, 7, 8, 21, 22, 16, 20, 19, 23, 18, 5, 27, 28
Type: Autonomous			
Independent activities	75.5	3.02	2, 3, 15, 14, 13, 12, 25, 24, 26, 6, 17, 11, 9, 10, 7, 8, 21, 22, 16, 20, 19, 23, 18, 5, 27, 28

Assessment

Assessment consists of three exams and one assignment. The first exam is a bilingual rendeing of sentences, the second a sight translation exercise, and the third a long dialogue interpreting exercise. The assignment involves submitting three (self-)evaluation forms.

The exams will be assessed based on three criteria:

- Integrity of and faithfulness to the oral text/sight translation in the student's delivery (no omissions, additions or distortions).

- Quality of the student's oral presentation.

- Appropriateness of the student's level of oral expression to the text and its intended audience.

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.

Students may not retake assessment activities in which they are found to have engaged in misconduct (plagiarism, copying, personation, etc.).

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.
Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for

If retaking an assessment, the maximum mark will be 5.

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.

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 morethan one assessment activity, the students involved will be given a final mark of "0" for the subject.

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.

All 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
1. First exam: sentence rendering	20%	1	0.04	1, 2, 3, 15, 14, 13, 12, 4, 25, 24, 26, 6, 17, 11, 9, 10, 7, 8, 21, 22, 16, 20, 19, 23, 18, 5, 27, 28
2. Assessable assignment: a collection of evaluation sheets	15%	4.5	0.18	1, 2, 3, 15, 14, 13, 12, 4, 25, 24, 26, 6, 17, 11, 9, 10, 7, 8, 21, 22, 16, 20, 19, 23, 18, 29, 5, 27, 28
3. Second exam: sight translation	25%	1	0.04	1, 2, 3, 15, 14, 13, 12, 4, 25, 24, 26, 6, 17, 11, 9, 10, 7, 8, 21, 22, 16, 20, 19, 23, 18, 5, 27, 28
4. Third exam: dialogue interpretation	40%	1	0.04	1, 2, 3, 15, 14, 13, 12, 4, 25, 24, 26, 6, 17, 11, 9, 10, 7, 8, 21, 22, 16, 20, 19, 23, 18, 5, 27, 28

Bibliography

Books

Bancroft, M.; García-Beyaert S.; Allen K.; Carriero-Contreras G.; Socarrás Estrada D. (ed.): *The Community Interpreter: An International Workbook*. Culture & Language Press, 2015.

Collados Ais, Ángela (ed): *Manual de interpretación bilateral*. Granada, Ed. Comares, 2001. [Online book review: http://www.intralinea.org/reviews/item/Manual_de_Interpretacion_bilateral]

Gentile, A.; Ozolins, U.; Vasilakakos, M. (ed). *Liaison Interpreting: a Handbook*. Melbourne: Melbourne University Press, 1995. [Location at UAB: https://cataleg.uab.cat/iii/encore/record/C__Rb1416409?lang=cat]

Hale, Sandra: *La Interpretación comunitaria : la interpretación en los sectores jurídico, sanitario y social,* 2010.[Location at UAB: https://cataleg.uab.cat/iii/encore/record/C__Rb1911285?lang=cat]

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]

Mason, Ian (ed.) *Triadic exchanges: studies in dialogue interpreting*. Manchester, St. Jerome Publishing, 2001. [Location at UAB: https://cataleg.uab.cat/iii/encore/record/C__Rb1493746?lang=cat]

Pöchhacker, F. and Miriam Schlesinger: *Healthcare interpreting: Discourse and Interaction*.John Benjamins Publishing, 2007. [Location at UAB: https://cataleg.uab.cat/iii/encore/record/C__Rb1754566?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]

Wadensjö, C. (1998): *Interpreting as Interaction*. London: Longman. [Location at UAB: https://cataleg.uab.cat/iii/encore/record/C__Rb2035086?lang=cat]

Other resources

Interpreter Training Resources. http://interpreters.free.fr/

Plataforma de recursos per a la interpretació d'ellaç Linketerpreting: http://webs.uvigo.es/linkterpreting/

Plataforma virtual de recursos sobre Traducció i Interpretació als Serveis Públics, grup de recerca MIRAS de la UAB: http://pagines.uab.cat/recursos_miras

National Network for Interpreting. http://www.nationalnetworkforinterpreting.ac.uk/

Conferència internacional sobre interpretació als serveis públics: http://www.criticallink.org/

Software

LMS: Moodle
Text processor: Word (or similar)
Pdf reader: Acroboat Reader (or similar)
Browser: Chrome (or similar)
Audio editor: Audacity (or similar)