2022/2023

Bilateral interpreting practice B-A-B (English-A-English)

Code: 101443
ECTS Credits: 6

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OT	4	2

Contact

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Teachers

Sofía Garcia Beyaert

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

- Students must have passed the subject Initiation to interpreting and preferably also Preparatory techniques for bilateral interpreting B-A-B (English-A-English).

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

Important note for foreign students:

While the minimum level in Spanish for international exchange students is B2 according to the Common European Framework of Reference for Languages, the minimum recommended level in both Catalan/Spanish and English for admission to this subject is C1.3.

Objectives and Contextualisation

The goal of this subject is for students to be able to apply the knowledge and skills acquired in the previous subject of Preparatory techniques for bilateral interpreting B-A-B to practical bilateral interpreting situations of medium and high difficulty.

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

- Demonstrate knowledge of strategies and techniques for bilateral interpreting in the most frequent contexts.

- Apply their knowledge to solve bilateral interpreting problems of medium and high difficulty.

- Use their acquired knowledge to critically analyse the professional activity of interpreters working in a bilateral context.

- Detect and manage cultural and linguistic communication gaps.

- Demonstrate that they know how to apply their acquired knowledge to make decisions in challenging interpreting situations.

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 liaison 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 consecutive interpretation as an act of communication that is addressed to a recipient.
8. 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.
9. 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.
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 in order to understand verbal texts from different fields: Implementing strategies in order to understand verbal texts from different fields.
12. Implementing strategies to acquire topic-based knowledge in order to interpret: Implementing strategies to acquire topic-based knowledge in order to interpret.
13. Incorporating topic-based knowledge in order to solve interpretation problems: Incorporating topic-based knowledge in order to solve interpretation problems.
14. Possessing topic-based knowledge in order to interpret: Possessing topic-based knowledge in order to interpret.
15. Producing verbal texts from different fields and with specific communicative purposes: Producing verbal texts from different fields and with specific communicative purposes.
16. 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.
17. Properly incorporating the different phases of a liaison interpretation: Properly incorporating the different phases of a liaison interpretation.

18. Solving interferences between the working languages: Solving interferences between the working languages.
19. Students must demonstrate they know the different interpretation methods: Students must demonstrate they know the different interpretation methods.
20. Students must demonstrate they know the functioning of the interpretation labour market: Students must demonstrate they know the functioning of the consecutive interpretation labour market.
21. Students must demonstrate they know the functioning of the interpretation labour market: Students must demonstrate they know the functioning of the interpretation labour market.
22. Students must demonstrate they know the phases of the translation process: Students must demonstrate they know the phases of the translation process.
23. Using the appropriate strategies and techniques in order to solve problems related to liaison interpretation: Using the appropriate strategies and techniques in order to solve problems related to liaison interpretation.
24. 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.

Contents include:

- Bilateral interpreting practice through roleplays of medium and high difficulty.
- Critical analysis of the professional activity of interpreters working in a bilateral context.
- Code of ethics of bilateral interpreting.
- Sight translation practice in the different contexts of bilateral interpreting.
- Creation of thematic glossaries for the different contexts of bilateral interpreting.
- Proper use of interpreting booths and recording systems

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

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			

Case studies	5	0.2	12, 20, 21, 13, 14
Individual/group presentations	5	0.2	1, 10, 9, 16, 15, 18
Solving bilateral interpretation exercises: role-plays	27.5	1.1	1, 11, 10, 9, 4, 19, 22, 8, 7, 17, 16, 15, 18, 23
Type: Supervised			
Preparing individual/group presentations	11	0.44	1, 12, 11, 10, 9, 4, 19, 22, 8, 7, 17, 13, 16, 15, 18, 14, 23
Solving bilateral interpretation exercises	11	0.44	1, 12, 11, 10, 9, 4, 19, 22, 8, 7, 17, 13, 16, 15, 18, 14, 23
Type: Autonomous			
Documentation/research	20	0.8	2, 3, 6
Expansion of knowledge	20	0.8	2, 3, 6
Preparing bilateral interpretation exercises	43	1.72	1, 11, 10, 9, 4, 19, 22, 8, 7, 17, 16, 15, 18, 23

Assessment

Assessment consists of two exams and two assignments.

The exams will be assessed based on three criteria:

- Faithfulness of the interpretation/sight translation to the original (no distortions, omissions or additions).

- 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 ofmisconduct in more than one assessment activity, the students involved will be given a final mark of "0" for the subject.

When publishing final marks priorto 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: sight translation	30%	0.75	0.03	1, 2, 3, 12, 11, 10, 9, 4, 20, 21, 19, 22, 6, 8, 7, 17, 13, 16, 15, 18, 14, 5, 23
2. First assessable assignment: role play	15%	2	0.08	1, 2, 3, 12, 11, 10, 9, 4, 22, 8, 17, 16, 15, 18, 24, 5, 23
3. Second exam: dialogue interpretation	40%	0.75	0.03	1, 2, 3, 12, 11, 10, 9, 4, 20, 21, 19, 22, 6, 8, 7, 17, 13, 16, 15, 18, 14, 5, 23
4. Second assessable assignment: collection of evaluation sheets	15%	4	0.16	1, 2, 3, 12, 11, 10, 9, 4, 20, 21, 19, 22, 6, 8, 7, 17, 13, 16, 15, 18, 14, 24, 5, 23

Bibliography

Books and journals

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

[Online book review: http://www.intralinea.org/reviews/item/Manual_de_Interpretacion_bilateral]

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]

GARCIA-BEYAERT S,BANCROFT MA, ALLEN K, CARRIERO-CONTRERAS G, SOCARRÁS-ESTRADA D. Ethics and Standards for The Community Interpreter® - An International Training Tool. Cult Lang Press. 2015; URL: https://ddd.uab.cat/pub/recdoc/2015/218104/Garcia-Beyaert_et_al_2015_TCii_Ethics_and_Standards.pdf

Hale, Sandra: *La Interpretación comunitaria : la interpretación en los sectores jurídico, sanitario y social,* 2010.

[Locatation 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]

Póchhacker, 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

NationalNetwork forInterpreting. http://www.nationalnetworkforinterpreting.ac.uk/

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

Software

- Virtual learning platform Moodle,
- Text processor Word (or similar),
- Pdf reader Acrobat Reader (or similar),
- Browser Chrome (or similar),
- Audio editor Audacity (or similar).