

**Preparatory techniques for consecutive interpreting  
B-A (German-Catalan)**

Code: 103558  
ECTS Credits: 6

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OB	4	2

## Contact

Name: Aitor Martínez Bastidas  
Email: aitor.martinez@uab.cat

## 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

At the beginning of the course students should be able to:

- Demonstrate advanced knowledge of grammar for translating and interpreting into Spanish or Catalan.
- Understand a range of complex texts with linguistic variation problems in Spanish or Catalan.
- Understand clearly structured general texts in German.
- Understand different types of oral texts in German on general topics in familiar subject areas.
- Produce different types of oral texts in Spanish on general topics in familiar subject areas.

Language level required:

A language Catalan/Spanish: native speaker

B language German: C1.3 CEFR

International exchange students must have a minimum level C1.3 of the CEFR in both Catalan or Spanish and German.

## Objectives and Contextualisation

The aim of this course is twofold: to familiarise students with the theory and methodology of consecutive interpreting; and to introduce them to the basic techniques of this mode so that they can put them into practice in straightforward simulated professional interpreting situations.

At the end of the course students should be able to:

- Demonstrate knowledge of the professional aspects of consecutive interpreting and identify its place on the interpreting continuum (social, bilateral, whispered, simultaneous).
- Demonstrate that they have understood the methodological principles of consecutive interpreting.
- Demonstrate that they are able to analyse a spoken message from a cognitive point of view as preparation for note-taking.
- Demonstrate that they have developed their own note-taking system for performing consecutive interpreting in a B-A pre-professional situation of short duration.

- Demonstrate that they have mastered the basic techniques of consecutive interpreting in the situations in which it is most frequently used.

## Competences

- Applying cultural knowledge in order to interpret.
- Applying topic-based knowledge in order to interpret.
- 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. 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 cultural knowledge in order to interpret: Identifying the need to mobilise cultural 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 specific translation problems of sight translation: Identifying the specific translation problems of sight translation.
10. Identifying the textual and dynamic nature of the translation equivalence: Identifying the textual and dynamic nature of the translation equivalence.
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 cultural knowledge in order to solve interpretation problems: Incorporating cultural and topic-based knowledge in order to solve problems related to liaison interpretation.
14. Incorporating cultural knowledge in order to solve interpretation problems: Incorporating cultural knowledge in order to solve translation problems that might arise during a consecutive interpretation.
15. Incorporating topic-based knowledge in order to solve interpretation problems: Incorporating topic-based knowledge in order to solve interpretation problems.
16. Managing problems related to the practice of the profession of interpreter: Managing problems related to the practice of the profession of interpreter.
17. Possessing topic-based knowledge in order to interpret: Possessing topic-based knowledge in order to interpret.
18. Producing verbal texts from different fields and with specific communicative purposes: Producing verbal texts from different fields and with specific communicative purposes.

19. 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.
20. Properly incorporating the different phases of a consecutive interpretation: Properly incorporating the different phases of a consecutive interpretation.
21. Properly incorporating the different phases of sight translation: Properly incorporating the different phases of sight translation.
22. Solving interferences between the working languages: Solving interferences between the working languages.
23. 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.
24. Students must demonstrate they know the functioning of the interpretation labour market: Students must demonstrate they know the functioning of the interpretation labour market.
25. 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.
26. 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.
27. Working effectively in teams: Working effectively in teams.

## **Content**

Specific traits of consecutive interpreting as compared to other modes of interpreting (bilateral, social, simultaneous, whispered).

Situations in which consecutive interpreting is typically used: confidential meetings, press conferences, interviews, official missions.

Areas in which consecutive interpreting is used: international, national, public/private sector.

Methodological and technical aspects of consecutive interpreting:

Public speaking techniques

Note-taking

Introduction to the practice of consecutive interpreting: simulated pre-professional situations.

Sight translation.

Proper use of the booth and the recording system.

## **Methodology**

Learning activities will be organised into the following types:

- Problem-solving
- Tasks
- Cooperative learning
- Exercises
- Individual or group assignments.

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			
Consecutive interpreting exercises	14	0.56	1, 10, 6, 19, 18, 22
Development of a personal note-taking system following the main principles taught in class	10	0.4	20, 25
Reformulation exercises	5	0.2	1, 19, 18, 22
Sight translation exercises	8	0.32	1, 12, 7, 13, 14, 15, 19, 18, 22, 17
Supervised analytical listening and memory exercises	5	0.2	11
Type: Supervised			
Critical reading of documents	3	0.12	2, 15
Development of a personal note-taking system	10	0.4	8, 20, 25
Searching for material in German for practising outside classes	12	0.48	1, 3, 10, 6, 7, 13, 14, 19, 18
Type: Autonomous			
Documentation searches	5	0.2	2, 10, 6, 7, 13, 14
Note-taking exercises	35	1.4	20, 25
Reading the national and international press, listening to speeches via the internet, podcasts, etc.	20	0.8	12, 7, 13, 14, 15, 17
Sight translation exercises	15.5	0.62	1, 12, 7, 13, 14, 15, 19, 18, 22, 17

## Assessment

Assessment is continuous. To show the progress they have made, students will have to submit recordings and perform exercises. Assessment will be carried out through three on-site tests.

Assessment criteria:

- Integrity of the original speech (no omissions, no added information).
- Accuracy of interpreting (no distortion of the original message).
- Quality of expression.
- Appropriateness to the speech and the 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 (such as plagiarism, copying, impersonation).

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.

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.

In the case of retaking 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.

Students who engage in misconduct (plagiarism, copying, impersonation, 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.

The lecturer will specify, in writing, a day and time for reviewing assessment activities when issuing final marks.

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
ASSESSMENT ACTIVITY 1: NOTE-TAKING	25%	2.5	0.1	1, 2, 3, 12, 11, 4, 24, 16, 10, 8, 9, 6, 7, 20, 21, 13, 14, 15, 19, 18, 22, 17, 27, 5, 25, 26
ASSESSMENT ACTIVITY 2: SIGHT TRANSLATION	35%	2	0.08	1, 2, 3, 12, 11, 4, 24, 16, 10, 8, 9, 6, 7, 20, 21, 13, 14, 15, 19, 18, 22, 17, 5, 25, 26
ASSESSMENT ACTIVITY 3: CONSECUTIVE INTERPRETING WITH NOTE-TAKING	40%	3	0.12	1, 2, 3, 12, 11, 4, 23, 24, 16, 10, 8, 9, 6, 7, 20, 21, 13, 14, 15, 19, 18, 22, 17, 5, 25, 26

## Bibliography

### Books

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

[Electronic resource at UAB: [https://cataleg.uab.cat/iii/encre/record/C\\_\\_Rb1979589?lang=cat](https://cataleg.uab.cat/iii/encre/record/C__Rb1979589?lang=cat)]

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

[Location at UAB: [https://cataleg.uab.cat/iii/encre/record/C\\_\\_Rb1411017?lang=cat](https://cataleg.uab.cat/iii/encre/record/C__Rb1411017?lang=cat)]

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

[Electronic resource at UAB: [https://cataleg.uab.cat/iii/encre/record/C\\_\\_Rb1802278?lang=cat](https://cataleg.uab.cat/iii/encre/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](https://cataleg.uab.cat/iii/encore/record/C__Rb2064794?lang=cat)]

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

[Available online:

[https://kupdf.net/download/j-f-rozan-la-prise-de-notes-en-interpretation-consecutive\\_59c126d508bbc51717686fd](https://kupdf.net/download/j-f-rozan-la-prise-de-notes-en-interpretation-consecutive_59c126d508bbc51717686fd)

]

Seleskovitch, Daniça: Langages, langues et mémoire. Paris, Lettres Modernes: Minard, 1975

[Location at UAB: [https://cataleg.uab.cat/iii/encore/record/C\\_\\_Rb1797585?lang=cat](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>

## **Software**

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