

Introduction to Public Service Interpreting

Code: 44349
ECTS Credits: 6

Degree	Type	Year	Semester
4316479 Conference Interpreting	OB	1	2

Contact

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Other comments on languages

Lectures obligatòries

Use of Languages

Principal working language: spanish (spa)

Teachers

Anna Suades Vall

Prerequisites

None.

Objectives and Contextualisation

- To be aware of the distinctive traits of public service interpreting (PSI) within the field of translation and interpreting studies.
- To analyse the evolution of PSI in Spain and internationally.
- To be aware of the role and deontology of public service interpreters.
- To become familiar with the professional protocols of PSI.

Competences

- Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
- Continue the learning process, to a large extent autonomously.
- Identify and apply basic theory to conference interpreting as an academic discipline.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Use liaison interpreting techniques at a professional level.

Learning Outcomes

1. Apply the principles of deontological codes and quality standards in public service interpreting.

2. Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
3. Continue the learning process, to a large extent autonomously.
4. Identify the main functions of the interpreter.
5. Identify the main skills of the interpreter.
6. Identify underlying cognitive processes in interpreting.
7. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
8. Recognise and define a communicative situation in liaison or bilateral interpreting in different areas.
9. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.

Content

This class combines theory and practice. Throughout the course, two different dimensions are brought to interact: societal context and precepts of public service interpreting (theory) and protocols and decision-making strategies interpreters apply in their professional life (practice). After completing this course, students will have reviewed public service interpreting with an encompassing lens that includes a historical review, contemporary considerations and different subfields. Students will be able to make decisions based on deontological and teleological considerations and will have learned the foundations of public service interpreting. For the practical dimension of this course, the emphasis is on the message transfer techniques and protocols that support communicative autonomy.

Methodology

Directed activities

- Practice oriented group activities
- Key concepts review
- Individual and group based reflection activities

Supervised and autonomous activities

- Articles and chapter readings
- Video watching

Office hours

Upon request. Contact your professors to schedule a time.

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			
Lectures with student participation	27.5	1.1	1, 6, 5, 4, 8
Type: Supervised			
Revision and preparation of materials	23	0.92	7, 9, 2, 3
Tutorials	2	0.08	7, 9, 2, 3

Type: Autonomous

Article reading	48	1.92	1, 6, 5, 4, 7, 9, 2, 3, 8
Exam preparation	45	1.8	1, 6, 5, 4, 8

Assessment

Written test 1 - Test 1	20%
Written test 2 - Test 2	20%
Written test 3 - Test 3	20%
Written test 4 - Deontological reflexion	40%

Students may retake or compensate for failed or missed assessment activities provided that those they have actually performed account for at least 66.6% (two thirds) of the final mark and that they have a weighted mark of 3.5 or over. Students may not retake assessment activities in which they are found to have engaged in misconduct (plagiarism, copying, personation, etc.).

When publishing final marks prior to recording them on transcripts, professors will inform students, in writing, of the procedure to follow to retake or compensate for assessment activities. Lecturers may set one assignment per failed or missed assessment activity or a single assignment to cover a number of such activities.

In the case of retaking or compensating for an activity, the highest final mark that can be obtained is 5. If the assessment activities a student has performed account for 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 in an assessment activity will receive a mark of 0 for the activity in question. Misconduct in more than one assessment activity will result in a final mark of 0 for the module.

NB: All information on assessment, assessment activities and their weighting is merely a guide. The lecturer responsible for the module will provide full information when teaching begins.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Written test 1 - Test 1	20%	1	0.04	1, 6, 5, 4, 7, 9, 2, 3, 8
Written test 2 - Test 2	20%	1	0.04	1, 6, 5, 4, 7, 9, 2, 3, 8
Written test 3 - Test 3	20%	1	0.04	1, 6, 5, 4, 7, 9, 2, 3, 8
Written test 4 - Deontological reflexion	40%	1.5	0.06	1, 5, 4, 7, 2, 8

Bibliography

Audiovisual Materials

- EXPANDING PROFESSIONAL BORDERS - Public Service Interpreting and the Challenges of the New Millennium

<https://pagines.uab.cat/expandingpsi/>

- SITUATED DIALOGUES - Audio Materials for the Practice of Dialogue Interpreting

<https://grupsderecerca.uab.cat/miras/en/situated-dialogues>

- LINKTERPRETING - Recursos para la interpretación de enlace

<http://linkinterpreting.uvigo.es/>

Bibliographical references

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ARUMÍ RIBAS, Marta; GIL-BARDAJÍ, Anna i VARGAS-URPÍ, Mireia. (2011). "Traducció i immigració: la figura de l'interpret als serveis públics de Catalunya", a Quaderns.Revista de la traducció, 18, pp. 199-218. URL: <<http://ddd.uab.cat/pub/quaderns/11385790n18/11385790n18p199.pdf>>.

ARUMÍ RIBAS, Marta "The Fuzzy Boundary between the Roles of Interpreter and Mediator in the Public Services in Catalonia: Analysis of Interviews and Interpreter-Mediated Interactions in the Health and Education Context".

ANGELELLI, Claudia. (2004). Revisiting the Interpreter's Role: a Study of Conference, Court, and Medical Interpreters in Canada, Mexico, and the United States. Amsterdam/Filadèlfia: John Benjamins.

BRUNETTE, Louise. et al. (ed.). (2003). The Critical Link 3: Interpreters in the Community. Amsterdam/Filadèlfia: John Benjamins.

CARR, Silvana; ROBERTS, Roda; DUFOUR, Aileen i STEYN, Dini (1997). The Critical Link: Interpreters in the Community. Amsterdam/Filadèlfia: John Benjamins.

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GARCIA-BEYAERT, Sofía. (2015). "Advocacy and the Community Interpreter". In M.A. Bancroft (ed.), The Community Interpreter®: An International Textbook (pp. 380 - 393). Columbia, Maryland: Culture & Language Press.

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GARCIA-BEYAERT, Sofía. (2015). "Communicative Autonomy and the Role of the Community Interpreter". In M.A. Bancroft (ed.), The Community Interpreter®: An International Textbook (pp. 362 - 370). Columbia, Maryland: Culture & Language Press. URL: <https://www.academia.edu/34450608/Communicative_Autonomy_and_the_Role_of_the_Community_Interpreter>

GARCÍA-BEYAERT, Sofía & SERRANO PONS, Jordi. (2009). "Recursos para superar las barreras lingüístico-culturales en los servicios de salud", a MORERA MONTES, J. Et al. (eds.). Manual de atención al inmigrante. URL: <http://www.actasanitaria.com/fileset/doc_49951_fichero_noticia_41735.pdf>.

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WADENSJÖ, Cecilia. (1998). Interpreting as Interaction. Nova York: Longman.

Software

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