

**Consecutive Interpreting: English-Spanish**

Code: 44350  
ECTS Credits: 6

Degree	Type	Year	Semester
4316479 Conference Interpreting	OT	1	1

**Contact**

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**Use of Languages**

Principal working language: spanish (spa)

**Teachers**

Maria Pearce Neermann

**Prerequisites**

Students must take this module at the same time as taking the Contextualisation of the Discipline and Interpreting Techniques module.

**Objectives and Contextualisation**

To receive a practical introduction to consecutive interpreting from language C, English.

**Competences**

- Apply note-taking techniques in communicative situations of medium-high complexity.
- Apply skills and strategies for concentration and memorising (in the short, medium and long term).
- Automate strategies for problem solving and decision making under pressure of time.
- Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
- Comprehend competently on a formal and professional level in language C.
- Continue the learning process, to a large extent autonomously.
- 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.
- Speak competently on a formal and professional level in language A.
- Understand, analyse and summarise discourses of a general and specialised nature in the working languages, focused on the practice of conference interpreting.
- Use liaison interpreting techniques at a professional level.
- Work in a team, generating synergies in working environments involving different people to work in a coordinated and collaborative way.

**Learning Outcomes**

1. Apply comprehension strategies in language C.

2. Apply problem-solving strategies for liaison interpreting.
3. Apply techniques of discourse structure and analysis.
4. Apply techniques of synthesis and reformulation.
5. Automate strategies for problem solving and decision making under pressure of time.
6. Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
7. Continue the learning process, to a large extent autonomously.
8. Draw up a personalised note-taking system.
9. Engage in analytical, concentrated and selective listening.
10. Identify the principles ruling note-taking techniques.
11. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
12. Produce a coherent and cohesive discourse in Language A.
13. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
14. Use appropriate registers in language A.
15. Use short term memory.
16. Use strategies of contextualisation and anticipation.
17. Work in a team, generating synergies in working environments involving different people to work in a coordinated and collaborative way.

## Content

- Learning a note-taking system.
- Methodological principles of consecutive interpreting.
- Note-taking practice (English).
- Short consecutive interpreting exercises (duration of up to 3/4 minutes) on general subject matter in English.

## Methodology

### *Directed activities*

Practical sessions in classrooms

Assessment and self-assessment activities

### *Supervised and autonomous activities*

Autonomous work

Tutorials

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			
Classroom practice	27.5	1.1	1, 3, 4, 8, 9, 10, 12, 14, 15, 16
Type: Supervised			
Task preparation and revision	20	0.8	1, 3, 4, 5, 8, 9, 10, 12, 11, 13, 14, 15, 16

Tutorials	2	0.08	11, 13, 6, 7, 17
Type: Autonomous			
Autonomous practice	97.5	3.9	5, 11, 13, 6, 7, 17

## Assessment

Memory test / English-Spanish consecutive interpreting test, without notes	40%
3-minute beginner-level English-Spanish consecutive interpreting test on general subject matter	40%
Note-taking	20%

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, lecturers 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
3-minute beginner-level English-Spanish consecutive interpreting test on general subject matter	40%	1	0.04	1, 2, 3, 4, 8, 9, 10, 12, 14, 15, 16
Memory exam/consecutive without notetaking English-Spanish	40%	1	0.04	1, 3, 4, 5, 9, 12, 11, 13, 6, 7, 17, 14, 15, 16
Notetaking evaluation	20%	1	0.04	8, 10

## Bibliography

Bowen, David and Margareta Bowen. 1984. *Steps to Consecutive Interpreting*. Washington: Penn

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Dam, Helle V. 2004. Interpreters' notes: On the choice of language. *Interpreting* 6 (1): 3-17.

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Herbert, j. (1965). *manuel de l'interprète, librairie de l'université de genève*. ginebra: georg & cie s.a.

Ilg, Gérard and Sylvie Lambert. 1996. Teaching consecutive interpretation. *Interpreting* 1 (1):

69-99. doi: 10.1075/intp.1.1.05ilg

Ilg, Gérard. 1982. L'interprétation consécutive: la pratique. *Paralleles* 5: 91-109.

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*Paralleles* 9: 9-13. Iliescu, C. (2001). *introducción a la interpretación: la modalidad consecutiva*. publicaciones de la universidad de alicante: alicante

Jones, Roderick: conference interpreting explained. translation theories explained. manchester, st. jerome publishing, 1998

Liu, Minhua. 1994. Transition from preparatory exercises to consecutive interpretation: Principles and techniques. *Fu Jen Studies* 27: 104-116. (Reprinted as an appendix in Liu 2008).

Matyssek, H. (1989). *handbuch der notizentechnik für dolmetscher*. heidelberg: julius groos verlag.

Myers, Laura. 1976. Introduction to Consecutive Interpretation. Unpublished MA thesis. Monterrey:MIFS (Middlebury Institute of Foreign Studies).

Nolan, J. (2005). *interpretation techniques and exercises*. texas: multilingual matters.

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Salaets, H. (2017) "link words in note-taking and student interpreter performance: an empirical study", international journal of interpreter education, 8(2), 20-33.

## Software

LMS: Moodle

Text processor: Word (or similar)

Pdf reader: Acrobat Reader (or similar)

Browser: Chrome (or similar)

Audio editor: Audacity (or similar)

zoom platform (with interpreting function)

Notability: for notetaking with Ipad.