

Conference Interpreting II: English-Spanish

Code: 44360
ECTS Credits: 6

Degree	Type	Year	Semester
4316479 Conference Interpreting	OT	2	2

Contact

Name: Maria Elizabeth Pearce

Email: mariaelizabeth.pearce@uab.cat

Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Teachers

Anna Suades Vall

Maria Pearce Neermann

María Pilar García Crecente

Prerequisites

To have attended the following modules of the first year: Techniques of interpretation and contextualization of the discipline; Consecutive Interpreting English-Spanish; Simultaneous Interpreting English-Spanish.

Objectives and Contextualisation

This module aims to consolidate the professional mastery of the two modalities of conference interpretation: consecutive and simultaneous. Also, this module will be dedicated to the preparation of the final exam of the master's degree.

Competences

- 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.
- 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.
- Use consecutive interpreting techniques at a professional level.
- Use sight translation techniques at a professional level.
- Use simultaneous 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 problem-solving strategies in consecutive interpreting.
2. Apply problem-solving strategies in simultaneous interpreting.
3. Automate strategies for problem solving and decision making under pressure of time.
4. Be able to handle the simultaneous interpreting booth and its equipment.
5. Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
6. Continue the learning process, to a large extent autonomously.
7. Demonstrate a capacity for physical and mental resistance and stress management derived from the specific characteristics of consecutive interpreting.
8. Demonstrate a capacity for physical and mental resistance and stress management derived from the specific characteristics of simultaneous interpreting.
9. Efficiently apply problem solving strategies in sight translation.
10. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
11. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
12. Use new technology applied to the professional practice of simultaneous interpreting.
13. Use the voice as a professional work tool.
14. Work in a team, generating synergies in working environments involving different people to work in a coordinated and collaborative way.

Content

Consecutive interpretation exercises of up to 6-7 minutes, and general and specialized topics

Simultaneous interpretation exercises of up to 30 minutes, and general and specialized topics

Methodology

Directed activities:

-Practical sessions

Supervised and autonomous activities

-Autonomous Practice

-Tutorials

-Seminars

Autonomous Practice

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	27.5	1.1	1, 2, 3, 7, 8, 10, 11, 5, 6, 4, 14, 13, 12
Type: Supervised			
Supervised	25	1	9, 1, 2, 3, 7, 8, 6, 4, 14, 13, 12
Type: Autonomous			
Autonomous	95.5	3.82	1, 2, 3, 7, 8, 6, 4, 14, 13, 12

Assessment

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.

Single assessment

This module may be assessed under the single assessment system in accordance with the terms established in the academic regulations of the UAB and the assessment criteria of the Faculty of Translation and Interpreting.

Students must make an online request within the period established by the faculty and send a copy to the teacher responsible for the subject, for the record.

On the day of the single assessment, teaching staff will ask the student for identification, which should be presented as a valid identification document with a recent photograph (student card, DNI/NIE or passport).

Single assessment activities

The single assessment will consist of the final exam described in the previous section. The final qualification of the subject will be established according to the following percentages:

Consecutive interpreting: 50%

Simultaneous interpreting: 50%

Grade revision and resit procedures for the module are the same as those for continual assessment. See the section above in this study guide.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Consecutive Interpreting English-Spanish	50%	1	0.04	1, 3, 7, 10, 11, 5, 6, 14, 13
Simultaneous Interpreting English-Spanish	50%	1	0.04	9, 2, 3, 8, 10, 11, 5, 6, 4, 14, 13, 12

Bibliography

- Bowen, David and Margareta Bowen. 1984. *Steps to Consecutive Interpreting*. Washington: Penn and Booth.
- Chernov, Ghelly V. 2004. *Inference and Anticipation in Simultaneous Interpreting*. Edited with critical foreword and notes by Robin Setton and Adelina Hild. Amsterdam: John Benjamins.
- Cheung, Andrew Kay-fan. 2008. Simultaneous interpreting of numbers: An experimental study. *Forum* 6 (2): 23-38.
- Collados Aís, Á. (2000): *La evaluación de la calidad en interpretación simultánea: La importancia de la comunicación no verbal*, Granada, Editorial Comares
- Déjean le Féal, Karla. 1997. Simultaneous interpretation with 'training wheels'. *Meta* 42 (4):616-621.
- Dam, Helle V. 2004. Interpreters' notes: On the choice of language. *Interpreting* 6 (1): 3-17. doi: 10.1075/intp.6.1.03dam
- Gaiba, Francesca. 1998. *The Origins of Simultaneous Interpretation: The Nuremberg Trial*. Ottawa:University of Ottawa Press.
- Gile, Daniel. 2004. Conference and simultaneous interpreting. In Mona Baker (ed.), *Routledge Encyclopedia of Translation Studies*, 40-45. Shanghai: Shanghai Foreign Language Education Press.
- Gillies, Andrew. 2005.: *Note-taking for consecutive interpreting*. Manchester, Uk St. Jerome Publishing.
- Gillies, A. 2013. *Conference Interpreting : A student's practice book*. Londres: Routledge.
- Herbert, J. 1965. *Manuel de l'Interprète*,. Librairie de l'Université de Genève. Ginebra: Georg & Cie.
- 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.
- Ilg, Gérard. 1988. La prise de notes en interprétation consécutive. Une orientation générale. *Paralleles* 9:9-13.
- Iliescu, C. 2001. *Introducción a la interpretación: la modalidad consecutiva*. Publicaciones de la Universidad de Alicante: Alicante
- Jiménez Ivars, A. 2008. "Sight Translation and Written Translation. A Comparative Analysis of Causes of Problems, Strategies and Translation Errors within the PACTE Translation Competence Model." *Forum* 6, 2, 79-104.
- Jiménez Ivars, A. y Hurtado Albir, A. 2003. "Variedades de traducción a la vista. Definición y clasificación", *Trans* 7, 47-57.

- Jones, Roderick. 1998. *Conference Interpreting Explained. Translation Theories Explained.* Manchester, St. Jerome Publishing.
- Kalina, Sylvia. 2000. Interpreting competence and how it is acquired. *The Interpreters' Newsletter* 10: 3-32.
- Kirchhoff, Hella. 1976. Das Simultandolmetschen: Interdependenz der Variablen im Dolmetschprozess. In H. W. Drescher and S. Scheffzeck (eds.), *Theorie und Praxis des Uebersetzens und Dolmetschens*, 59-71. Frankfurt am Main: Peter Lang. (English edition: 2002. *Simultaneous interpreting: Interdependence of variables in the interpreting process, interpreting models and interpreting strategies.* In Franz Pochhacker and Miriam Shlesinger (eds.), *The Interpreting Studies Reader*, 110-119. London: Routledge.)
- Kohn, Kurt y Sylvia Kalina. 1996. The strategic dimension of interpreting. *Meta* 41 (1): 118-138.
- Kurz, Ingrid. 2003. Physiological stress during simultaneous interpreting: A comparison of experts and novices. *The Interpreter's Newsletter* 12: 51-67.
- Lambert, Sylvie. 1989. Simultaneous interpreters: One ear may be better than two. *TTR : Traduction, Terminologie, Redaction* 2 (1): 153-162.
- Lambert, S. 2004. "Shared Attention during Sight Translation, Sight Interpretation and Simultaneous Interpretation." *Meta* 49: 2, 294-306.
- Lederer, M. 1981. *La traduction simultanée.* Paris: Minard.
- Martin, A. 1993. "Teaching Sight Translation to Future interpreters." En Picken, C. (ed.) *La Traduction au Coeur de la Communication. Proceedings of the XIII FIT World Congress.* Londres: Institute of Translation and Interpretation, 398-405.
- 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.
- Rozan, Jean-François. 1979. *La Prise de Notes en Interprétation Consécutive.* Ginebra, Université de Genève.
- Setton, Robin. 1998. Meaning assembly in simultaneous interpretation. *Interpreting* 3 (2): 163-200. (Reprinted in abridged form in Pöchhacker, Franz and Miriam Shlesinger (eds.), 2002. *The Interpreting Studies Reader*, 178-202. London: Routledge.)
- Setton, Robin. 1999. *Simultaneous Interpretation: A Cognitive-pragmatic Analysis.* Amsterdam: John Benjamin.
- Setton, Robin. 2005. So what is so interesting about simultaneous interpreting? *SKASE (Online) Journal of Translation and Interpretation* 1 (1): 70-85. http://www.skase.sk/Volumes/JTI01/doc_pdf/06.pdf (Accessed July 24, 2015). 5
- Sunnari, Marianna. 1995. Processing strategies in Simultaneous Interpreting: 'Saying it All' vs. Synthesis. In Jörma Tommola (ed.), *Topics in Interpreting Research*, 109-119. Turku: University of Turku, Centre for Translation and Interpreting.
- Weber, Wilhelm K. 1990. The importance of sight translation in an interpreter training program. In David Bowen and Margareta Bowen (eds.), *Interpreting - Yesterday, Today, and Tomorrow*, 44-52. Binghamton: SUNY.

Software

- LMS: Moodle
 Text processor: Word (or similar)

Pdf reader: Acrobat Reader (or similar)

Browser: Chrome (or similar)

Audio editor: Audacity (or similar)

In case of online classes, zoom platform (with interpreting function)

Notability: for notetaking with Ipads.