



COURSE DATA

DATA SUBJECT

Code: 35635

Name: Interpretation techniques and practices German/Spanish-Catalan 1

Cycle: Undergraduate Studies

ECTS Credits: 6

Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1011 - Degree in Translation and Interlinguistic Mediation: German	Facultat de Filologia, Traducció i Comunicació	4	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1011 - Degree in Translation and Interlinguistic Mediation: German	German interpretation	COMPULSORY

COORDINATION

SCHMIDT - STEFAN

SUMMARY

English version:

The subject "Techniques and Practices of Interpreting German 1 / Spanish-Catalan" is designed to develop a set of specific competencies that enable the practice of interpreting. In addition to respecting the code of ethics and having a solid knowledge of both languages and cultures involved, interpreting requires certain specific communicative skills. Among these, the ability to obtain and interpret relevant information on a topic, the development of critical and creative thinking in problem-solving, adaptability to new situations, and the ability to define contrastive criteria for interlinguistic differences for application in interpreting are particularly important. To this end, students will be introduced to a series of theoretical concepts that will allow them to understand the theoretical and historical foundations of interpreting, as well as a set of practical activities that will help them progressively acquire the aforementioned skills. This course, dedicated to interpreter training, will focus mainly on the acquisition of pre-interpreting competencies (mental agility, concentration and memory, synthesis, reformulation, paraphrasing, extraction of main and secondary ideas, public speaking, note-taking, divided attention, international terminology, UFs, etc.) and on the acquisition of interpreting competencies through sight translation and bilateral or liaison interpreting. In summary, the practical activities cover a wide range of aspects, from public speaking to learning processes (sight translation techniques, note-taking techniques) and interpreting modalities, focusing in this first part, "Techniques and Practices of Interpreting German 1 / Spanish-Catalan", on sight translation and bilateral



interpreting.

This subject also addresses several Sustainable Development Goals (SDGs) in a cross-cutting manner, promoting a comprehensive education committed to social and ethical values. These include: SDG 4 (Quality Education), which is addressed by promoting communicative, intercultural, and professional competencies that allow students to access inclusive and equitable education. SDG 5 (Gender Equality) is integrated through critical analysis of language and equitable representation of voices in multilingual contexts, highlighting the role of women in interpreting. SDG 10 (Reduced Inequalities) is reflected in the training of interpreters capable of facilitating communication between diverse communities, including in vulnerable contexts. SDG 13 (Climate Action) is incorporated by working with discourse and terminology related to sustainability and the environment, raising awareness of the climate emergency. Finally, SDG 16 (Peace, Justice and Strong Institutions) is promoted by training ethical interpreters who contribute to judicial, diplomatic, and social processes, ensuring access to information and justice for all.

German version:

Das Fach „Techniken und Methoden des Dolmetschens. Deutsch 1“ ist dazu bestimmt, eine Reihe spezifischer Fähigkeiten zu entwickeln, die für das Dolmetschen notwendig sind.

Für das Dolmetschen sind nicht nur die Beachtung des Ehrenkodex und umfassende Kenntnisse der entsprechenden Sprachen und Kulturen vonnöten. Man muss auch bestimmte spezifische kommunikative Fähigkeiten beherrschen, unter denen aufgrund ihrer großen Bedeutung folgende besonders hervorzuheben sind: der Dolmetscher muss die entscheidenden Informationen zu einem Thema verstehen und dolmetschen, er muss sich kritische und kreative Kompetenzen zur Problemlösung erarbeiten, sich an neue und ungewohnte Situationen anpassen und kontrastierende Kriterien im Rahmen der auf das Dolmetschen angewendeten interlinguistischen Unterschiede bestimmen.

Zu diesem Zweck wird den Studenten theoretisches Wissen nahe gebracht, anhand dessen sie die historischen und theoretischen Grundlagen des Dolmetschens kennenlernen können. Ebenso nehmen sie an einer Reihe von praktischen Übungen teil, die sie stufenweise beim Erwerb der oben genannten Fähigkeiten unterstützen sollen. Dieses dem Dolmetschtraining gewidmete Fach konzentriert sich hauptsächlich auf den Erwerb einer Reihe von Kompetenzen, die für das Dolmetschen unabdingbar sind (geistige Beweglichkeit, schnelles Denken, Konzentration, Erinnerungsvermögen, optisches Gedächtnis, Darstellung, Umschreibungen, Sprechen in der Öffentlichkeit, Notizen, geteilte Aufmerksamkeit, internationale Terminologie, usw.). Außerdem sollen durch die Übung von Vom Blatt-Übersetzen und bilateralem Dolmetschen die entsprechenden Dolmetschkenntnisse erworben werden.



So umfassen die praktischen Aktivitäten eine große Themenauswahl vom Sprechen in der Öffentlichkeit bis zu Lernprozessen (Techniken des Vom Blatt-Übersetzens) und Arten des Dolmetschens, wobei sich dieser erste Teil, 2Techniken und Methoden des Dolmetschens. Deutsch 12 auf die Dolmetscharten des Vom Blatt-Übersetzens und bilateralen Dolmetschens konzentriert.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

Have successfully completed level B6 and language training A

Have successfully passed or be enrolled in two levels of General Translation.

* Students from other universities who participate in exchange programmes (Erasmus or international mobility programmes signed with the University of Valencia.

Similar requirements will be demanded of these students, depending on their study plans.

COMPETENCES / LEARNING OUTCOMES

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Adapt to different work environments in the field of translation and linguistic mediation.

Apply information and communication technologies and computer tools to translation and linguistic mediation.

Apply quality criteria to work in the field of translation and linguistic mediation, following the specifications of the European quality standard EN-15038:2006.

Compare and analyse the constituents of one's own language with those of other languages, in order to apply them to translation and linguistic mediation.

Have competence in direct and/or reverse interpreting of general texts.

Show ethical commitment in the field of translation and linguistic mediation as regards gender equality, equal opportunities, the values of the culture of peace and democratic values and environmental and sustainability issues, and have an understanding and appreciation of linguistic diversity and multiculturalism.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.



Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

DESCRIPTION OF CONTENTS

1. Delimitation of the Field of Interpreting: Translation vs Interpreting. The Qualities of the Interpreter.

Brief summary

Over the past twenty-five years, interpreting has established itself as a fully-fledged profession, distinct from translation. Despite being much older than translation (interpreting was practiced long before translation), interpreting and translation are often confused, and interpreters have long lived in the shadow of translators. The general assumption in society and among users is that if someone can translate, they can easily interpret. The debate at the inaugural session of the British Institute of Translation and Interpreting (ITI) in 1986 once again brought to the forefront the issue of using the terms "translating versus translation" and "interpreting versus interpretation" in the naming of the institute, and highlighted the importance of distinguishing between the two disciplines.

2. A Brief History of Interpreting: From the Dawn of Civilization to Its Emergence as a Profession in the 20th Century (From Paris to Nuremberg).

Brief summary

In this unit, the origins and evolution of interpreting are explored both as a communicative practice and as a profession, from antiquity to the 20th century. The reasons that led to the need for interpreters, the roles they played in different historical periods, and their social status are analysed. Key figures such as La Malinche, Felipillo, Sacagawea, Jean Herbert, among others, are studied, and the role of interpreting in significant historical events such as the Nuremberg Trials, the Paris Peace Conference, the founding of the UN, the European Union, and the Iraq War is examined. The unit also reflects on the professionalization of interpreters and the impact of interpreting in the international arena.

3. A Brief Historical Overview of Interpreting Studies: The Theory of Sense, Deverbalization, and Giles Effort Model.

Brief summary

In this unit, we will review some of the most paradigmatic contributions to interpreting research since the 1950s, a period when most works had a didactic focus. Special mention should be made of professional interpreters Jean Herbert and François Rozan, who reflected in their works *Manuel de l'interprète* and *La prise de notes en interprétation consécutive*, respectively; their impressions and experiences from their interpreting activities. The unit will also focus on Giles's Effort Model and on the Theory of Sense (*Théorie du sens*) and Deverbalisation developed at the Superior School of Translators and Interpreters of Paris.



4. Modes of interpreting.

Brief summary

In this unit, we will provide a general overview of the basic modes of interpreting: sight translation, bilateral interpreting, consecutive interpreting, and simultaneous interpreting. We will also study some variations of these basic modes, such as whispered interpreting (*chuchotage*), relay interpreting, community interpreting, telephone interpreting, and others.

5. Discourse Analysis. The Functions of Language in the Interpreting Process. Discourse Genres (R. Jones Typology).

Brief summary

In this unit, we start from the premise that the interpreter must actively listen to everything the speaker says and ask themselves: ¿What does the speaker mean? What ideas are they trying to express?¿ From this active listening, the interpreter can proceed to a discourse analysis.

The first question to ask is: what type of discourse is being dealt with? Discourses can take many different forms. We will follow the classification proposed by R. Jones, who distinguishes between argumentative, narrative, descriptive, polemical, rhetorical, and obstructionist discourses. Although he acknowledges that this list is not exhaustive, it likely includes the types of discourse interpreters most frequently encounter.

It is essential for interpreters to carry out a discourse analysis, as this will positively influence both the accuracy of their listening and, without a doubt, the quality of the style and content of their interpretation.

6. Sight translation. Common contexts for this type of translation. Teaching sight translation: practicing ¿sight translation¿ and ¿first sight translation¿ with general and scientific/technical texts.

Brief summary

In this unit, we will practice two different sight translation techniques for training purposes in interpreting: sight translation and first sight (or *prima vista*) translation. In the first case, students will receive a text that they may read and analyse for a few minutes before beginning to translate or interpret it orally. In the second case, students will receive a text and must proceed to interpret it orally and immediately, without carrying out any prior analysis of its content.

7. Bilateral Interpreting. Common Contexts for This Mode of Interpretation. Didactics of Bilateral



Interpreting.

Brief summary

In this unit, we will review the different communicative situations in which bilateral interpreting may take place, namely: court interpreting, community interpreting, telephone interpreting, and interpreting in the media. The distinctive features of this mode of interpreting will be studied, including bidirectionality, unpredictability, and the wide variety of linguistic registers.

We will also analyse the contexts in which a bilateral interpreter may perform their role: commercial, tourism, healthcare, immigrant reception centres, and press conferences. Finally, we will address the specific methodological principles for bilateral interpreting, among others. Practical recommendations and suggestions will be provided so that students can master the main techniques and apply them according to different communicative situations.

Learning outcomes

These contents will be reflected in the following learning outcomes:

The expected learning outcomes include the full range of abilities that define the general competencies of the degree, particularly the development of ethical commitment, recognition of diversity and multiculturalism, the ability to obtain and interpret relevant information on a topic, critical thinking and creativity in problem-solving, adaptability to new situations, the development of communication skills, and the ability to work in an international context. Specific skills that constitute learning outcomes include, at a minimum:

- ¿ Assess and understand the application of different translation norms depending on various socio-cultural contexts.
- ¿ Distinguish and appropriately use different interpreting techniques.
- ¿ Evaluate, for the purposes of interlinguistic mediation, the differences between language systems and usage.
- ¿ Make decisions and critically assess them in communicative mediation tasks.
- ¿ Acquire intercultural mediation techniques.



¿ Analyse and assess intercultural differences related to the thematic areas subject to translation.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	20,00
Laboratory	40,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	4,00
Individual or group project	20,00
Independent study and work	20,00
Preparation of lessons	30,00
Preparation for assessment activities	6,00
Resolution of case studies	10,00
Total hours	90,00

TEACHING METHODOLOGY

The planned training activities will develop both a *face-to-face component*, as well as a *non-attendance component*.

Face-to-face component

Theoretical classes:

- Theoretical and historical foundations of interpreting. Brief history of interpreting.



- Introduction to the different basic modalities of Interpretation, with special attention to the sight translation and bilateral interpretation.

- They include the active participation of students through oral presentations, group activities.

- Non-attendance type tasks may also be assigned during these classes (preparation of

Theoretical, reading of complementary material, etc...).

Practical classes:

The methodology requires that the groups of trainees should be of a maximum of 20 students in accordance with the capacity of language laboratories.

- Sight translation

- Note-taking techniques I

- Bilateral interpreting (medical, educational, tourism)

Non-attendance component



- Students should follow up on world news stories in the both written and oral press media, both in their mother tongue and in their other working language(s).

- Presentation or terminology work (Search for translation equivalents of statements

phraseology, latinisms, etc...), analysis of textual genres in class on a specific field (media, language, etc...), analysis of textual genres in class on a specific field (media, environment, women's rights, politics, economics, culture, etc.) in relation to the current affairs of countries

related to the languages involved.

- Practise through repetition exercises of oral sequences in the target languages, and record themselves at the same time.

- Compulsory or optional readings, complementary to the theoretical part, and

- Exercises or practices that the student can perform without the need for special equipment,

- Preparation of work for oral presentation in class

- Attendance to academic events related to the subject matter (optional)

The non face-to-face component also includes consultations in tutorial hours and exam preparation.



EVALUATION

Course evaluation system:

Ordinary Evaluation

The ordinary evaluation will consist of three clearly differentiated parts:

- ¿ --Theory: final written exam on theoretical content of the course: 10% of the final grade. (RETAKEABLE)
- ¿ --Presentation and oral group presentation (or individual, depending on the number of students) on a topic from the theoretical syllabus: 30% of the final grade. (RETAKEABLE)
- ¿ --Practice: final oral exam consisting of a sight translation exercise (B/A, German/Spanish-Catalan): 60% of the final grade. (RETAKEABLE)

IMPORTANT: To pass the course, students must achieve at least 50% in each of the three parts listed above. That is, to calculate the final grade, a minimum score of 5 out of 10 must be obtained in each part.

Extraordinary Evaluation

If the student does not pass the course in the first call, they must retake the failed part in the extraordinary call. This will also be evaluated through three parts:

- ¿ ---Theory: final written exam on theoretical content of the course: 10% of the final grade.
- ¿ ---Presentation and oral group presentation (or individual, if necessary) on a topic from the theoretical syllabus: 30% of the final grade.
- ¿ ---Practice: final oral exam consisting of a sight translation exercise (B/A, German/Spanish-Catalan): 60% of the final grade.



IMPORTANT: To pass the course in the second call, students must achieve at least 50% in each of the three parts listed above. That is, to calculate the final grade, a minimum score of 5 out of 10 must be obtained in each part.

Evaluation Criteria

Theory:

- ¿ Assimilation of the course content.
- ¿ Conceptual and terminological mastery of the subject.
- ¿ Expressive, grammatical, and typographical accuracy in the different types of tests.

Practice:

- ¿ Assimilation and application of the course content in practical activities.
- ¿ Expressive, grammatical, and lexical accuracy in the different types of tests.

IMPORTANT: Intellectual honesty is essential in academic communities and for fair evaluation of student work. All assignments submitted in this course must be original. Assignments involving fraudulent collaboration or composition with the help of artificial intelligence (ChatGPT or others) will not be accepted, unless their use is part of the course content and is authorized by the teaching staff. Both in the exam and in practical exercises, spelling and grammatical accuracy will be required. Each spelling, typographical, or expression error will result in a reduction of the grade, which may lead to failing the assignment. The general grading system will follow the regulations of the University of Valencia approved by the *Consell de Govern* on May 30th, 2017. ACGUV 108/2017.

REFERENCES

BASIC REFERENCES



Reference b1:	Jiménez Ivars, A. (2018). <i>Primeros pasos hacia la interpretación inglés-español</i> . Castellón de la Plana: Universitat Jaume I.
Reference b2:	Jiménez Ivars, A., & Hurtado Albir, A. (2003). Variedades de traducción a la vista: Definición y clasificación. <i>TRANS: Revista de Traductología</i> , (7), 47-57.
Reference b3:	Jiménez Ivars, A. (1999). <i>La traducción a vista. Un análisis descriptivo</i> [tesis doctoral]. Castellón de la Plana: Universitat Jaume I.
Reference b4:	Gracia Torres Díaz, M. (2023). <i>La interpretación bilateral</i> . Granada: Comares.
Reference b5:	Gile, D. (2009). <i>Basic concepts and models for interpreter and translator training</i> (Revised edition). Amsterdam & Philadelphia: John Benjamins Publishing Company

ADDITIONAL REFERENCES

Reference a1:	Fernández Sánchez, M. M., & Collados Aís, Á. (Coords.). (2001). <i>Manual de interpretación</i> . Granada: Comares.
Reference a2:	Jiménez Ivars, A., Pinazo Catalayud, D., & Ruiz i Forés, M. (2014). Self-efficacy and language proficiency in interpreter trainees. <i>The Interpreter and Translator Trainer</i> , 8(2), 167-182. http://dx.doi.org/10.1080/1750399X.2014.908552



Reference a3:	Jiménez Ivars, A., & Pinazo Calatayud, D. (2013). <i>Mindfulness training for interpreting s</i> <i>Lebende Sprachen</i> , 58(2), 366. https://doi.org/10.1515/les-2013-0020
Reference a4:	Jiménez Ivars, A., & Pinazo Calatayud, D. (2002). Aptitudes necesarias en la forma intérpretes. Un estudio exploratorio. <i>Quaderns. Revista de Traducció</i> , (8), 135-150.
Reference a5:	Nolan, J. (2005). <i>Interpretation: Techniques and exercises</i> . Clevedon: Multilingual Matters.
Reference a6:	Jiménez Ivars, A. (2002). Variedades de interpretación: modalidades y tipos. <i>Hermeneus: de la Facultad de Traducción e Interpretación de Soria</i> , (4), 95-114.
Reference a7:	Jones, R. (1998). <i>Conference interpreting explained</i> . Manchester: St. Jerome Publishing.
Reference a8:	Collados Aís, Á., & Sabio Pinilla, J. A. (2003). <i>Avances en la investigación sobre interpr</i> Granada: Comares.
Reference a9:	Jiménez Ivars, A., & Pinazo Calatayud, D. (2002). Miedo a hablar en público, ansiedad e rendimiento: el caso de los intérpretes en el período de formación. <i>Ansiedad y Estrés</i> , 8(1),
Reference a10	Fernández Sánchez, M. M., & Collados Aís, Á. (Coords.). (2001). <i>Manual de interpretación</i> Granada: Comares.