



COURSE DATA

DATA SUBJECT

Code: 35637
Name: Interpretation techniques and practices English/ Spanish-Catalan 1
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1009 - Degree in Translation and Interlinguistic Mediation (English)	Facultat de Filologia, Traducció i Comunicació	4	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1009 - Degree in Translation and Interlinguistic Mediation (English)	English interpretation	COMPULSORY

COORDINATION

RICHART MARSET MARIA ISABEL

SUMMARY

Course descriptive summary

The subject "Techniques and Practices of Interpreting English 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 English 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.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

Prerequisites or recommendations

- Have passed the B6 level and the A language training
- Have passed or be enrolled in two levels of General Translation.

* Students from other universities participating in exchange programs (Erasmus or international mobility programs) signed with the University of Valencia will be exempt from these requirements. These students will be subject to similar requirements, depending on their study plans.

COMPETENCES / LEARNING OUTCOMES

-

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. Defining interpretation field: translation versus interpretation. The qualities of the interpreter.

For the last twenty-five years or so, interpreting has firmly established itself as a full-fledged profession separate from translation. Despite being older than translation (people interpreted before they translated), interpreting has always been somewhat confused with translation, and interpreters have for a long time lived in the shadows of translators. The general assumption in the community of users and society is that if one could translate one could easily interpret.

The debate at the inaugural meeting of the British Institute of Translation and Interpreting (ITI) in 1986 brought again the message regarding the use of ¿translating versus translation¿ and ¿interpreting versus interpretation¿ in the Institute¿s appellation, and underscored the importance of the distinction between the two tracks.

2. Brief history of interpretation: from the beginnings of civilization up to its birth as a profession in the 20th century (from Paris to Nuremberg). Current demands in the interpretation field.

This second unit provides an overview of the history of interpretation, briefly highlighting the milestones that have configured its development until present day.



3. Brief historical overview of interpreting studies: the "interpretive theory of translation" (théorie du sens), ¿deverbalization¿ and ¿Gile¿s gravity model¿.

In this unit we will review some of the most paradigmatic contributions in interpreting research since the 50's when mainly didactic works were delivered (special mention should be made here to the professional interpreters Jean Herbert and François Rozan who reflected in their works *Manuel de l'interprete* and *La prise de notes en interprétation consécutive* the impressions of the activities they carried out) to the present day, with two compulsory stops: 1. "Giles Gravity Model", and 2. ESITs "Interpretive theory of translation/deverbalization" (théorie du sens).

4. Introduction to basic modes of interpreting:

- 4.1. Sight translation**
- 4.2. Bilateral or liaison interpreting**
- 4.3. Consecutive interpreting**
- 4.4. Simultaneous interpreting**

This section exposes interpreting basic modalities: sight translation, bilateral or liaison interpreting, consecutive interpreting and simultaneous interpreting. We shall also study, though very briefly, some of the variations of these interpreting basic modalities: chuchotage, relay, community interpreting, telephone interpreting, etc

5. Discourse analysis. The functions of language in the interpretive process. Discourse genres (R. Jones):

- 5.1. argumentative speech**
- 5.2. narrative speech**
- 5.3. descriptive discourse**
- 5.4. polemical speech**
- 5.5 rhetorical speech**
- 5.6. obstructionist (stone-walling) speech**

In this unit, we start from the fact that the interpreter must listen to everything and keep asking: What does the speaker mean? What are the ideas he or she wants to express? Working from this active listening, the interpreter may proceed to an analysis of the speech. Speeches may be of many different kinds. We will follow R. Jones who distinguishes between reasoned arguments, narrative, descriptive, polemical, rhetorical and stone-walling speeches. As he recognizes, these examples of speech types are certainly not



exhaustive, but are probably the most common interpreters will be faced with.

It is necessary for the interpreters to make an analysis of the speech type as this will influence both the fine-tuning of their listening and most certainly the style and content of their interpretation.

6. Sight translation. Common contexts of this interpreting mode.

Didactics of sight translation: practices of "sight translation" and "first sight translation".

In this unit we will practice two different techniques of sight translation for interpreter training purposes. One is ¿sight translation¿ and the other ¿first sight translation¿. In the former case students will be given a text that they can read and analyze for a few minutes before starting to actually translate it orally. In the latter case they will be given a text and without any previous analysis they have to start translating "on the fly".

7. Sight translation. Common contexts of this interpreting mode.

Didactics of sight translation: practices of "sight translation" and "first sight translation".

In this unit we will revise the different communicative situations in which bilateral interpreting can take place, namely, court interpreting, social interpreting, telephone interpreting and media interpreting. We will study the distinctive features of this mode of interpreting, most notable, bidirectionality, unpredictability and the wide variety of linguistic registers. The contexts in which bilateral interpreters can play their role are: trading field, tourism, healthcare centers, centres for immigrants, press conferences, etc..

Finally, we address the specific methodological principles for the bilateral interpreting. providing recommendations and practical suggestions for students in order to succeed in dominating the main techniques and may apply them according to the 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

Teaching and training methodology

The planned learning activities will include both an in-person component and a non-in-person component.

In-person hours



Theoretical classes:

- Theoretical and historical foundations of interpreting. Brief history of interpreting.
- Introduction to the basic modes of interpreting, with special focus on sight translation and bilateral interpreting.
- These classes include active student participation through oral presentations and group activities.
- Additionally, non-in-person tasks may be assigned during these sessions (preparation for theoretical classes, reading of supplementary materials, etc.).

Practical classes:

The methodology requires that practical groups consist of a maximum of 20 students, in accordance with the capacity of the language labs. Attendance to theoretical or theoretical-practical classes is not required as a minimum condition to pass the course.

- Sight translation
- Note-taking techniques I
- Bilateral interpreting (medical, educational, tourism fields, etc.)

Non-presential hours

- Students must follow current world news in both written and spoken media, in their native language as well as in their working language(s).



- Presentation or terminology work (search for translation equivalents of phraseological expressions, Latinisms, etc.), analysis of text genres in class on a specific field (environment, women's rights, politics, economy, culture, etc.) related to current events in countries associated with the working languages.
- Practice through repetition exercises of oral sequences in the study languages and recording of their interpretations.
- Mandatory or optional readings that complement the theoretical part.
- Exercises or tasks that students can complete without the need for special equipment.
- Preparation of assignments for oral presentation in class.
- Attendance at academic events related to the subject matter (optional).

The non-presential hours also include consultations during office hours and tests preparation

EVALUATION

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, English/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, English/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. https://doi.org/10.1080/1750399X.2014.908552
Reference a3:	Jiménez Ivars, A., & Pinazo Calatayud, D. (2013). Mindfulness training for interpreting students. <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 formación de 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 interpretación</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), 3-12.
Reference a10	Fernández Sánchez, M. M., & Collados Aís, Á. (Coords.). (2001). <i>Manual de interpretación</i> . Granada: Comares.