



## COURSE DATA

### DATA SUBJECT

**Code:** 35640

**Name:** Interpretation techniques and practices English/ Spanish-Catalan 2

**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	Second quarter

### SUBJECT-MATTER

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

### COORDINATION

RICHART MARSET MARIA ISABEL

## SUMMARY

The subject *Techniques and Practices of Interpreting English 2 / Spanish-Catalan* is designed to develop a series of general and specific competencies that allow students to have a first contact with the practice of conference interpreting, with special attention to the modality of consecutive interpreting (CI).

The practice of interpreting, in addition to respecting the code of ethics and having a good command of both languages and cultures involved, requires certain specific communicative skills. Among these, the most important are: the ability to obtain and interpret relevant information on a topic, the ability to anticipate, the development of critical and creative thinking in problem-solving, and the ability to define contrast criteria for interlinguistic differences for their application in interpreting. To this end, students will be introduced to a series of theoretical concepts that will allow them to understand the foundations of conference interpreting, along with a series of practical activities that will help them progressively acquire the aforementioned skills.

This course, dedicated to interpreter training, will first focus on the acquisition of a set of pre-interpreting skills (mental agility exercises, introduction to meditation practice, concentration and memory exercises, synthesis, reformulation, paraphrasing, extraction of main and secondary ideas, public speaking, note-taking, divided attention, international terminology, phraseological units, acronyms, etc.), and will then move on to the acquisition of actual interpreting skills through the practice of various consecutive interpreting techniques (CI) applied mainly to argumentative speeches (analytical listening exercises, memorization exercises, CI without notes, introduction to note-taking, CI with notes, intralinguistic CI, interlinguistic CI,



improvement of CI with notes, etc.). A brief introduction to simultaneous interpreting (SI) techniques will also be included.

In summary, the practical activities cover a wide range of aspects, from the training (with continuous assessment) of public speaking skills; addressing not only purely linguistic aspects but also placing special emphasis on paralinguistic elements (intonation, voice confidence, conveying reliability, etc.); to the processes of acquiring and learning the various specific techniques of the consecutive modality (analytical listening, structuring, note-taking, reformulation, etc.). The speeches worked on, both in-person and remotely, have been carefully selected by the teaching staff, following a progression in difficulty, both in terms of topic (from simple, generalist speeches to the introduction of speeches with specialized terminology) and in terms of length (in the initial phases of acquiring analytical listening-concentration-memorization skills, speeches should not exceed two minutes; however, for CI with notes, they will range between 3 and 5 minutes).

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 training level and language training A
- Having passed or being enrolled in two levels of General Translation
- Have taken and passed the subject, Interpretation Techniques and Practices. English 1

\* Students from other universities who participate in exchange programs (Erasmus or international mobility programs) signed with the University of Valencia will be exempted from meeting these requirements. Equivalent subjects will be required.

## COMPETENCES / LEARNING OUTCOMES

### 1009 - Degree in Translation and Interlinguistic Mediation (English)

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. Interpreters training. Development of a series of pre-interpreting activities for the acquisition of future interpretative skills.**

In this unit we will carry out a series of preinterpretative practical exercises (Ugarte, 2010). Linguistic preinterpretative activities are aimed at enhancing essential competences in the practice of interpreting. Linguistic competences range from mnemonics (quick thinking, visual memory, concentration, analysis of ideas, synthesis, reformulation, key words and note taking) to public speaking (spontaneous discourse, prepared discourses, oratory), specialised language (international terminology, abbreviations and acronyms, idiomatic expressions) and other activities implying compensation strategies to overcome problems that may arise when interpreting (shadowing, anticipation, speech speed or accent).

**2. Consecutive interpreting: basic principles.****Consecutive interpreting versus simultaneous interpreting.**

In this unit we will address ourselves to the key competencies of consecutive interpreting and we will analyse the three-stage model consisting of understanding, analysis (of the B language) and re-expression (into A language). We will also draw a comparison between consecutive interpreting and simultaneous interpreting stressing the nature of the two modes of interpreting and advising against falling into the trap of becoming cut off from the meeting in simultaneous interpreting due to the physical isolation in a sound-proof booth.

**3. Note-taking in consecutive interpreting. Specific techniques in note-taking. Practice exercises. Note-taking assessment: self-assessment system.**

This unit is dedicated to note-taking in consecutive interpreting. Note-taking is a real nightmare for interpreting students and a frustrating skill to teach for most interpreting teachers. In this section students should transition from the form of note-taking they have used at university to note-taking for consecutive interpreting. To this end we will follow Jones, who cautions that if the essential part of a consecutive interpreter's work, which consists of understanding, analysis and re-expression, is not done correctly, "the best notes in the world will not make you a good interpreter" (39). He cautions students who invest too much in their notes that they run the double risk of turning their notes into a form of shorthand, that may influence the interpreter's rendition, and of losing concentration on understanding and analyzing the speaker's utterances. Students in this unit will be given hints and tips on what to note and in which language. They will be presented a set of specific techniques based on several methods of note-taking for interpreting, which have been widely adopted by interpreters and interpreting trainers. A good section in this unit deals with the practice of a series of written activities designed to help students to develop their own note-taking system.

**4. Guided practice of consecutive interpreting. Self-assessment system.**

In this unit students will have a first contact with the practice of consecutive interpreting. We will practice a series of activities combining note taking with oral restatements, starting from intralinguistic interpretation (A-A) and continuing with the interlinguistic interpretation (B-A). The difficulty of the texts to interpret will also be progressive, starting with general descriptive texts that do not require any specific information. At the end of the course students should be able to interpret intralinguistically (B-A) short specific speeches.



**5. Revising the importance of individual work and teamwork. Stress management.**

Students individual work is a basic resource and is at the heart of the teaching-learning processes. In this unit students will be guided and supervised by the professor in their individual work practice through a series of practical exercises performed both individually and collectively. This type of activities consists mainly of general knowledge reinforcement, working languages improvement (preparing specialised glossaries, word cluster and idiomatic expressions lists, false friends etc...), sight translation exercises, etc. On the other hand, students will be given a series of techniques (mindfulness) to help them to improve the stress management caused in the first stages of the interpreting processes.

**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
<b>Total hours</b>	<b>60,00</b>

**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
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

The planned learning activities will include both an in-person component and a non-in-person component. Attendance to theoretical or theoretical-practical classes is not required as a minimum condition to pass the course.

### *Class hours*

#### Theoretical sessions:

¿ Introductory study of the modes of consecutive interpreting and simultaneous interpreting. A comparative study between both types of conference interpreting. Analysis of the contexts where these two modes of interpreting are performed.

¿ Active participation of students through oral presentations, group activities.

¿ Students may be also assigned additional tasks to prepare outside the classroom (preparation of theoretical classes, further reading, etc ...)

#### Practical sessions:

(Division of groups up to twenty people according to the capacity of language laboratories.)

¿ Practice of Consecutive Interpreting (intralinguistic/interlinguistic/without notes/with notes)

### *Non-presential hours \**

¿ Students should keep track of current affairs in the press and the media, both in their native language and in their working languages

¿ Mandatory or optional readings from the theoretical section.

¿ Practical exercises that students can perform without special equipment,



- ¿ Preparation of papers for oral presentation in class
- ¿ Attendance to academic events related to the subject of interpreting will be taken into account.

\*The non-presential hours also include consultations during office hours and exams preparation.

## EVALUATION

Course evaluation system:

### Ordinary Evaluation

The ordinary evaluation will consist of three clearly differentiated parts:

- ¿ Theory: final written exam on the theoretical contents of the course: 20% of the final grade. (RETAKEABLE)
- ¿ Oral presentation of a current news article (in English and Spanish or Catalan): 20% of the final grade. (RETAKEABLE)
- ¿ Practice: final oral exam consisting of a consecutive interpretation exercise B/A (English > Spanish-Catalan) of a text from one of the fields covered in class, lasting 4 minutes: 60% of the final grade. (RETAKEABLE)

**IMPORTANT:** To pass the course, students must obtain at least 50% in each of the three parts (1, 2, and 3) mentioned above. That is, to be able to add the scores of the three parts, a minimum of 5 out of 10 must be obtained in each.

### Extraordinary Evaluation

If the student does not pass the course in the first sitting, they must retake the failed part(s) in the extraordinary session. This will also be assessed through three parts:

- ¿ Theory: final written exam on the theoretical contents of the course: 20% of the final grade.
- ¿ Oral presentation of a current news item (in English and Spanish or Catalan): 20% of the final grade.
- ¿ Practice: final oral exam consisting of a consecutive interpretation exercise B/A (English > Spanish-Catalan) of a text from one of the fields covered in class, lasting 4 minutes: 60% of the final grade.

### 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 30<sup>th</sup>, 2017. ACGUV 108/2017.

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