

**Bilateral interpreting practice B-A-B
(English-A-English)**

Code: 101443
ECTS Credits: 6

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OT	4	0

Contact

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Use of Languages

Principal working language: spanish (spa)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Prerequisites

- Students must have passed the subject Initiation to interpreting and preferably also Preparatory techniques for bilateral interpreting B-A-B (English-A-English).
- This subject requires a native or near-native level of Spanish/Catalan and a high level of English (CEFR level C1.3).

Important note for foreign students:

While the minimum level in Spanish for international exchange students is B2 according to the Common European Framework of Reference for Languages, the minimum recommended level in both Catalan/Spanish and English for admission to this subject is C1.3.

Objectives and Contextualisation

The goal of this subject is for students to be able to apply the knowledge and skills acquired in the previous subject of Preparatory techniques for bilateral interpreting B-A-B to practical bilateral interpreting situations of medium and high difficulty.

On successfully completing this subject, students will be able to:

- Demonstrate knowledge of strategies and techniques for bilateral interpreting in the most frequent contexts.
- Apply their knowledge to solve bilateral interpreting problems of medium and high difficulty.
- Use their acquired knowledge to critically analyse the professional activity of interpreters working in a bilateral context.
- Detect and manage cultural and linguistic communication gaps.
- Demonstrate that they know how to apply their acquired knowledge to make decisions in challenging interpreting situations.

Competences

- Applying topic-based knowledge in order to interpret.
- Mastering the main methodological principles of translation.
- Mastering the methodological principles of interpretation.
- Mastering the professional aspects of interpretation.
- Producing oral texts in a foreign language in order to interpret.
- Producing oral texts in language A in order to interpret.
- Solving problems related to liaison interpretation.
- Solving problems related to sight translation.
- Understanding oral texts in a foreign language in order to interpret.
- Understanding oral texts in language A in order to interpret.
- Using documentation resources in order to interpret.
- Using terminological resources in order to interpret.

Learning Outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge.
2. Applying the documentation resources in order to solve interpretation problems: Applying the documentation resources in order to solve interpretation problems.
3. Applying the terminological resources to solve interpretation problems: Applying the terminological resources to solve interpretation problems.
4. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the communicative purpose and sense of verbal texts of several fields.
5. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution in each case.
6. Formulating the appropriate informative needs in order to interpret: Formulating the appropriate informative needs in order to interpret.
7. Identifying the interpretation as an act of communication that is addressed to a recipient: Identifying the consecutive interpretation as an act of communication that is addressed to a recipient.
8. Identifying the interpretation as an act of communication that is addressed to a recipient: Identifying the interpretation as an act of communication that is addressed to a recipient.
9. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes.
10. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce verbal texts from different fields with specific communicative purposes.
11. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to understand verbal texts from different fields.
12. Implementing strategies to acquire topic-based knowledge in order to interpret: Implementing strategies to acquire topic-based knowledge in order to interpret.
13. Incorporating topic-based knowledge in order to solve interpretation problems: Incorporating topic-based knowledge in order to solve interpretation problems.
14. Possessing topic-based knowledge in order to interpret: Possessing topic-based knowledge in order to interpret.
15. Producing verbal texts from different fields and with specific communicative purposes: Producing verbal texts from different fields and with specific communicative purposes.
16. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing verbal texts that are appropriate to their context and possess linguistic correctness.
17. Properly incorporating the different phases of a liaison interpretation: Properly incorporating the different phases of a liaison interpretation.
18. Solving interferences between the working languages: Solving interferences between the working languages.
19. Students must demonstrate they know the different interpretation methods: Students must demonstrate they know the different interpretation methods.
20. Students must demonstrate they know the functioning of the interpretation labour market: Students must demonstrate they know the functioning of the consecutive interpretation labour market.

21. Students must demonstrate they know the functioning of the interpretation labour market: Students must demonstrate they know the functioning of the interpretation labour market.
22. Students must demonstrate they know the phases of the translation process: Students must demonstrate they know the phases of the translation process.
23. Using the appropriate strategies and techniques in order to solve problems related to liaison interpretation: Using the appropriate strategies and techniques in order to solve problems related to liaison interpretation.

Content

- Bilateral interpreting practice through roleplays of medium and high difficulty.
- Critical analysis of the professional activity of interpreters working in a bilateral context.
- Code of ethics of bilateral interpreting.
- Sight translation practice in the different contexts of bilateral interpreting.
- Creation of thematic glossaries for the different contexts of bilateral interpreting.

Methodology

This subject will be taught with a focus on the following learning activities:

- Problem-solving
- Individual/group presentations in class
- Preparation of interpreting exercises
- Interpreting exercises
- Cooperative learning
- Case studies

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Case studies	5	0.2	12, 20, 21, 13, 14
Individual/group presentations	5	0.2	1, 10, 9, 16, 15, 18
Solving bilateral interpretation exercises: role-plays	27.5	1.1	1, 11, 10, 9, 4, 19, 22, 8, 7, 17, 16, 15, 18, 23
Type: Supervised			
Preparing individual/group presentations	11	0.44	1, 12, 11, 10, 9, 4, 19, 22, 8, 7, 17, 13, 16, 15, 18, 14, 23
Solving bilateral interpretation exercises	11	0.44	1, 12, 11, 10, 9, 4, 19, 22, 8, 7, 17, 13, 16, 15, 18, 14, 23
Type: Autonomous			
Documentation/research	20	0.8	2, 3, 6
Expansion of knowledge	20	0.8	2, 3, 6

Assessment

Assessment consists of three exams and a peer-assessment. The first exam is a short bilateral interpreting exercise, the second a sight translation exercise, and the third a long bilateral interpreting exercise.

The exams will be assessed based on four criteria:

- Integrity of the oral text/sight translation in the student's delivery (no omissions or additions).
- Faithfulness of the interpretation/sight translation to the original (no mistranslations).
- Quality of the student's oral presentation.
- Appropriateness of the student's level of oral expression to the text and its intended audience.

Students may retake assessment activities they have failed or compensate for any they have missed, provided that those they have actually performed account for a minimum of 66.6% (two thirds) of the subject's final mark and that they have a weighted average mark of at least 3.5.

Students may not retake assessment activities in which they are found to have engaged in misconduct (plagiarism, copying, personation, etc.).

The lecturer will inform students of the procedure involved, in writing, when publishing final marks prior to recording them on transcripts. The lecturer may set one assignment per failed or missed assessment activity or a single assignment to cover a number of such activities.

If retaking an assessment, the maximum mark will be 5.

In the event of the assessment activities a student has performed accounting for just 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 (plagiarism, copying, personation, etc.) in an assessment activity will receive a mark of "0" for the activity in question. In the case of misconduct in more than one assessment activity, the students involved will be given a final mark of "0" for the subject.

When publishing final marks prior to recording them on students' transcripts, the lecturer will provide written notification of a date and time for reviewing assessment activities. Students must arrange reviews in agreement with the lecturer.

All information on assessment, assessment activities and their weighting is merely a guide. The subject's lecturer will provide full information when teaching begins.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
First exam: bilateral interpretation	25%	1.5	0.06	1, 2, 3, 12, 11, 10, 9, 4, 20, 21, 19, 22, 6, 8, 7, 17, 13, 16, 15, 18, 14, 5, 23
Fourth exam: bilateral interpretation	40%	2	0.08	1, 2, 3, 12, 11, 10, 9, 4, 20, 21, 19, 22, 6, 8, 7, 17, 13, 16, 15, 18, 14, 5, 23
Second: peer-assessment	5%	2	0.08	1, 2, 3, 12, 11, 10, 9, 4, 20, 21, 19, 22, 6, 8, 7, 17, 13, 16, 15, 18, 14, 5, 23

Bibliography

Bancroft, Marjory: *The Community Interpreter: An International Textbook*. Culture & Language Press, 2015.. ISBN: 978-0-9823166-7-2

Collados Ais, Ángela (ed): *Manual de interpretación bilateral*. Granada, Ed. Comares, 2001.

García-Beayert, Sofía: [Cross-linguistic communication and public policy: the institutionalization of community interpreting \[online resource\]](#) Tesis doctoral UAB, 2016.

Gentile, A.; Ozolins, U.; Vasilakakos, M. (ed). *Liaison Interpreting: a Handbook*. Melbourne: Melbourne University Press, 1995.

Jiménez Ivars, Amparo: *Primeros pasos hacia la interpretación inglés-español*. Edelsa, 2012.

Lang, Margaret i Perez, Isabelle: *Interpreting French. Advanced Language Skills*. Routledge: Taylor and Francis, 2012.

Mason, Ian (ed.) *Triadic exchanges: studies in dialogue interpreting*. Manchester, St. Jerome Publishing, 2001.

Póchhacker, F. and Miriam Schlesinger: *Healthcare interpreting: Discourse and Interaction*. John Benjamins Publishing, 2007.

Ugarte i Ballester, Xus: *La pràctica de la interpretació anglès-català*. Vic, EUMO Editorial, 2010.

Wadensjö, C.: *Interpreting as Interaction*. London: Longman, 1998.

[The Critical link 3: interpreters in the community : selected papers from the Third International Conference on Interpreting in Legal, Health, and Social Service Settings, Montréal, Québec, Canada 22](#)

International Conference on Interpreting in Legal, Health, and Social Service Settings (3a : 2001 : Montreal, Québec)

Amsterdam : John Benjamins, cop. 2003.

[The Critical link 4 : professionalisation of interpreting in the community : selected papers from the 4th International Conference on Interpreting in Legal, Health and Social Service Settings, Stockho](#)

International Conference on Interpreting in Legal, Health, and Social Service Settings (4a : 2004 : Estocolm, Suècia)

Amsterdam : John Benjamins, 2007.

[Interpreting in a changing landscape : selected papers from Critical Link 6](#)

International Conference on Interpreting in Legal, Health, and Social Service Settings (6a : 2010 : Aston University, Birmingham, Gran Bretanya)

Amsterdam : Philadelphia ; John Benjamins Publishing Company, cop. 2013.

Links:

<http://www.criticallink.org/>

Interpreter Training Resources. <http://interpreters.free.fr/>

LINKTERPRETING. *Plataforma de recursos para la interpretación de enlace*:

<http://webs.uvigo.es/linkterpreting/>

Grup de Recerca MIRAS , Departament de Traducció i d' Interpretació i d'Estudis de l'Àsia Oriental, UAB:

<http://grupsderecerca.uab.cat/miras/es>

Plataforma virtual de recursos sobre Traducció i Interpretació als Serveis Públics, elaborat pel grup de recerca MIRAS de la UAB: http://pagines.uab.cat/recursos_miras/content/not%C3%ADcies

National Network for Interpreting. <http://www.nationalnetworkforinterpreting.ac.uk/>