

English for Specific Purposes: Introduction to Interpreting and (Re)Presentation (A005822)

Course size *(nominal values; actual values may depend on programme)*

Credits 3.0

Study time 90 h

Course offerings in academic year 2024-2025

A (semester 2)

Dutch

Gent

Lecturers in academic year 2024-2025

Maryns, Katrijn

LW22

lecturer-in-charge

Van De Walle, Céline

LW22

co-lecturer

Offered in the following programmes in 2024-2025

	crdts	offering
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, French)	3	A
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, German)	3	A
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Italian)	3	A
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Language Technology)	3	A
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Russian)	3	A
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Spanish)	3	A
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Turkish)	3	A
Linking Course Master of Arts in Multilingual Communication: a combination of at least two languages	3	A
Linking Course Master of Arts in Translation: a combination of at least two languages	3	A
Preparatory Course Master of Arts in Interpreting: a combination of at least two languages	3	A
Preparatory Course Master of Arts in Multilingual Communication: a combination of at least two languages	3	A
Preparatory Course Master of Arts in Translation: a combination of at least two languages	3	A

Teaching languages

English, Dutch

Keywords

(Re)presentation techniques; Memory skills; Note-taking techniques; Interpreting initiation

Position of the course

This study unit aims to integrate more interpreting-oriented practice in the bachelor and prepare students for the master of interpreting, where listening, speaking and oral translation skills are essential. The study unit enables students to gain insight into their own interest and aptitude for the representation of English source texts (both written and spoken) into target oral texts (both English and Dutch). Attention is also paid to the social skills needed to work efficiently with others, especially teamwork and peer assessment.

Contents

The course has a linear learning curve. On the basis of written and spoken source texts, students gradually develop a number of specific skills and techniques that form the basis of interpreting practice:

- Basic note-taking technique: students learn how to efficiently make speaking notes with attention to keywords, linking words, diagonal structure, etc.
- Memory training: students learn to rely on their memory capacity when presenting and representing short texts/speeches, possibly with support of images/notes.
- Presentation skills: students pay attention to drafting and substantiating arguments, speaking style (pace, intonation), non-verbal communication (posture, eye contact), etc.
- Representation techniques: students learn to convert written discourse into an accessible speech using techniques such as cutting complex sentences, eliminating juxtapositions and complex clusters, etc.

Each of these competencies is accompanied by a short introduction to the techniques, followed by practical and group work, in which students receive feedback on their performance (peer feedback and individual feedback from the teacher). Using these techniques and skills, students learn (a) to turn written source texts in oral speeches and (b) spoken source texts (on the basis of 1 rendition only) into a spoken message that they convey in a structured, faithful and fluent way to a target audience. In addition, attention is paid to vocabulary expansion (with special attention to pronunciation and domain-specific collocations). The vocabulary that the students study independently is integrated into the (re)presentation exercises.

Initial competences

The final objectives of the various English and Dutch study units of the second bachelor year.

Final competences

- 1 The student has acquired general skills, including the ability to think and reason logically, acquire and process information, the ability to reflect critically, creativity and the ability to carry out simple management tasks.
- 2 The student is able to perform a number of specialized oral language activities such as oral presentation and representation of written and spoken source texts (both English-English and English-Dutch).
- 3 The student is able to use the heuristic tools relevant for this purpose adequately and judiciously.
- 4 The student has reached level C1 on listening and speaking skills.

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Practical

Extra information on the teaching methods

Practical, 2 groups

Study material

Type: Slides

Name: Representation techniques EN-EN/ EN-NE

Indicative price: Free or paid by faculty

Optional: no

Language : English

Available on Ufora : Yes

Online Available : Yes

Additional information: Course materials on Ufora (slides explaining techniques, source texts, audio recordings and feedback forms)

References

Lloyd-Hughes, Sarah (2011) *How to be brilliant at public speaking*. New York: Pearson.

Shreve, G.M., Lacruz, I. & E. Angelone (2010) Cognitive effort, syntactic disruption,

and visual interference in a sight translation task. In M. Shreve & E. Angelone (eds) Translation and cognition. American Translators Association, John Benjamins.
Hung, E. (ed) (2002) Teaching Translation and Interpreting 4: Building bridges. John Benjamins
Weber, W.K. (1990) The importance of sight translation in an interpreter training program. In D. Bowen & M. Bowen (eds) Interpreting: yesterday, today and tomorrow. American Translators Association. John Benjamins

Course content-related study coaching

During the the seminars, students are given feedback on their performance.
There are also study-progress sessions and the lecturers are also available during their weekly consultation hour.

Assessment moments

continuous assessment

Examination methods in case of periodic assessment during the first examination period

Examination methods in case of periodic assessment during the second examination period

Examination methods in case of permanent assessment

Skills test, Participation, Presentation

Possibilities of retake in case of permanent assessment

examination during the second examination period is possible in modified form

Extra information on the examination methods

Non-period evaluation

First examination period: students are assessed on the basis of several assignments

- * Presentation: clear, structured and fluently delivered speech in English
- * Skill test: oral representation of an English-language speech into English (EN-EN)
- * Skills test: oral representation of an English-language speech into Dutch (EN-DU)

Second examination period: students are assessed using 2 skills tests (EN-EN and EN-DU)

Calculation of the examination mark

Continuous assessment:

- * Presentation: speech in English (10% of the final mark)
- * Skill test: oral representation EN-EN (10% of the final mark)
- * Skill test: oral representation EN-EN (40% of the final mark))
- * Skill test: oral representation EN-DU (40% of the final mark)

Second examination period:

- * Skill test: oral representation EN-EN (50%)
- * Skill test: oral representation EN-DU (50%)

Facilities for Working Students

Can be requested from the learning track counsellor

Addendum

E3MV