

## Spanish for Specific Purposes: Presentation Techniques and Introduction to Interpreting (A005865)

**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, Spanish                      Gent

### Lecturers in academic year 2024-2025

García Cortijo, Beatriz	LW22	staff member
De Wilde, July	LW22	lecturer-in-charge

### 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, Spanish)	3	A
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, French, Spanish)	3	A
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, German, Spanish)	3	A
Exchange Programme Applied Language Studies	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

Spanish, Dutch

### Keywords

Spanish; Oral skills; Interpreter initiation; Presentation techniques

### Position of the course

"Spanish for Specific Purposes: Presentation Techniques and Interpreter Initiation" builds upon the oral skills acquired in BA2 and during the Erasmus exchange semester. It prepares students for the oral component included in the Master in Multilingual Communication and the Master in Interpreting. This course has a two-fold purpose: on the one hand, expanding knowledge, and on the other hand, automating previously acquired knowledge in such a way that it can be immediately applied in spontaneous oral communication. Exchange students may take up this course unit, for which no prior knowledge of Dutch is required.

### Contents

Based on authentic (audiovisual and written) materials with increasing difficulty, students work on the following components:

#### General:

- vocabulary expansion, grammatical correctness
- pronunciation and intonation
- automating previously acquired grammar and vocabulary knowledge
- building self-confidence and speaking ease

**Presentation Techniques:**

- general guidelines on structuring a presentation in various professional contexts
- prepared presentation: setting the goal of the interaction/presentation and then structuring it with a distinction between main and secondary point
- interaction with an audience
- use of voice during a presentation: intonation, variation, rhythm, and timing
- non-verbal communication

**Interpreter Preparation Exercises, Interpreter Initiation**

- exercises to train mental agility
- short language/translation exercises in two directions (language code switching) with the aim of seamlessly and without errors switching language codes
- clozing exercises: filling in information in an (oral) text with gaps, by (re) activating grammatical and encyclopedic knowledge
- exercises on concentration and attention distribution
- exercises with numbers: correct formulation, rounding, and relative naming in context
- Improvisation exercises
- exercises on memory and visualisation
- exercises on paraphrasing and simplifying
- exercises on register and reformulation exercises in both language directions
- sight translation in both language directions
- exercises to improve the use of voice, diction, and breathing.

**Initial competences**

The final objectives of the different Spanish units of study 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 has developed a range of academic strengths such as an enquiring mind and s/he acknowledges the uncertainty, ambiguity and boundaries of knowledge
- 3 On the basis of text with a higher than average degree of difficulty, the student is able to perform a number of specialized oral language activities such as oral reporting, oral paraphrase and oral translation - including understanding spoken Spanish text of a diverse nature, even when the subject, the register or the accent used constitute potential obstacles
- 4 The student is able to use the heuristic tools relevant for this purpose adequately and judiciously
- 5 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, Independent work

**Extra information on the teaching methods**

Practicum, guided self-study

Classes cover mainly oral exercises, such as paraphrase, reformulate, summarise, giving an opinion, giving a presentation, etc. The exercises are varied and representative for the contexts treated. Some consolidating written exercises on vocabulary are also made.

Guided self-study consists of preparing texts, this means reading, understanding and preparing vocabulary.

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**Study material**

Type: Syllabus

Name: Course material  
Indicative price: € 15  
Optional: no  
Number of Pages : 40  
Available on Ufora : Yes

Type: Slides

Name: Slides (digital)  
Indicative price: Free or paid by faculty  
Optional: no  
Available on Ufora : Yes

Type: Audiovisual Material

Name: Course material  
Indicative price: Free or paid by faculty  
Optional: no  
Available on Ufora : Yes  
Online Available : Yes

## References

### Handbooks

Alcoba, S. (2000). *La expresión oral*. Barcelona, Editorial Ariel, S.A.  
Briz, A. (2002). *El español coloquial en la clase de E/LE. Un recorrido a través de textos*. Madrid, S.G.E.L.  
Buyse, K., & Conejo, J. M. (1996). *Uitspraak Spaans voor Nederlandstaligen*. Leuven: Wolters.  
Canellada, M. J. K. M., John. (1987). *Pronunciación del español: Lengua hablada y literaria*. Madrid, Editorial Castalia, S.A.  
Cestero Mancera, A.M. (2000). *Los turnos de apoyo conversacionales*. Cádiz: Universidad de Cádiz, Servicio de Publicaciones.  
Muñoz-Basols, J., Gironzetti, E., & Lacorte, M. (2018). *The Routledge Handbook of Spanish Language Teaching*. Milton: Routledge.  
Rao, R. (2019). *Key Issues in the Teaching of Spanish Pronunciation*. Routledge.

### Grammars

Alarcos Llorach, E. (1995). *Gramática de la lengua española*. Madrid, Espasa Calpe.  
Butt, J., & Benjamin, C. (2004). *A new reference grammar of modern Spanish*. 4th ed. London [etc.]: Hodder Arnold.  
Matte Bon, F. (1992). *Gramática comunicativa del español*. Madrid, Difusión.  
Real Academia Española (1973). *Esbozo de una nueva gramática de la lengua española*. Segunda edición. Madrid: Espasa-Calpe.

### Dictionaries

Real Academia Española (2001). *Diccionario de la lengua española*. Vigésima segunda edición. Madrid: Editorial Espasa Calpe.  
Van Dale (1992). *Handwoordenboek Spaans/Nederlands, Nederlands/Spaans*. Utrecht/Antwerpen, Van Dale Lexicografie.

## Course content-related study coaching

Study-progress sessions after audiotapes

## Assessment moments

end-of-term and continuous assessment

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

Oral assessment

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

Oral assessment

## Examination methods in case of permanent assessment

Skills test, Participation

## Possibilities of retake in case of permanent assessment

examination during the second examination period is possible

## Extra information on the examination methods

Skills test + participation (40%)

Students are assessed on the basis of recordings of activities during class (assessment can be announced in advance or not). The recordings, with themes wthat were explored during the lessons, are prepared in advance by the students.

Oral evaluation (60%)

The oral exam consists of an oral test according to exercises done during classes.

Second session: the skills test is replaced by an oral exam (100%). The exam is based on the subjects covered and the exercises done during classes.

#### **Calculation of the examination mark**

See heading 'Extra information on the examination methods'

#### **Facilities for Working Students**

Can be requested from the learning track counsellor.

#### **Addendum**

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