

## German: General Interpreting (A005935)

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

**Credits 6.0**

**Study time 150 h**

**Course offerings in academic year 2026-2027**

A (semester 1)

Dutch, German

Gent

**Lecturers in academic year 2026-2027**

Benzing, Carolin Juliane

LW22

staff member

Robaey, Laura

LW22

staff member

Vranjes, Jelena

LW22

lecturer-in-charge

Boone, Griet

LW22

co-lecturer

**Offered in the following programmes in 2026-2027**

	<b>crdts</b>	<b>offering</b>
Master of Science in Teaching in Languages(main subject Applied Language Studies)	6	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, English, German)	6	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, French, German)	6	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, German, Italian)	6	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, German, Russian)	6	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, German, Spanish)	6	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, German, Turkish)	6	A

### Teaching languages

German, Dutch

### Keywords

German; Interpreting techniques; Note-taking techniques; Listening skills; Speaking skills; Interaction

### Position of the course

This unit of study aims to acquaint students with some basic interpreting skills and techniques. Students learn to interpret simple texts on a wide range of subjects between German and Dutch in diverse contexts, including business, media, and public service. They also learn how to manage interaction on a basic level. They practice both on-site and distance interpreting.

### Contents

During the first few weeks, students are trained in memorizing, note taking and oral proficiency. Students are introduced to the different interpreting techniques: consecutive with and without notes, chuchotage, sight translation and liaison interpreting. Moreover, they learn to manage interaction (turn taking, asking for clarification or repetition). The exercises cover general subjects, which allows students to draw up their own glossaries. This unit supports the Specialised Interpreting Unit.

### Initial competences

The students:

- are able to understand written and spoken German texts of a more than average degree of difficulty from a range of professional contexts and reproduce them orally in another language;
- can, in this respect, make adequate use of the relevant heuristic resources.

### Final competences

- 1 Having a command of German at C2 level of the Common European Framework of Reference for Languages for comprehension (listening and reading) and for oral skills (production and interaction), making it possible to accurately interpret texts from professional environments (consecutive interpreting, sight translation, whispered interpreting, dialogue interpreting). [MT.1.1/MT.6.1/MT.6.2/MT.6.5, assessed]
- 2 Displaying an ability to concentrate, handle stress, memorize information and take notes at a level sufficient to interpret longer time sections. [MT.6.1/MT.6.5, assessed]
- 3 Having an advanced knowledge of the interpreting business, the cultural and institutional backgrounds of the language area, aspects of intercultural communication with people from the language area and having an ability to apply that knowledge to the interpreting process [MT. 1.2/MT.6.3/MT.6.7, assessed]
- 4 During the interpreting process, helping manage the interaction between the interlocutors at a basic level. [MT.6.4, assessed]
- 5 Underpinning interpreting options in a scientifically justified manner and sharing these with both clients and colleagues in a coherent and clear manner. [MT.3.2, not assessed]
- 6 Integrating language and cultural sensitivity and respect for diversity into the professional environment and the social debate. [MT.5.2, not assessed]
- 7 Having an ability to apply relevant strategies and using relevant digital communication tools to improve personal efficiency. [MT. 6.5/MT.6.6, not assessed]
- 8 Displaying a commitment to lifelong learning, keeping track of new developments in the interpreting business and critically reflecting on them and placing them into a broader social framework [MT. 3.1/MT.3.4, not assessed]

### 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

Seminar, Practical

### Extra information on the teaching methods

Interpreting exercises cover all the four interpreting modes that students should master.

The texts are varied and representative of the relevant contexts. Role play for dialogue interpreting.

During an online course distance interpreting (consecutive, dialogue) will be practised.

### Study material

Type: Slides

Name: preparatory texts on the learning platform.

Indicative price: Free or paid by faculty

Optional: no

Available on Ufora : Yes

### References

Andres, D. (2002). *Konsektutivdolmetschen und Notation*. Frankfurt: P. Lang.

Gillies, A. (2005). *Note-Taking for Consecutive Interpreting - A Short Course*.

Manchester, St. Jerome Publishing.

### Course content-related study coaching

Individual assessment of the interpreting performance and feedback sessions.

Consultation hour.

### **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

### **Possibilities of retake in case of permanent assessment**

examination during the second examination period is possible

### **Extra information on the examination methods**

First session :

Skills test (30 %)

Students are assessed on the basis of an intermediate test (10%) and on the basis of their in class performance D/N (10%) as well as N/D (10%).

Oral examination (70%)

The examination tests several interpreting techniques, two of which are dialogue interpreting and consecutive interpreting, and if necessary also vocabulary acquisition.

The examination panel for the oral examination consists of at least two examiners.

Second session:

Oral examination (100%).

The examination tests several interpreting techniques, two of which are dialogue interpreting and consecutive interpreting, and if necessary also vocabulary acquisition.

The examination panel for the oral examination consists of at least two examiners.

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

Students who do not take part in the assessment of one or more parts of the course evaluation cannot pass the course evaluation. Should the average mark be higher than 10/20, the final mark will be reduced to the highest non-pass mark (= 9).

### **Facilities for Working Students**

Can be requested from the learning track counsellor.