

## German: Specialized Interpreting (A005936)

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

**Credits 5.0**

**Study time 150 h**

### Course offerings in academic year 2024-2025

A (semester 2)

Dutch, German

Gent

### Lecturers in academic year 2024-2025

Benzing, Carolin Juliane

LW22

staff member

Robaey, Laura

LW22

staff member

Vranjes, Jelena

LW22

lecturer-in-charge

### Offered in the following programmes in 2024-2025

Master of Science in Teaching in Languages(main subject Applied Language Studies)  
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, English, German)  
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, French, German)  
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, German, Italian)  
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, German, Russian)  
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, German, Spanish)  
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, German, Turkish)

**crdts**

**offering**

5

A

5

A

5

A

5

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5

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5

A

5

A

5

A

### Teaching languages

German, Dutch

### Keywords

Listening skills ; speaking skills ; note-taking techniques ; interaction ; interpreting in health care ; legal interpreting ; deontology.

### Position of the course

This course unit aims at applying the previously learned listening and speaking skills and interpreting techniques (short and long consecutive, whispered interpreting, sight translation, dialogue interpreting) to the specialized contexts of health care and legal interpreting. Students learn to deal with various linguistic, social and emotional challenges and how to apply specific techniques to different circumstances. They also learn how to prepare for interpreting assignments and familiarize themselves with relevant communication resources for interpreting. Students also familiarize themselves with simultaneous interpreting in the cabin in addition to whisper interpreting.

### Contents

The course unit focuses on two fundamental fields : interpreting in health care (consultation, therapeutic conversations, admission to hospital,...) and legal interpreting (police interrogations, conversations with investigating judges, court situations). Students sharpen their skills in short and long consecutive interpreting, whispered interpreting, sight translation and dialogue interpreting. They also learn when to use specific techniques, sometimes in one and the same context. Special attention goes to intercultural differences and asymmetry between interlocutors, interaction (including turn management) and deontology. Students are acquainted with variation in the foreign language (sociolects, dialects, non-native speakers).

(Approved)

They learn how to prepare for interpreting assignments, e.g. to draw up their own glossaries.

### Initial competences

exit competences / learning outcomes Bachelor in Applied Linguistics

### 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, deal with stress, memorize information and take notes at a level sufficient to interpret longer time sections. [MT.6.1/MT.6.5, not assessed]
- 3 Having an advanced knowledge of the cultural and institutional backgrounds of the language area, aspects of intercultural communication with people from the language area and of medical and legal contexts and applying that knowledge to the interpreting process. [MT. 1.2/MT.6.3, assessed]
- 4 Managing interaction (including turn management) at a professional level and being able to apply interpreting deontology. [MT.6.4/MT.6.7, assessed]
- 5 Being able to interpret in unpredictable, complex and specialized fields with the necessary dose of critical self-reflection. [MT.3.3., assessed]
- 6 Being aware of diversity and displaying language and cultural sensitivity and respect for diversity in professional environments. [MT.5.2, not assessed]
- 7 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]
- 8 Having an ability to apply relevant strategies and use relevant digital communication tools to improve personal efficiency. [MT. 6.5/MT.6.6, not assessed]
- 9 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 representative of medical and legal contexts. Role play for dialogue interpreting.

During an online course distance interpreting will be practiced.

### Study material

Type: Other

Name: Preparatory texts on the learning platform.

Indicative price: Free or paid by faculty

Optional: no

Available on Ufora : Yes

### References

- [Bancroft, M. & L. Rubio-Fitzpatrick](#) (2011). *The Community Interpreter. Exercises and Role Plays*. Columbia: Culture and Language Press.
- Pittarello, S. (2012). Medical terminology circulation and interactional organisation in interpreter-mediated medical encounters. *Linguistica Antverpiensia: Translation and knowledge mediation in medical and health settings*, 11.
- Angelelli, C. V. (2004). *Medical interpreting and cross-cultural communication*.

Cambridge: Cambridge University Press.

### **Course content-related study coaching**

Individual assessment of the interpreting performance, and feedback sessions after class or by appointment via e-mail with the lecturer.

### **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%)

Students are assessed on the basis of at least one performance in consecutive and/or whispered interpreting and dialogue interpreting. The examination panel for the oral examination consists of at least two examiners.

Second session:

Oral examination (100%).

Students are assessed on the basis of at least performance in whispered interpreting and dialogue interpreting. The examination panel for the oral examination consists of at least two examiners.

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

See heading 'Extra information on the examination methods'

### **Facilities for Working Students**

Exemption from class attendance cannot be guaranteed

Examinations (end-of-term assessment) can be re-scheduled.

Feedback can be given by e-mail or by appointment.

### **Addendum**

D4CT