

## French: Specialized Interpreting (A005940)

**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, French Gent

**Lecturers in academic year 2024-2025**

Defrancq, Bart LW22 lecturer-in-charge

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

	<b>crdts</b>	<b>offering</b>
Master of Science in Teaching in Languages(main subject Applied Language Studies)	5	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, English, French)	5	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, French, German)	5	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, French, Italian)	5	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, French, Russian)	5	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, French, Spanish)	5	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, French, Turkish)	5	A

### Teaching languages

French, Dutch

### Keywords

listening skills, speaking skills, note-taking, interaction, medical interpreting, court interpreting, deontology

### Position of the course

This unit of study aims at applying the previously learned interpreting techniques (short and long consecutive, chuchotage/whispering interpreting, sight translation, dialogue/liaison interpreting) to the specialized contexts of healthcare and court. Students learn how to interpret symmetrical and asymmetrical dialogues, deal with intercultural differences and complex interaction. Students learn how to cope with diverse linguistic, social, emotional and deontological challenges. They learn how to apply specific techniques to different circumstances. Students also learn how to prepare for interpreting assignments. They familiarize themselves with relevant communication tools used by interpreters, such as videoconference technology. While working in the chuchotage/whispering mode, students are introduced to simultaneous interpreting in booths.

### Contents

This unit of study focuses mainly on two fundamental interpreting contexts: healthcare (consultations, therapeutic sessions, hospitalization, ...) and court (police interrogations, house search, prison, talks with lawyers, magistrates, courts, etc). Other contexts may be treated as well : business, education, wellbeing, asylum ...

Students further practice short and long consecutive, chuchotage/whispering interpreting, sight translation and dialogue/liaison interpreting. Students learn to

apply the right technique to each context and use them alternatively. Special attention is paid to intercultural differences and asymmetrical relationships among discourse participants, to interaction (e.g. turn management) and deontology/ethics. Students become familiar with linguistic variations in English (sociolects, dialects, non-native speakers of English). Students also learn how to prepare for interpreting assignments, e.g. to draw up their own glossaries. Students familiarize themselves with videoconference technology.

### **Initial competences**

### **Final competences**

- 1 Having a command of French at C2 level of the Common European Framework of Reference for Languages for comprehension (listening and speaking), in order to be able to translate (from sight/consecutively or whispered) orally and accurately, (spoken) texts. [MT. 1.1] [MT. 6.1] [M.6.2]
- 2 Having advanced knowledge of the cultural and institutional backgrounds of the relevant language areas, of aspects of intercultural communication with people from this language area, as well as knowledge of the medical and court context, which can be applied to the interpreting process [MT. 1.2] [MT. 6.3]
- 3 Interpreting with the necessary dose of critical self-reflection in unpredictable, complex and specialist contexts [MT.3.3]
- 4 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]
- 5 Displaying a commitment to lifelong learning and actively following new developments both within the discipline, reflecting on these critically and placing them in a broad social and intercultural context. [MT. 3.1]] [MT.3.4]
- 6 Demonstrating the ability to concentrate, to be stress-resistant, to have a good memory and an excellent note-taking technique. [MT.6.1]
- 7 During the interpreting process, helping manage the interaction (e.g. turn management) in a professional manner and being able to apply the interpreters' deontology to practising the profession of interpreter. [MT. 6.4] [MT.6.7]
- 8 Being alert to diversity and demonstrating language and cultural sensitivity and respect for diversity into the professional environment [MT. 5.2]
- 9 Applying relevant strategies and making use of relevant digital communication resources, as well as of technological tools with a view to improving their own effectiveness. [MT. 6.5] [MT.6.6]

### **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**

### **Extra information on the teaching methods**

The practicals consist of interpreting exercises covering the four interpreting modes which students must have a good command of. The texts used are representative for the medical- and court context. Role plays are used for the simulation of the dialogue/liaison interpreting context.

### **Study material**

None

### **References**

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

direct feedback during practicals

### **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**

Oral assessment

**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**

30% practical exercises during the year and 70% oral exam

**Calculation of the examination mark**