

## Italian: Specialized Interpreting (A005942)

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

**Credits 5.0** **Study time 150 h**

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

A (semester 2) Dutch, Italian Gent

**Lecturers in academic year 2026-2027**

Verhulst, Susan	LW22	staff member
Defrancq, Bart	LW22	lecturer-in-charge

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

	crdts	offering
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, English, Italian)	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, German, Italian)	5	A

**Teaching languages**

Italian, 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, emotional and ethical challenges and how to apply specific techniques to different circumstances. They also learn how to prepare for interpreting assignments.

**Contents**

The course unit focuses on two fundamental fields : interpreting in health care (consultation, therapeutic conversations, admission to hospital,...) and legal interpreting (police interrogations, searches, prison situations, conversations with lawyers and examining magistrates, court situations, etc.). 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). They learn how to prepare for interpreting assignments, e.g. to draw up their own glossaries.

COVID19: Part of the classes will be delivered online in 2020-2021.

**Initial competences**

**Final competences**

1 Having a command of Italian at C1 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., with assessment]

- 2 Displaying an ability to concentrate, deal with stress, memorize information and take notes at a level sufficient to interpret longer time periods. [MT.6.1, without assessment]
- 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 during the interpreting process. [MT. 1.2 / MT.6.3, with assessment]
- 4 Managing interaction (including turn management) on a professional level and being able to apply interpreting deontology. [MT.6.4 / MT.6.7, with assessment]
- 5 Being able to interpret in unpredictable, complex and specialized fields with the necessary dose of critical self-reflection. [MT.3.3., with assessment]
- 6 Being aware of diversity and displaying language and culture sensitivity and respect for diversity in professional environments. [MT.5.2, without assessment]
- 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, with assessment]
- 8 Having an ability to apply relevant strategies and use relevant digital communication tools to improve personal efficiency. [MT. 6.5 / MT.6.6, without assessment]
- 9 Displaying a commitment to lifelong learning, to keep track of new developments in the interpreting business and to critically reflect on them and place them into a broader social framework. [MT. 3.1 / MT.3.4, without assessment]

#### **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**

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.

#### **Study material**

None

#### **References**

Bancroft, M. & L. Rubio-Fitzpatrick (2011). *The Community Interpreter. Exercises and Role Plays*. Columbia: Culture and Language Press.

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

Individual assessment of performances and feedback. Extra exercises on the learning platform.

#### **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 at least one performance in consecutive interpreting and one exercise in dialogue interpreting. Knowledge of vocabulary may also be assessed.

Oral examination (70%)

Students are assessed on the basis of at least one performance in 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 one 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**

Not applicable