

## Spanish: Specialized Interpreting (A005948)

**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, Spanish Gent

**Lecturers in academic year 2026-2027**

Baekelandt, Annelies	LW06	staff member
Moreno Bruna, Ana Maria	LW22	staff member
De Wilde, July	LW22	lecturer-in-charge

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

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

**Teaching languages**

Spanish, Dutch

**Keywords**

Listening skills, speaking skills, note-taking, interaction, healthcare interpreting, court 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 such as videoconferencing.

**Contents**

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

**Initial competences**

**Final competences**

- 1 Having a command of Spanish at C1+ level of the CEFR 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 periods. [MT.6.; MT.6.5: 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 during the interpreting process. [MT. 1.2; MT.6.3: assessed ]
- 4 Managing interaction (including turn management) on 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 culture 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

Practical

#### Extra information on the teaching methods

The exercises cover the different interpreting techniques. Exercises are relevant for the professional settings (police station, prison, court, healthcare).

The teaching activities in this course are primarily interactive, oral and skills-based in nature. They rely on active participation, spontaneous communication and a safe learning environment in which students are free to practise and make mistakes. For these reasons, no recordings of the lessons may be made.

#### Study material

Type: Syllabus

Name: Course material (preparation classes)

Indicative price: Free or paid by faculty

Optional: no

Available on Ufora : Yes

Online Available : Yes

Type: Slides

Name: Course material

Indicative price: Free or paid by faculty

Optional: no

Available on Ufora : Yes

Online Available : Yes

#### References

- Bot, Ineke (2013) *Taalbarrières in de zorg*. Assen: Van Gorcum.
- Crezee, I., Mikkelsen, H., & Monzon-Storey, L. (2015). *Introduction to healthcare for Spanish-speaking interpreters and translators*. Amsterdam: Benjamins.

Hale, Sandra (2007) Community Interpreting. New York: Palgrave Macmillan.  
Hale, Sandra (2004) The Discourse of Court Interpreting. Amsterdam/Philadelphia: John Benjamins.  
Ng, E. N.S, & Crezee, I. (2020). Interpreting in legal and healthcare settings : perspectives on research and training. Philadelphia: John Benjamins Publishing Company.

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

#### **Assessment moments**

end-of-term and continuous assessment

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

Skills test, Oral assessment

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

Skills test, 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 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**

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

Class attendance is mandatory and will be included in the calculation of the final score

No online/digital facilities (lectures take place on campus, without recordings)