

## Interpreting Studies (A703900)

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

**Credits 3.0** **Study time 90 h**

**Course offerings and teaching methods in academic year 2026-2027**

A (semester 1)	Dutch	Gent	lecture
			independent work

**Lecturers in academic year 2026-2027**

Defrancq, Bart	LW22	lecturer-in-charge
Woumans, Evy	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)	3	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, English, French)	3	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, English, German)	3	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, English, Italian)	3	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, English, Russian)	3	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, English, Spanish)	3	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, English, Turkish)	3	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, French, German)	3	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, French, Italian)	3	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, French, Russian)	3	A
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Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, German, Russian)	3	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, German, Spanish)	3	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, German, Turkish)	3	A

**Teaching languages**

Dutch

**Keywords**

Interpreting studies

**Position of the course**

The unit of study "Interpreting studies" (A4TW) aims to familiarize students with (1) the history of interpreting, focusing on the position and perception of the interpreter's role in the course of history; and (2) with the main research

approaches within interpreting studies: the psychological-neurological-cognitive approach and the interactionist approach. The second part of the course focuses on research methods, especially in corpus-based and experimental settings. The course aims to encourage students to reflect on research in interpreting studies (which methods to answer what kind of questions?) and to participate in experiments.

### **Contents**

The first part of the course is dedicated to the history of interpreting, especially the interpreter's reputation throughout history and activities traditionally associated with the interpreter's profession (such as espionage). Research on the interpreter's identity and iconography in non-European civilisations will also draw our attention. The second part is devoted to cognitive, psycholinguistic and neurolinguistic approaches. First, some basic concepts from psycholinguistics and neurolinguistics are explained. A number of specific studies in the area of cognitive and psycho- and neurolinguistic approaches to interpreting studies are analysed as to the research questions they ask, the hypotheses they are based on, their methodology and results. Experiments are carried out with the students. Whenever relevant (Lederer, Gile), corpus material from the original studies is analysed and evaluated. The third part is devoted to interactionist approaches. First, some basic concepts are explained (face, power, discourse,...). Then a number of specific studies in the area of social and interactional approaches to interpreting studies are analysed as to the research questions they ask, the hypotheses they are based on, their methodology and results. The focus is on the joint analysis of corpus material from the original study.

COVID19: in 2020-21 the first part of the course shall be delivered through online recordings. For every two recordings, a Q&A session will be organised online. .

### **Initial competences**

The general competences that may be expected from an academic bachelor, preferably in a discipline related to the course of studies.

### **Final competences**

- 1 Students are able to situate the interpreting process as a form of communication that requires specific basic skills and that distinguishes itself from translating.
- 2 Students are able to identify major developments in the history of interpreting.
- 3 Students can assess the quality of interpreting assignments on the basis of a number of scientific and empirical data.
- 4 Students can situate studies in the relevant research approaches.
- 5 Students can develop a research project of their own.
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### **Conditions for credit contract**

This course unit cannot be taken via a credit contract

### **Conditions for exam contract**

This course unit cannot be taken via an exam contract

### **Teaching methods**

Lecture, Independent work

### **Study material**

None

### **References**

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

Weekly consultation hour

### **Assessment moments**

end-of-term 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****Possibilities of retake in case of permanent assessment**

not applicable

**Extra information on the examination methods**

Oral exam (100%)

The exam tests the students' knowledge of the course content and discusses the methodology of a fictitious research question or the analysis of an interpreting clip.

Second session: same

**Calculation of the examination mark**

See heading 'Extra information on the examination methods'

**Facilities for Working Students**

Can be requested from the learning track counsellor