



syntactically different language systems, dealing with figures and proper names, monitoring one's own output, intonation and voice, microphone technique and collaboration with colleagues in the interpreting booth. Students are also gradually exposed to different regional accents, technically more complex topics, extemporaneous interpreting etc.

### **Initial competences**

The student:

- has an excellent command of English and Dutch, whereby Dutch, or English, is the A-language selected by the student;
- has a very broad general knowledge about a wide range of topics, including politics, economics, culture, technology and science;
- has an adequate command of consecutive interpreting;
- is stress-resistant and displays sustained powers of concentration.

### **Final competences**

- 1 The student is able to interpret a speech of some length simultaneously from English into Dutch
- 2 Moreover, the student with Dutch as A-language is able to achieve a professional conference-interpreting level, both in terms of cohesion and of rendering the essence of the message, thereby making use of a correct, rich and idiomatic standard language and brought in a pleasant manner, with the appropriate intonation and in a suitable register.
- 3 The student with English as A-language:
  - is able to achieve a professional conference-interpreting level, both in terms of cohesion and rendering the essence of the message, and in terms of presentation and intonation;
  - is able to achieve a level acceptable to a mother-tongue listener in terms of using the standard language and pronunciation. The level achieved is sufficient to establish a reliable relay.

### **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**

Practical

### **Learning materials and price**

Other:

- Oral texts (including recordings) of an increasing degree of difficulty, selected by the lecturer. The themes range from general to more specialised. Full use is made of the facilities in place, including interpreting booths and multimedia, so that real-life conference situations can be simulated.

### **References**

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

The interpreting assignments are continually assessed, both individually and in group. For this purpose, we draw on sound recordings or renditions listened to in real time. We constantly seek to remedy any shortcomings by setting individual tasks, and additional feedback is given in a mock conference, in which the entire team of lecturers is involved.

### **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 consists of the interpretation of a structured conference text of 10-15 minutes of an average degree of difficulty. For the assessment, we involve the entire team of lecturers and even a few professional interpreters.

Second session: same

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

See heading 'explanatory note to the evaluation methods'.

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

Can be requested from the learning track counsellor.

#### **Addendum**

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