

## Consecutive Interpreting: Dutch - French (A704022)

Due to Covid 19, the education and evaluation methods may vary from the information displayed in the schedules and course details. Any changes will be communicated on Ufora.

<b>Course size</b>	<i>(nominal values; actual values may depend on programme)</i>		
<b>Credits</b> 5.0	<b>Study time</b> 150 h	<b>Contact hrs</b>	50.0 h

### Course offerings and teaching methods in academic year 2022-2023

B (year)	Dutch, French	Gent	practicum	37.5 h
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### Lecturers in academic year 2022-2023

Defrancq, Bart	LW22	lecturer-in-charge
Nigot, Sarah	LW22	co-lecturer

### Offered in the following programmes in 2022-2023

	crdts	offering
<a href="#">Postgraduate Certificate Conference Interpreting (main subject Dutch, English, French)</a>	5	B
<a href="#">Postgraduate Certificate Conference Interpreting (main subject Dutch, French, German)</a>	5	B
<a href="#">Postgraduate Certificate Conference Interpreting (main subject Dutch, French, Italian)</a>	5	B
<a href="#">Postgraduate Certificate Conference Interpreting (main subject Dutch, French, Russian)</a>	5	B
<a href="#">Postgraduate Certificate Conference Interpreting (main subject Dutch, French, Spanish)</a>	5	B
<a href="#">Postgraduate Certificate Conference Interpreting (main subject Dutch, French, Turkish)</a>	5	B

### Teaching languages

Dutch, French

### Keywords

French; Consecutive interpreting Dutch - French

### Position of the course

The aim of this study unit is to train various skills required for the technique of consecutive interpretation, whereby the interpreter makes structured and concise notes, using symbols where necessary, while the speaker delivers a speech in the source language. The interpreter uses these notes to translate the original message into the target language after a few minutes' delay. The skills that are trained include memory, listening, comprehension in the source language, summarising and formulation in the target language. Students with Dutch as A-language should be able to transpose a text (speech) from Dutch into French which is understandable to the listener, paying due attention to the internal cohesion of the text and the essence of the message, without too many omissions, presented in a pleasant style in a standard language that is acceptable to a mother-tongue listener. Students with French as A-language should be able to transpose a text (speech) from Dutch into French which is understandable to the listener, paying due attention to the internal cohesion of the text and the essence of the message, without too many omissions, presented in a pleasant style in a correct, rich and idiomatic standard language and a suitable register.

### Contents

Attention is paid to both an accurate and efficient note-taking technique and to understanding and interpreting texts (speeches) on a wide range of topics. We start with relatively simple and well-structured texts (speeches) that are not too demanding in terms of technique and skills, but gradually, we move on to more challenging topics and the bar is constantly raised. The interpreting exercises are assessed individually and by peer assessment, depending on the skills that need to be practised (comprehension, analysis, synthesis, formulation, note-taking,

memory, public speaking, etc.).

### **Initial competences**

The student:

- has an excellent command of French and Dutch, whereby Dutch, or French, 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;
- is stress-resistant and displays sustained powers of concentration.

### **Final competences**

- 1 The student is able to interpret a speech of some length consecutively from Dutch into French.
- 2 The student with Dutch as A-language is able to achieve a professional level in terms of faithfulness to the original, synthetic skills, formulation skills, pronunciation and presentation, as well as a level of use of the standard language and pronunciation that is acceptable to a mother-tongue listener.
- 3 The student with French as A-language is able to achieve a professional level of faithfulness to the original, synthetic skills, formulation skills, pronunciation and presentation and in terms of use of a correct, rich and idiomatic standard language and a suitable register.

### **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**

Practicum

### **Learning materials and price**

Other:

- Oral texts (speeches) of an increasing degree of difficulty, selected by the lecturer. The themes range from general to slightly more specialised.

### **References**

Andres, D. (2002). *Konsektivdolmetschen und Notation*. Frankfurt: P. Lang.  
Gillies, A. (2005). *Note-Taking for Consecutive Interpreting - A Short Course*. Manchester, St. Jerome Publishing.

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

As the interpreting assignments are continually assessed, both individually and in group, the student gains an insight into the progress made to date and any possible weaknesses. 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.

### **Evaluation methods**

end-of-term evaluation

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

Oral examination

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

Oral examination

### **Examination methods in case of permanent evaluation**

### **Possibilities of retake in case of permanent evaluation**

not applicable

### **Extra information on the examination methods**

Oral exam (100%)

the exam consists of a consecutive interpretation from Dutch of a structured text of 4 to 5 minutes of an average degree of difficulty and is assessed by the entire teaching staff and even a few professional interpreters.

Second session: same

**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**

CCNF