

## Simultaneous Interpreting: Dutch - French (A704023)

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> 8.0	<b>Study time</b> 240 h	<b>Contact hrs</b>	80.0 h

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

B (year)	Dutch, French	Gent	practicum	60.0 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>	8	B
<a href="#">Postgraduate Certificate Conference Interpreting (main subject Dutch, French, German)</a>	8	B
<a href="#">Postgraduate Certificate Conference Interpreting (main subject Dutch, French, Italian)</a>	8	B
<a href="#">Postgraduate Certificate Conference Interpreting (main subject Dutch, French, Russian)</a>	8	B
<a href="#">Postgraduate Certificate Conference Interpreting (main subject Dutch, French, Spanish)</a>	8	B
<a href="#">Postgraduate Certificate Conference Interpreting (main subject Dutch, French, Turkish)</a>	8	B

### Teaching languages

Dutch, French

### Keywords

French; Simultaneous interpreting Dutch - French

### Position of the course

The aim of this study unit is to train various skills required for the technique of simultaneous interpretation, whereby the interpreter translates the speaker's message almost simultaneously while the latter is speaking, something that requires perfect control of simultaneous input and output. To deploy this technique successfully, various skills are trained, including those of memory, listening skills, understanding the source language, summarising, formulation, anticipation and instant problem resolution.

Students with Dutch as A-language should eventually be able to interpret formal and informal speeches by speakers speaking in regional accents, in a conference situation (interpreting booths) from Dutch into correct, rich and idiomatic French, 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 eventually be able to interpret formal and informal speeches by speakers speaking in regional accents, in a conference situation (interpreting booths) from Dutch into fluent and, to the listener, comprehensible French, paying due attention to the internal cohesion of the text and the essence of the message, without too many omissions, presented in a pleasant fashion, with appropriate intonation and in a suitable register.

### Contents

Attention is paid to both the technique of simultaneous interpretation and to understanding and interpreting texts (speeches) on a wide range of topics and of varying degrees of difficulty. We start with simple and well-structured texts (speeches) that do not pose too great a challenge in

terms of content and technique, but gradually, we move on to more challenging topics. During this process, students are taught how to listen, speak and monitor the quality of their interpreting all at the same time. This involves, among others, analysing and identifying the core message, anticipating, decalage, waiting, following, changing the pace, handling 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 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;
- 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 Dutch into French.
- 2 Moreover, the student with Dutch 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.
- 3 The student with French 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.

### **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 (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**

Mikkelsen, H. & R. Jourdenais (2015) *The Routledge Handbook of Interpreting*. Oxon: Routledge

### **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.

### **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 the interpretation of a structured conference text of 10-15 minutes of an average degree of difficulty and is assessed by the entire team of lecturers 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**

CSNF