

## Russian: Specialized Interpreting Practice (A704094)

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

**Credits 4.0**

**Study time 120 h**

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

A (semester 2)

Dutch, Russian

Gent

practical

**Lecturers in academic year 2026-2027**

Ivobotenko, Elena

LW22

lecturer-in-charge

Hautekiet, Johanna

LW22

co-lecturer

Rura, Lidia

LW22

co-lecturer

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

Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, English, Russian)

**crdts**

4

**offering**

A

Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, French, Russian)

4

A

Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, German, Russian)

4

A

**Teaching languages**

Russian, Dutch

**Keywords**

Listening skills; Speaking skills; Note-taking techniques; Interaction; Interpreting in health care; Legal 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**

The student:

- is able to understand spoken and written Russian texts encountered in a number of professional contexts and orally (re)produce them in another language. The

texts are of average difficulty.

- is able to adequately and critically use heuristic resources in order to achieve these goals.

### Final competences

- 1 Having a command of Russian at C1 level of the Common European Framework of Reference for Languages for comprehension, making it possible to accurately and completely interpret texts from professional environments (consecutive interpreting, sight translation, whispered interpreting, dialogue interpreting). [MT.1.1.] [MT.6.1.] [MT.6.2.] [assessed]
- 2 Displaying an ability to concentrate, deal with stress and memorize information, and having an excellent command of note-taking techniques. [MT.6.1; not 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 in 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

Interpreting exercises cover all the four interpreting modes that students should master.

The texts are representative of medical and legal contexts. Role play for dialogue interpreting.

No recordings will be made available

### Study material

Type: Syllabus

Name: Court interpreters

Indicative price: € 5

Optional: no

### References

- Bancroft, M. & L. Rubio-Fitzpatrick (2011). *The Community Interpreter. Exercises and Role Plays*. Columbia: Culture and Language Press.
- Sara Pittarello.(2012). Medical terminology circulation and interactional organisation in interpreter-mediated medical encounters. *Linguistica Antverpiensia: Translation and knowledge mediation in medical and health settings*, 11.
- Angelelli, Claudia V. (2004). *Medical interpreting and cross-cultural communication*. Cambridge: Cambridge University Press.
- Левитан, К. М. (2010). *Юридический перевод: основы теории и практики. Учебное пособие*". Москва: Проспект.
- Алимов, В.В. (2005). *Юридический перевод: практический курс*. Москва:

Книга.  
Вавулина, А.В. (2011). Русский язык для юристов. Москва: Русский язык.  
Курсы.

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

Individual assessment of performances and feedback.  
Consultation hour.  
Extra exercises on the learning platform.

#### **Assessment moments**

end-of-term and continuous 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**

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

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

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

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**

First session :

Skills test : 30 %

Oral examination : 70%

Second session:

Oral examination : 100%

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

1. Student attendance during educational activities is required
2. The examination cannot be rescheduled
3. Feedback can be given during an appointment