



## RTU Course "Practice in Consecutive Interpreting"

01A01 Speciālā lietojuma valodu katedra

### General data

Code	VIA165
Course title	Practice in Consecutive Interpreting
Course status in the programme	Compulsory/Courses of Limited Choice
Course level	Undergraduate Studies
Course type	Professional
Field of study	Languages
Responsible instructor	Tatjana Smirnova
Academic staff	Jūlija Kučerova Jūlija Kuzņecova Antra Roskoša Diāna Rūpniece Nina Karagodina Anita Eiholca Inese Kočote
Volume of the course: parts and credits points	3 parts, 8.0 Credit Points, 12.0 ECTS credits
Language of instruction	LV, EN, RU
Possibility of distance learning	Not planned
Abstract	Students get acquainted with the course of Consecutive Interpretation, its aim and specific character of consecutive interpreting as well as with the work of an interpreter. They acquire the note-taking technique, perform different tasks, participate in role-plays and interpret simulated seminars, conferences, etc. Communicative and interactive study method. Independent and responsible learning, cooperative learning. Pair work at practical classes.
Goals and objectives of the course in terms of competences and skills	Aims of the course: -Development of consecutive interpretation skills and abilities of interpreting presentation texts of different character at the intermediate level from German/English into Latvian/Russian and the other way round, identifying and solving translation problems. Objectives of the course: - to perfect listening skills; - to train memory; - to develop quick and spontaneous reaction; - to practice comprehension of oral speech; -to master the principal elements of note-taking technique.
Structure and tasks of independent studies	Individual work, pair work, tasks for training memory, translation of audio-records
Recommended literature	1. Baker M., (2009) The Routledge Encyclopedia of Translation Studies, Routledge, GB 2. Corsellis, A., (2008) "Public Service Interpreting", Palgrave Macmillan, GB 3. Cronin M., (2004) Translation and Globalization, Routledge, GB 4. Gillies A., (2005) Note-taking for Consecutive Interpreting - A Short Course, St. Jerome Publishing, GB 5. Jones R., (2002) Conference Interpreting Explained, St. Jerome Publishing, GB 6. Mikkelson H., (2000) Introduction to Court Interpreting, St. Jerome Publishing, GB 7. Munday J., (2005) Introducing Translation Studies: Theories and Applications, Routledge, GB 8. Nolan, J., (2011) "Interpretation Techniques and Exercises", Multilingual Matters, USA 9. The Translation Studies Reader, (2004) edited by L. Venuti, Routledge, GB
Course prerequisites	English language skills at B2 level according to CEFR

### Course outline

Theme	Hours
The subject and aims of consecutive interpreting.	2
Didactic consecutive interpreting translation competence model. Dialogue translation	2
Comprehension in consecutive interpreting. Intuition.	2
The role of listening in consecutive interpreting. Exercises training listening skills.	4
The role of memory in consecutive interpreting. Exercises training memory.	4
Information complexity.	2
Note taking. Exercises.	6
Translation skills and translation ethics.	2
Assessing consecutive interpreting.	4
Interpreting texts featuring negotiations, interviews, reports, etc. in the special field.	80
Tests	20

### Learning outcomes and assessment

Learning outcomes	Assessment methods
Students are able to translate fluently and accurately intermediate and advanced texts in various fields from English into Latvian/Russian and vice versa.	Assessment: tests (phrases, numbers, reports, business negotiations, interviews, discussions, reports, presentations), exam (presentation – 2,000 pr. signs EN? LV/RU; presentation – 2,000 pr. signs LV/RU?EN, 40 min).
Students are able to identify and quickly solve creative translation problems.	Assessment: tests, exam.
Students are able to identify key words in a translated text and use basic note taking techniques.	Assessment: tests, exam.
Students are able to use professional vocabulary and terminology accurately in a given context, using grammatical constructions of the TT correctly.	Assessment: tests, exam.
Students are able to adjust the voice and intonation to the needs of the target audience, maintaining visual and emotional contact with the instructor and the audience.	Assessment: tests, exam. Evaluation: tests – tested/not tested. Exam – mark according to 10 grade scale.

**Study subject structure**

Part	CP	ECTS	Hours per Week			Tests		
			Lectures	Practical	Lab.	Test	Exam	Work
1.	2.0	3.0	0.0	2.0	0.0		*	
2.	2.0	3.0	0.0	2.0	0.0		*	
3.	4.0	6.0	0.0	4.0	0.0		*	