



Universidad
de Alcalá

GUÍA DOCENTE

Traducción e Interpretación Institucional/ Institutional Translation and Interpreting

**Grado en Lenguas Modernas y Traducción
Universidad de Alcalá**

Curso Académico 2022/23
3º y 4º Curso – 1º Cuatrimestre

GUÍA DOCENTE

Nombre de la asignatura:	Traducción e Interpretación Institucional/
Código:	440040
Titulación en la que se imparte:	Grado en Lenguas Modernas y Traducción
Departamento y Área de Conocimiento:	Departamento de Filología Moderna Traducción e Interpretación
Carácter:	Optativa
Créditos ECTS:	8
Curso:	3º y 4º
Profesorado:	Carmen Valero Garcés
Horario de Tutoría:	Por determinar Edificio Multidisciplinar - despacho 2
Idioma en el que se imparte:	Inglés y español

1.a PRESENTACIÓN

La asignatura Traducción e Interpretación Institucional es una asignatura optativa de ocho créditos que se imparte en el primer cuatrimestre del Grado en Lenguas Modernas y Traducción y que pueden elegir los alumnos de 3º y 4º curso. El objetivo fundamental de la asignatura es introducir al alumnado en la traducción e interpretación en diferentes ámbitos institucionales para explorar su organización y el papel que los traductores e intérpretes desempeñan como intermediarios/mediadores. El curso se centra en los siguientes ámbitos: servicios públicos, instituciones locales y nacionales, instituciones internacionales y ONGs. Esta asignatura es complementaria en algunos puntos con la asignatura obligatoria Traducción Especializada (legal - económica) y la optativa Introducción a la Interpretación, ambas del 3º curso del Grado en Lenguas Modernas y Traducción.

1.b PRESENTATION / COURSE DESCRIPTION

Institutional Translation and Interpreting is an elective 8 ECTS course included in the first semester of third and fourth year of the Modern Languages and Translation Degree. The main objective of this course is to introduce students to translation and interpreting in institutional settings exploring the organizational role and professional identity of translators and interpreters as intermediaries/mediators. The main settings covered are public service offices, local and national institutions, international organizations, and non- profit organizations. The course is partially related and complement to Specialised Translation (Legal – Economic), which is taught in the third year of the Modern Languages and Translation Degree and Introduction to Interpreting, an elective subject also included in the third and fourth year.

2. COMPETENCIAS / OBJECTIVES

The main purpose is to introduce students to translation and interpreting in institutional settings (public service offices, local and national institutions, international organizations, non-profit organizations). Institutional translation and Interpreting sets out to explore the organizational role and professional identity of translators and interpreters as cultural mediators in the institutions. The course content is designed to provide students an introduction about the basic theoretical knowledge and practical resources to work as linguistic and cultural mediators in different kinds of institutions: What do translators do? What do interpreters do? Is the same profession? What sort of translation and interpreting problems do translators and interpreters have to tackle with? Are the same? Which sort of documents do they have to translate? In which sort of situations do they have to intervene? Which kind of translation and / or interpreting is required (drafting, summary, sight translation, simultaneous, consecutive interpreting? What does the job(s) involve? Which main ethical principles must guide their work?.

Prerequisites and recommendations

The course is taught in English and Spanish, which means that students are expected to be able to follow explanations, take notes, and ask questions, as well as provide the answers for the activities in both languages.

Following the guidelines issued by the Department of Modern Philology, students are expected to have acquired a level C1 in all four skills at the end of their 4th year. Students in their 3rd year, for their part, will be expected to be well on their way to achieving this advanced level of English in all four communicative skills.

Note: Erasmus students will have to certify their level of English and Spanish (at least B.2.2) at the beginning of the course.

Course summary

3.COMPETENCES

Generic Competences:

1. To develop abilities to analyse, synthesize and transfer of information from English into Spanish of texts at C1 level of the European Framework for Languages
2. To search and manage relevant and reliable information sources
3. To show audience awareness and respect for cultural diversity and different opinions as well as valuing academic honesty
4. To develop and articulate independent and critical thinking based on supporting evidence.
5. To develop team-work and time-management skills

Specific Competences:

1. To be able to comprehend, analyse and summarise samples of oral and written discourse in both working languages (Spanish and English)
2. To be able to identify problems related to the interlinguistic transfer of meaning and apply successful solutions based on informed decisions
3. To become acquainted with the most important interpreting and translation modes and techniques institutional contexts and to use specialised metalanguage
4. To become aware of the different roles of the interpreter and translator in institutional settings and understand the importance of professional ethics
5. To produce oral and written discourse appropriate for a given communicative situation and register in institutional settings

4. COURSE CONTENTS / CONTENIDOS

Bloques de contenido	Total de clases, créditos u horas
Module 1. Introduction to institutional translation and interpreting Main theoretical concepts and field of study.	• 1 ECTS/ Week 1
Module 2. Translating and Interpreting for the Spanish Administration. Legal Framework of institutional translation and interpreting. Institutions, profiles and activities. The sworn translator and interpreter, and the judicial translator and interpreter.	• 2 ECTS
Module 3. Translating and Interpreting for Public Services. What is all this about? Institutions, profiles and activities. Expertise and roles of PSIT. Bilingual practitioners.	• 2 ECTS
Module 4. Translating and interpreting in the European Union. The EU institutions and the translation and interpreting services. What does the EU translators' and interpreters' job involve?	• 2 ECTS
Module 5. Translating and interpreting for international organizations. Institutions, profiles and activities: UN, NATO, UNESCO, etc. What does the translators and interpreters' job in international organizations involve?	• 1 ECTS

4. METODOLOGÍAS DE ENSEÑANZA-APRENDIZAJE.- ACTIVIDADES FORMATIVAS / METHODOLOGY AND CLASS ACTIVITIES

4.1. Distribución de créditos (especificar en horas) / Students workload

Class contact hours:	48 hours (whole group sessions) plus 16 hours (workshops)
Students' autonomous hours:	152 hours (independent work and preparation of sessions)
Total hours	200

4.2. Estrategias metodológicas, materiales y recursos didácticos / learning activities, materials and resources

Theory lessons about main theoretical concepts and standard procedures	Presentation of contents using materials from textbooks, manuals, reference works and specialized webpages.
Lessons combining theory and practice about resources research and application	Resources presentation and practice by means of ICTs.
Individual assignments to be developed in class	Analysis and translation and interpreting of texts
Individual assignments to be developed outside class hours	Elaboration of assignments and tasks outside class hours to be later studied and assessed in class.
Group assignments to be developed inside and outside class hours	Analysis of translation and interpreting assignments in groups.
Online activities	Elaboration of assignments and tasks outside class hours to be later studied and assessed in class.

5. EVALUACIÓN: Procedimientos, criterios de evaluación y de calificación / ASSESSMENT: Assessment and grading criteria and procedures

Procedimientos de calificación/ Grading procedures¹¹:

All students will be graded following a process of continuous assessment. Different aspects of the course will be evaluated separately throughout the semester in order to obtain an overall continuous and formative final mark for the course mark. This means that all the students will have to participate actively and effectively in class, in both individual and group activities. A minimum of 80% attendance is compulsory.

Exceptionally, those students who have been recognized as eligible for final evaluation in accordance with the terms in article 10 of the "NORMATIVA REGULADORA DE LOS PROCESOS DE EVALUACIÓN DE LOS APRENDIZAJES" (passed on 24-03-2011) may sit for a final exam which will include questions on all the topics covered in the class and interpreting activities.

Those students who do not pass either continuous assessment or final evaluation will have the right to be assessed again in June by a similar extraordinary evaluation, which may include both exams and other activities.

Plagiarism will not be tolerated. Those students who commit plagiarism in any of the activities will receive a FAIL mark in the corresponding activity.

The set of standard and formal criteria devised by the Department of Filología Moderna will be taken into account in the assessment in order to obtain a passing mark.

Evaluation is based on students' continuous work. Global evaluation is developed into the following criteria:

- Students' participation in theoretical and practical lessons

Participation implies attendance as well as participation in discussions about theoretical issues and practical tasks and assignments to be completed in class.

- Participation in online activities

Participation implies regular visits to the virtual platform, continuous checking of uploaded materials, virtual tasks and assignments completion and participation in fori.

- Individual assignments completion

Assignments to be completed inside or outside the classroom and handed in on a given date.

- Group assignment completion

Students will have to carry group assignments inside or outside the classroom.

¹¹ Siguiendo la *Normativa reguladora de los procesos de evaluación de los aprendizajes, aprobada en Consejo de Gobierno de 24 de Marzo de 2011*, es importante señalar los procedimientos de evaluación: por ejemplo evaluación continua, final, autoevaluación, co-evaluación. Instrumentos y evidencias: trabajos, actividades. Criterios o indicadores que se van a valorar en relación a las competencias: dominio de conocimientos conceptuales, aplicación, transferencia conocimientos. Para el sistema de calificación hay que recordar la *Normativa del Consejo de Gobierno del 16 de Julio de 2009*.

Criterios de evaluación/Assessment criteria

Students should demonstrate they have acquired the main concepts and competences related to this module. Thus, by the end of the course, students are expected to be able to:

- Demonstrate knowledge and understanding of the main concepts relating to Interpreting
- Analyse different types of speech, identify core and secondary ideas, anticipate potential problems regarding the transfer of meaning and apply efficient reformulation strategies
- Produce correct speeches appropriate for the communicative situation and fit for the register required
- Demonstrate that they have developed the basic skills underlying the most common modes of interpreting (simultaneous, consecutive and bilateral interpreting and sight translation). Understand the main principles underlying interpreters' professional ethics

Criterios de calificación/Grading criteria

Taking all this into consideration, students will be graded as follows: SOBRESALIENTE (A):

- Student fully understands the most relevant concepts in interpreting.
- Student has no significant error of decoding the source language and encoding the target language
- Student can interpret oral texts efficiently and appropriately
- Student shows the ability to critically evaluate interpretations in an informed way, demonstrating independent ideas and opinions too
- Student has an excellent use of both working languages (English and Spanish) in a variety of registers and settings, with no major inaccuracies in grammar, syntax and pronunciation

NOTABLE (B)

- Student understands basic concepts in interpreting
- Student has only minor errors of decoding the source language and encoding the target language
- Student can interpret oral texts efficiently with few linguistic or semantic errors
- Student shows the ability to critically evaluate interpretations in an informed way
- Student has a good use of both working languages (English and Spanish) in a variety of registers and settings, with few inaccuracies related to grammar, syntax and pronunciation

APROBADO (C- Pass)

- Student understands only the most basic concepts and strategies in interpreting
- Student has encoding / decoding problems (choice of vocabulary, idioms, and register; faux senses and omissions) but still transfers the core meaning of the source text in the target language
- Student can interpret oral texts in a very basic and general manner
- Student shows the ability to critically evaluate interpretations but in a very general way

- Student has a sufficient use of both working languages (English and Spanish) in a variety of registers and settings, with various inaccuracies related to grammar, syntax and pronunciation

SUSPENSO (F- Fail)

- Student does not understand basic interpreting concepts and strategies
- Student has severe decoding/encoding problems and shows persistent serious errors in the transfer of meaning
- Student cannot perform an acceptable interpretation
- Student is not able to critically evaluate interpretations, with no reference to criteria or sources
- Student has a poor use in any of the working languages (English and Spanish) in a variety of registers and settings, with major inaccuracies related to grammar, syntax and pronunciation.

Continuous assessment will be based on:

Assessment	Assessment criteria
- Participation in classes	Active participation in tasks, activities, discussions, etc.
- Tests	There may be tests, which may also include questions about the theoretical aspects discussed in class. Students must prove their ability to translate a legal and/or business text as well as to use the appropriate discourse. Translation and language errors will be penalised.
- Translation tasks	Students will submit different translation activities throughout the course in groups. In doing so, they must prove that they can translate fluently using appropriate language, source and tools. Translation errors and language mistakes in Spanish and English will be identified and discussed.
- Translation project	Students will work on an individual (or group) translation project, which may include some of following tasks: translation of the given text; creation of a glossary; correction of the translation by peers, etc. Assessment will be based on the translation process, the final product and the students' ability to make effective corrections.

6. BIBLIOGRAPHY

Basic bibliography:

- Baigorri, J. 2014. *From Paris to Nuremberg: The birth of conference interpreting*. Amsterdam: Benjamins.

Antonini, R., Cirillo, L., Rosasto, A. Torresi, I., *Non-professional Interpreting and Translation: State of the Art and Future of an Emerging Field of Research*. Amsterdam: John Benjamins, 2017.

- Borja Albi, A. and Prieto Ramos, F. 2013. *Legal Translation in Context. Professional Issues and Prospects*. Bern: Peter Lang.
- Cao, D. (2009). *Translating Law*. London: Multilingual Matters
- Foulquie, A., Vargas, M y Fernández, M., «Introducción». *Panorama de la traducción y la interpretación en los servicios públicos españoles: una década de cambios, retos y oportunidades*. Granada: Comares, 2018.
- Libro Blanco de la traducción y la interpretación institucional: conocer para reconocer*. [e-Book] Madrid: Ministerio de Asuntos Exteriores, 2011.
- Valero Garcés, C.& Martin, A (eds). 2008. *Crossing Borders in Community Interpreting. Definitions and Dilemmas*. Amsterdam: John Benjamins.
- Valero-Garcés, C., «Training public service interpreters and translators: facing challenges». *Revista de Llengua i Dret, Journal of Language and Law*, 2019, 71, 88-105. <https://doi.org/10.2436/rld.i71.2019.3262>
- Wagner, E. et al. 2011. *Translating for the European Union Institutions*. Manchester, ST Jerome.

- Selected articles from Journals.
- Blackboard Teaching Platform
- Integrated Desk for presentations.
- Language Laboratory
- Web site Resources

Additional bibliography:

Monzó-Nebot, Esther, and Melisa Wallace (2020) “New societies, new values, new demands. Mapping non-professional interpreting and translation, remapping translation and interpreting ethics”, *Translation and Interpreting Studies* 15 (1): 1–14.

Moreno-Rivero, Javier (2020) “Translation as social policy: quality management in public service interpreting and translation”, *Languages, Society and Policy*. URL: <http://www.meits.org/policy-papers/paper/translation-as-social-policy-quality-management-in-public-service-interpreting-and-translation>. (accessed 1 November 2021)

Taibi, M (2018). *Community Translation*. N.Y. *Multilingual Matters*.

Valero-Garcés, C et al. (2005, 2008, 2011, 2014, 2017, 2020 (eds.) *Proceedings of the PSIT International Conferences at Alcalá* Available at: <http://www3.uah.es/master-tisp-uah/publicaciones-tisp-grupo-fitispos/>

Online resources:

ASETRAD: <https://asetrad.org/es/la-linterna-del-traductor>

CRITICAL LINK: <http://www.criticallink.org>

EU DGT: http://ec.europa.eu/translition/language_aids

EU DGI: https://ec.europa.eu/info/departments/interpretation_es

EUR-Lex, El acceso al Derecho de la Unión Europea: <http://eur-lex.europa.eu/>

FITISPOS INTERNATIONAL JOURNAL: http://www3.uah/fitispos_ij

GITRAD <http://www.gitrad.uji.es/>
INTERACTIVE TERMINOLOGY FOR EUROPE:
<http://iate.europa.eu>
ENPSIT <http://www.enpsit.org/>
LEX JURIDICA: <http://www.lexjuridica.com>
MINISTERIO DE JUSTICIA DE ESPAÑA: <http://www.justicia.es>
PÓRTICO LEGAL <http://www.porticolegal.com>

7. DISPOSICIÓN ADICIONAL

La Universidad de Alcalá garantiza a sus estudiantes que, si por exigencias sanitarias las autoridades competentes impidieran la presencialidad total o parcial de la actividad docente, los planes docentes alcanzarían sus objetivos a través de una metodología de enseñanza aprendizaje y evaluación en formato online, que retornaría a la modalidad presencial en cuanto cesaran dichos impedimentos.

The University of Alcalá guarantees that, if due to health requirements, the public authorities prevent teaching activity from taking place on the University's premises, the teaching plans' objectives will be met through an online teaching and evaluation methodology. The UAH commits to return to face-to-face teaching as soon as said impediments cease.