



# **SUBJECT DATASHEET**

## **Introduction to the Practice of Interpreting 2**

**BMEGT60S163**

# I. SUBJECT DESCRIPTION

## 1. SUBJECT DATA

### Subject name

Introduction to the Practice of Interpreting 2

### ID (subject code)

BMEGT60S163

### Type of subject

contact hours

### Course types and lessons

| <i>Type</i> | <i>Lessons</i> |
|-------------|----------------|
| Lecture     | 0              |
| Practice    | 1              |
| Laboratory  | 0              |

### Type of assessment

midterm mark

### Number of credits

2

### Subject Coordinator

| <i>Name</i> | <i>Position</i> | <i>Contact details</i> |
|-------------|-----------------|------------------------|
|-------------|-----------------|------------------------|

|              |                  |                         |
|--------------|------------------|-------------------------|
| Németh Anikó | language teacher | nemeth.aniko@gtk.bme.hu |
|--------------|------------------|-------------------------|

### Educational organisational unit for the subject

Centre of Modern Languages

### Subject website

[www.tfk.bme.hu](http://www.tfk.bme.hu)

### Language of the subject

magyar, angol, francia, német, olasz, spanyol, orosz / HU, EN, FR, DE, IT, ES, RU

### Curricular role of the subject, recommended number of terms

#### Direct prerequisites

**Strong** Fordításközpontú kontrasztív nyelvi ismeretek (nappali), Bevezetés a tolmácsolás gyakorlatába 1., Webes környezetismeret - Translation-centered Contrastive Grammar (full time training), Introduction to the Practice of Interpreting 1, The Web Environment

**Weak** none

**Parallel** none

**Exclusion** none

### Validity of the Subject Description

Approved by the Faculty Board of Faculty of Economic and Social Sciences, Decree No: 581046/15/2021. Valid from: 24.11.2021.

## 2. OBJECTIVES AND LEARNING OUTCOMES

### Objectives

Based on knowledge and skills learned in the previous semester, this course aims to further improve the consecutive interpreting skills, the note-taking techniques of students and to introduce them to simultaneous and remote interpreting. Thematically interconnected consecutive and simultaneous interpreting exercises are used to allow students to learn the basics of these two interpreting types according to their level of competence and to try the main coping strategies in practice.

### Academic results

#### Knowledge

1. • Students are familiar with the principles of consecutive interpreting, the challenges of this type of interpretation as well as the professional guidelines related to note-taking techniques;
2. • they know the aspects relevant to simultaneous interpreting as well as the key coping strategies;
3. • they are aware of the quality criteria interpreters are expected to meet;
4. • they are familiar with digital tools used by interpreters as well as the special challenges of remote interpreting.

#### Skills

1. • Using their individually developed note-taking technique and based on their understanding of the macro-structure of the speech to be interpreted, they are able to interpret shorter speeches in consecutive mode with the help of their notes into both language directions;
2. • using the basic techniques of simultaneous interpreting, they are able to interpret shorter speeches on a general issue from a booth or with a remote interpretation platform from a foreign language into Hungarian;
3. • they have elementary level skills to use some computer-assisted interpreting tools and are able to apply the techniques learned in a remote interpreting exercise as well.

#### Attitude

1. • They readily keep themselves up-to-date in matters of public interest (society, politics, economy, culture etc.) and continuously develop their general knowledge and interpretation strategies;
2. • based on their understanding of the aspects determining the assessment of the quality of interpreting, they provide constructive feedback on the interpreting performance of others;
3. • they actively control their resources based on the complexity of the interpreting assignment.

#### Independence and responsibility

1. • They study the subject matter of their interpreting assignment independently and with the thoroughness and care required by professional interpreters and conduct research relevant to the assignment to develop their own support materials;
2. • they regularly take advantage of the recommended opportunities to independently practice their skills in classroom sessions.
3. • their actions in simulated and real-life interpreting situations are in harmony with the ethical rules of their profession.

### Teaching methodology

Consecutive and simultaneous interpreting exercises made more complex on a gradual basis (from a foreign language into Hungarian and from Hungarian into a foreign language); further improvement of consecutive note-taking techniques, further development of note-taking techniques of students through analysis and comparison; student presentations, thematic interpreting projects, mini conference simulations, situational exercises to simulate real-life interpreting situations; guided autonomous practice exercises with individual or group feedback.

### Materials supporting learning

- Szakirodalom
- Gillies, Andrew (2005). Note-Taking for Consecutive Interpreting - A Short Course. Manchester: St. Jerome Publishing.
- Jones, R. (2002). Conference Interpreting Explained. Manchester: St Jerome Publishing
- Láng G., Zs. (2002). Tolmácsolás felsőfokon. Budapest: Scholastica.
- Rozan, Jean Francois (2005) Note-taking in Consecutive Interpreting (original: La prise de notes en interprétation consécutive, 1956, Geneve, Georg). Cracow: Tertium.
- Szabari, K. (2010). Bevezetés a tolmácsolás elméletébe és gyakorlatába. Budapest: Scholastica
- Gyakorlószövegek, beszéd-gyűjtemények:
- Speech repository: <https://webgate.ec.europa.eu/sr/>
- Speechpool: <http://speechpool.net/en/about-speechpool>
- Gillies, Andrew (2005). Note-Taking for Consecutive Interpreting - A Short Course. Manchester: St. Jerome Publishing.
- Jones, R. (2002). Conference Interpreting Explained. Manchester: St Jerome Publishing
- Láng G., Zs. (2002). Tolmácsolás felsőfokon. Budapest: Scholastica.
- Rozan, Jean Francois (2005) Note-taking in Consecutive Interpreting (original: La prise de notes en interprétation consécutive, 1956, Geneve, Georg). Cracow: Tertium.
- Szabari, K. (2010). Bevezetés a tolmácsolás elméletébe és gyakorlatába. Budapest: Scholastica
- Practice texts, speech repositories:
- Speech repository: <https://webgate.ec.europa.eu/sr/>
- Speechpool: <http://speechpool.net/en/about-speechpool>





## II. SUBJECT REQUIREMENTS

### TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

#### General Rules

A félév során folyamatos értékelés történik: szóbeli visszajelzés az órai teljesítményről; hangfelvételek írásos és szóbeli értékelése; órai önértékelés és társas értékelés; órán tartott előadások retrospektív elemzése tolmácsolási szempontból. A félév végi értékelés alapja: órai munka, kiadott otthoni feladatok teljesítése, prezentáció(k).

#### Performance assessment methods

A félév során folyamatos értékelés történik: szóbeli visszajelzés az órai teljesítményről; hangfelvételek írásos és szóbeli értékelése; órai önértékelés és társas értékelés; órán tartott előadások retrospektív elemzése tolmácsolási szempontból. A félév végi értékelés alapja: órai munka, kiadott otthoni feladatok teljesítése, prezentáció(k).

#### Percentage of performance assessments, conducted during the study period, within the rating

- teljesítményértékelések : 100

#### Percentage of exam elements within the rating

#### Conditions for obtaining a signature, validity of the signature

nem releváns

#### Issuing grades

|              |           |
|--------------|-----------|
| Excellent    | 95 - 100% |
| Very good    | 89 - 94%  |
| Good         | 76 - 88%  |
| Satisfactory | 63-75%    |
| Pass         | 50 - 62%  |
| Fail         | 50% alatt |

#### Retake and late completion

TVSZ szerint

#### Coursework required for the completion of the subject

|                                              |    |
|----------------------------------------------|----|
| részvétel a kontakt tanórákon                | 14 |
| félévközi készülés a gyakorlatokra           | 14 |
| felkészülés a teljesítményértékelésekre      | 10 |
| házi feladat elkészítése                     | 12 |
| kijelölt írásos tananyag önálló elsajátítása | 10 |

#### Approval and validity of subject requirements

Consulted with the Faculty Student Representative Committee, approved by the Vice Dean for Education, valid from: 08.11.2021.

# III. COURSE CURRICULUM

## THEMATIC UNITS AND FURTHER DETAILS

### Topics covered during the term

• Gyors átváltási gyakorlatok – memória és konszekutív alapok átismétlése • Haladó konszekutív jegyzeteléstechika – konszekutív tolmácsolási stratégiák konszolidációja • Figyelemmegosztás – bevezetés a szinkrontolmácsolásba • Késleltetett követő gyakorlatok, shadowing – alapvető szinkrontechnikák • Tolmácsolási nehézségek és csapdák beazonosítása – kezdő szinkron- és haladó konszekutív tolmácsolási feladatokban • Haladó tolmácsolási stratégiák (vattázás, szegmentálás, anticipáció, kompresszió)

### Additional lecturers

Dr. Szabó Gáborné Besznyák Rita nyelvtanár [besznyak.rita@gtk.bme.hu](mailto:besznyak.rita@gtk.bme.hu)

### Approval and validity of subject requirements