


In view of the health context linked to the spread of the coronavirus, the methods of organisation and evaluation of the learning units could be adapted in different situations; these possible new methods have been - or will be - communicated by the teachers to the students.

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|-----------|-----------------|----|
| 4 credits | 15.0 h + 30.0 h | Q2 |
|-----------|-----------------|----|

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|-----------------------------|--|
| Teacher(s)                  | SOMEBODY ;\Van Cleven Johan (coordinator) ;  |
| Language :                  | French   |
| Place of the course         | Louvain-la-Neuve   |
| Aims                        | <p>1 /</p> <p>----</p> <p><i>The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".</i></p>   |
| Evaluation methods          | <p><b>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</b></p> <p>Regular assessment and feedback to students; end-of-term examination</p>  |
| Teaching methods            | <p><b>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</b></p> <p>The class will be taught in a simultaneous interpretation laboratory.</p>   |
| Content                     | <p>TU LINTP2603 « Introduction to simultaneous interpreting, Dutch-French », combines with the TU's devoted to consecutive interpreting techniques to provide students with a first set of interpreting skills.</p> <p>One of the main aims of this TU is to teach students how to deal with listening, processing and speaking tasks simultaneously. Working on short speeches, students will progressively acquire the right balance between listening and speaking volumes and get acquainted with the booth and computer equipment. They will practice on the various aspects of simultaneous interpreting, one at a time first and collectively later so as to develop an efficient Dutch-to-French transfer technique. Short exercises will be followed by genuine speeches in Dutch, dealing with issues related to one or two major topics; political, economic, scientific or cultural, so that students can improve their knowledge of both the topic and the associated terminology/phraseology.</p> <p>This TU focusses mainly on: 1) listening skills and analysis: how is the speech organized? What is the structure of the text? What is the core message? What is the purpose of the speech? What is the tone? 2) conveying the message as precisely as possible (with all due respect to shades of meaning) in a natural and fluent French.</p> <p>Students will work on various topics and fields, various accents and registers; they will also be given the opportunity to keep upgrading their already thorough knowledge of French.</p> |
| Inline resources            | <p>Websites of Dutch, French, Belgian and European parliaments, assemblies and other official online references.</p> <p>Other websites referred to during lectures.</p>  |
| Bibliography                | <p>Jones, Roderick : Conference Interpreting Explained, Routledge, 2014 ISBN 978-1900650-57-1</p> <p>Gillies, Andrew : Conference Interpreting, A Student's Practice Book, Routledge, 2013, ASIN BOOE5CILGY</p> <p>Meta : journal des traducteurs <a href="https://meta.erudit.org">https://meta.erudit.org</a></p> <p>Autres ressources communiquées en classe</p>  |
| Other infos                 | Other assignments (based on texts, audio, visuals) will be given during lectures.  |
| Faculty or entity in charge | LSTI   |

| <b>Programmes containing this learning unit (UE)</b> |                        |         |              |   |
|--|------------------------|---------|--------------|---|
| Program title  | Acronym                | Credits | Prerequisite | Aims  |
| Master [120] in Interpreting                         | <a href="#">INTP2M</a> | 4       |              |  |