

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.

3 credits

0 h + 30.0 h

Q1

Teacher(s)	Munoz Mendoza Carlos ;
Language :	French
Place of the course	Louvain-la-Neuve
Prerequisites	<i>The prerequisite(s) for this Teaching Unit (Unité d'enseignement – UE) for the programmes/courses that offer this Teaching Unit are specified at the end of this sheet.</i>
Main themes	/
Aims	<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>
Evaluation methods	<b>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</b> - FR / SP consecutive interpreting exam. The student will have to say a four-minute speech, which will count for 60% of the final grade. Attendance record, homework preparation and personal achievements: 40% of the final grade.
Teaching methods	<b>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</b> Summary and data recovery practicals of progressive difficulty in order to polish the students' ability to analyse, see the big picture, anticipate (predictive analysis) and memorise throughout active hearing and efficient note-taking in order to recover the data in an accurate Spanish. Break from the round-table-framework for the students to take part in the consecutive exercises. The focus is set on developing active hearing in order to enable the student to recognise link words and to ensure that the message, expressed in FR to be delivered by the students in SP, remains coherent. Registers and nuances will be analysed. Partners will evaluate one-another during recorded tests (video). Tests will be self-monitored. Self-directed learning. Public speaking and diction technics to improve communication skills.
Content	Consolidating and perfecting the principles of note-taking, before creating one's own symbolic. Abbreviation skills. FR/SP consecutive exercises, with note-taking during speeches, conference excerpts, either video recorded or in live, about general topics and international news. Progressive difficulty and length, between 3 and 5 minutes. Speeches will be given either by the lecturer, guests or the students. Identifying link words and writing glossaries.
Inline resources	<ul style="list-style-type: none"> <li>- Asociación internacional de intérpretes de conferencias, <b>AIIC</b>: - <a href="https://aiic.net/">https://aiic.net/</a>, - <a href="https://aiic.net/blog/">https://aiic.net/blog/</a></li> <li>- Asociación de intérpretes de conferencia de España: <a href="http://www.aice-interpretes.com/">http://www.aice-interpretes.com/</a></li> <li>- DE RIOJA, Lourdes. chaîne YOUTUBE sur l'interprétation: <a href="https://www.youtube.com/channel/UCmaf1_IEFHRu3X-_yUmF5qA">https://www.youtube.com/channel/UCmaf1_IEFHRu3X-_yUmF5qA</a></li> <li>- Interpréter pour l'Europe : <a href="https://www.youtube.com/watch?v=YrgdukWVaGE">https://www.youtube.com/watch?v=YrgdukWVaGE</a></li> <li>- MEDINA, V. (2014), Análisis del proceso de toma de notas en interpretación consecutiva, Universidad de Valladolid. <a href="https://uvadoc.uva.es/bitstream/10324/6162/1/TFG-O%20215.pdf">https://uvadoc.uva.es/bitstream/10324/6162/1/TFG-O%20215.pdf</a></li> <li>- REBULLIDA S. (2012), La toma de notas en interpretación consecutiva, Universidad Pompeu Fabra, Barcelona. <a href="https://repositori.upf.edu/bitstream/handle/10230/22091/TFG_Rebullida%20Silvia.pdf?sequence=1">https://repositori.upf.edu/bitstream/handle/10230/22091/TFG_Rebullida%20Silvia.pdf?sequence=1</a></li> </ul> <b>DICCIONARIOS FRASEOLOGICOS - Memoria de traducción</b> <ul style="list-style-type: none"> <li>• LINGUEE, Diccionario de colocaciones, diccionario comparativo: <a href="http://www.linguee.fr/espagnol-francais/traduction/rehidrataci%F3n.html">http://www.linguee.fr/espagnol-francais/traduction/rehidrataci%F3n.html</a></li> <li>• REVERSO, con transcripciones fonéticas de frases completas (pincha en "context") <a href="http://context.reverso.net/traduction/anglais-francais/knowledge">http://context.reverso.net/traduction/anglais-francais/knowledge</a></li> </ul>

	<ul style="list-style-type: none"> <li>• GLOSBE <a href="https://fr.glosbe.com/fr/es/couper">https://fr.glosbe.com/fr/es/couper</a></li> <li>• WORDMAGIC <a href="http://www.wordmagicsoft.com/diccionario/es-en/huelga.php">http://www.wordmagicsoft.com/diccionario/es-en/huelga.php</a></li> </ul> <p><b>DICCIONARIOS</b></p> <ul style="list-style-type: none"> <li>• IATE Diccionario políglota de la Unión Europea: <a href="http://iate.europa.eu/iatediff/SearchByQuery.do">http://iate.europa.eu/iatediff/SearchByQuery.do</a></li> <li>• UNTERM The United Nations Terminology Database <a href="https://unterm.un.org/UNTERM/portal/welcome">https://unterm.un.org/UNTERM/portal/welcome</a></li> <li>• TERMIUM PLUS : <a href="http://www.termiumplus.gc.ca/tpv2alpha/alpha-fra.html?lang=fra">http://www.termiumplus.gc.ca/tpv2alpha/alpha-fra.html?lang=fra</a></li> <li>• LEXILOGOS <a href="#">Lexilogos</a>, con ventanas de búsqueda abiertas hacia otros diccionarios de traducción (collins, larousse, ya.com, wordreference, ultralingua, systran) y otros diccionarios y enciclopedias monolingües en francés y español</li> <li>• BENABEN, Michel, Dictionnaire d'expressions et locutions FR-ES <a href="http://dictionnairefrancaisespagnol.net/dictionnaire_francais_espagnol.pdf">http://dictionnairefrancaisespagnol.net/dictionnaire_francais_espagnol.pdf</a></li> <li>• <b>Diccionario de Ideas Afines</b> <a href="http://www.ideasafines.com.ar/buscadador-ideas-relacionadas.php">http://www.ideasafines.com.ar/buscadador-ideas-relacionadas.php</a></li> </ul> <p><b>GLOSSAIRES</b></p> <ul style="list-style-type: none"> <li>• <b>Revista Puntoycoma, índice analítico</b> <a href="https://ec.europa.eu/translation/spanish/magazine/es_magazine_index_es.htm">https://ec.europa.eu/translation/spanish/magazine/es_magazine_index_es.htm</a></li> <li>• <b>Glosarios</b> de intérpretes sobre diferentes temas (calidad desigual) <a href="https://interpretershelp.com/glossaryfarm?page=2">https://interpretershelp.com/glossaryfarm?page=2</a></li> </ul> <p><b>DUDAS LEXICAS</b></p> <ul style="list-style-type: none"> <li>• <b>FUNDEU</b>, Para cualquier duda léxica, consulta la Fundeu <a href="http://www.fundeu.es/recomendacion/austericidad-se-refiere-amatar-la-austeridad-1566/">http://www.fundeu.es/recomendacion/austericidad-se-refiere-amatar-la-austeridad-1566/</a> o formula tus propias preguntas, siempre responden.</li> <li>• Diccionario de <b>FALSOS AMIGOS EN-ES</b> <a href="http://www.falsefriends.eu/en">http://www.falsefriends.eu/en</a> English-Spanish False Friends Dictionary: the place to find all those terms and expressions that are often mistranslated.</li> </ul> <p><b>EJERCICIOS (AUTOAPRENDIZAJE)</b></p> <ul style="list-style-type: none"> <li>• <b>SPEECH REPOSITORY</b>, European Commission <a href="https://webgate.ec.europa.eu/sr/searchspeeches?language=118&amp;level=All&amp;use=All&amp;domain=All&amp;type=All&amp;combine=&amp;combine_1=&amp;video_reference=&amp;entity%5B0%5D=">https://webgate.ec.europa.eu/sr/searchspeeches?language=118&amp;level=All&amp;use=All&amp;domain=All&amp;type=All&amp;combine=&amp;combine_1=&amp;video_reference=&amp;entity%5B0%5D=</a></li> <li>• <b>INTERPRETER TRAINING RESOURCES</b> <a href="http://interpreters.free.fr/">http://interpreters.free.fr/</a></li> <li>• <b>Speeches to help you practise interpreting</b> <a href="http://speechpool.net/fr/">http://speechpool.net/fr/</a></li> <li>• <b>ORCIT</b> Online Resources for Conference Interpreter Training <a href="https://orcit.eu/resources/laefr/story_html5.html">https://orcit.eu/resources/laefr/story_html5.html</a></li> <li>• <b>EURONEWS FR</b> <a href="https://www.youtube.com/channel/UCW2QcKZiU8aUGg4yxCliditg">https://www.youtube.com/channel/UCW2QcKZiU8aUGg4yxCliditg</a></li> <li>• <b>Ma thèse en 180 secondes</b> (Youtube)</li> <li>• <b>TEDx</b>, Conférences en français (Youtube)</li> </ul>
Bibliography	<p>- ARROYO, A. et alii (2001): 5000 palabras y expresiones útiles (español-francés). Guía del intérprete de conferencias internacionales. Ed. Universitas, Madrid.</p> <p>- DE MANUEL, J. (coord.) (2003): Nuevas tecnologías y formación de intérpretes. Ed. Atrio, Granada.</p> <p>- LEDERER, M. ET SELESKOVITCH, D. (2002) : Pédagogie raisonnée de l'interprétation, Office des Publications officielles des Communautés européennes, Didier Erudition, Luxembourg et Paris.</p> <p>- MARTINEZ, Sébastien (2016), Une mémoire infaillible. Brillier en société sans sortir son smartphone Editions Premier Parallèle.</p> <p>- ROZAN, J.-F. (1984) : La prise de notes en interprétation consécutive, Librairie de l'université Georg, Genève.</p> <p>- TORRES DÍAZ, M. G. (2005): La interpretación consecutiva y simultánea, Universidad de Málaga.</p> <p>- VV. AA. (1985): Manual de consecutiva. ISIT, Ciudad de México.</p> <p>En ligne</p> <p>- MEDINA, V. (2014), Análisis del proceso de toma de notas en interpretación consecutiva, Universidad de Valladolid.</p> <p>- REBULLIDA S. (2012), La toma de notas en interpretación consecutiva, Universidad Pompeu Fabra, Barcelona.</p>
Other infos	.All further information, textbook, documents and resources will be uploaded in an e-learning platform.
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>	3	<a href="#">LINTP2504</a>	