



## SYLLABUS

### Theory of Interpreting (RO)

Academic year 2025-2026

#### 1. Information about the study program

1.1. University	Babeș-Bolyai University, Cluj
1.2. Faculty	Faculty of Letters
1.3. Department	Modern Applied Languages
1.4. Field of study	Modern Applied Languages
1.5. Study cycle (BA/MA)	Postgraduate, MA degree
1.6. Study programme/Qualification	European Masters in Conference Interpreting, MA
1.7. Enrolment frequency	Full time

#### 2. Information about the subject

2.1. Course title			Theory of Interpreting (RO)					Course code		LMC2107		
2.2. Course tutor					Adriana Neagu, Ph.D. Associate Professor							
2.3. Seminar / practical course (laboratory) tutor												
2.4. Year of study		2	2.5. Semester		3	2.6. Type of assessment		E	2.7. Course status		Contents	DA
											Mandatory	yes

#### 3. Total estimated time (teaching hours per semester)

3.1. Number of hours per week	1	of which: 3.2 course	1	3.3 seminar / practical course (laboratory)	-
3.4. Total number of hours in the curriculum	14	of which: 3.5 course	14	3.6 seminar / practical course (laboratory)	-
<b>Allotted time for individual study (ID) and self-study activities (SA)</b>					<b>hours</b>
Study based on textbook, course manual, recommended bibliography, personal notes (SA)					
Additional research (in the library, online scientific databases/platforms, or field documentation)					
Preparation for seminars / laboratory classes/ essays/ projects/ homework/ portfolios and reports					22
Tutoring					30
Assessment (examinations)					30
Other activities:					2
3.7. Total hours for individual study (ID) and self-study activities (SA)	6 X 14 = 84				
3.8. Total hours per semester	7 X 14 = 98				
3.9. Number of credits	4				

#### 4. Prerequisites (if necessary)

4.1. curriculum	N/A
4.2. skills	N/A

#### 5. Conditions (if necessary)



5.1. for delivering lectures	Laboratory equipped with booths
5.2. for teaching seminars / practical courses (laboratory classes)	

## 6. Acquired specific skills

Professional/essential skills	<p>C1 Adequate use of key concepts and core issues in the field of Interpreting Theory. An appropriate applying of metalinguistic discourse to the field in the A, B, C languages, as well as to the afferent professional and cultural settings, towards an optimal assessment of linguistic proficiency and of the degree of cultural adaptation of the oral message to the specialised contexts of the various targetted fields, problem-diagnosis and problem-solving.</p> <p>C2 Employing specific methods of consecutive and simultaneous interpretation coupled with the adept technologies underlying the process (e.g. the use of digital resources, of multilingual electronic platforms) with a view to achieving the rendition of speeches in the specialised targeted fields (e.g. politics, law, economics, technology, cultural, medical et al);</p> <p>C3 Acquiring a nuanced comprehension and assessment of the advantages and limitations of the various strategies and professional communication modes at work characteristic of the textual typologies of the A, B, and C languages.</p> <p>C4 Practising self-evaluation as a tool in adopting an optimal communicative behaviour.</p> <p>C5 Assessing various strategies of adapting the interpreting strategies to the specifics of the interpretive act and building towards a set of sound evaluation and self-evaluation criteria.</p> <p>C6 Optimising the interpretation techniques and strategies drawing on the critical acquisition and efficient application of the theoretical models subjected to analysis.</p>
Transversal skills	<p>CT1 The optimal management of professional tasks and their rigorous, responsible completion on deadline. The acquisition of and abiding by the code of ethics and ethical code of conduct in force in the field.</p> <p>CT2 The integration of teamwork techniques with a view to developing empathetic, interpersonal, communicative, resource-saving capacities as well as the capacity to undertake group-leading roles.</p> <p>CT3 The identification and application of efficient learning methods and techniques. Raising the degree of awareness of the extrinsic and intrinsic motivation underlying lifelong learning and the importance of expanding the linguistic area of expertise (adding languages) in order to meet the increasingly higher demands of the market.</p>

## 7. Course objectives (derived from the acquired specific skills)

7.1 General objective of course	<p>The content of the Theory of Interpreting course is designed in keeping with similar course degree syllabi at work in European Higher Education institutions and abides by the AILEA (International Applied Modern Languages Association) Charta. The subject is destined to ensure the correct acquisition and application of the core principles of linguistic and cultural mediation with emphasis on building fundamental discursive skills across the specter of the working languages and the appropriate use of professional communication registers and tenors.</p>
7.2 Specific objectives	<ul style="list-style-type: none"> <li>• placing in a wider theoretical context the profession of interpreter, in its complex, variegated aspects;</li> <li>• explaining and accounting for the psychological, cognitive and linguistic processes involved in interpreting;</li> <li>• to offer fundamental notions pertaining to discourse analysis as well as of other mechanisms underlying professional interpreting;</li> <li>• to equip the students with essential notions of linguistics having a direct bearing on translating and interpreting;</li> <li>• to equip the students with the appropriate metalanguage able to describe the psychological, cognitive and linguistic mechanisms that partake of the process of interpretation such that they can produce an accurate, internalised feedback;</li> <li>• to assist the students with experimenting with and applying the most relevant of the theoretical models in the literature to the actual practice of interpreting in order to optimise their performance.</li> </ul>

## 8. Contents



8.1 Course	Teaching methods	Remarks
1. Introducing TI: An overview of modes of interpreting and interpreting settings. The rationale of the MA in Conference Interpreting. Academic 'schooling' versus the 'hands-on' experience.	Free exposé, interactive lecture, booth	
2. Stages in the pedagogical trajectory of interpreting training: hierarchy of competencies. Individual study and self-evaluation. Etapele parcursului pedagogic: ierarhizarea competențelor. Studiul individual și autoevaluarea. Instrumente de lucru. Tools to hand.		
3. Oral versus Written: functional differences. Elements of the pragmatics of discourse, speech acts: 'speaking' as 'doing'.		
4. Modelling the interpreting process: the cognitive management perspective. Danile Gile's cogntiive effort model.		
5. Modelling the interpreting process: the communication theory perspective. The ESIT School: Danica Seleskovitch, Marianne Lederer.		
6. Modelling the process of interpreting: the cognitive psychology perspective. Interdisciplinary research: Barbara Moser-Mercer, Robert Setton.		
7. Modelling the process of interpreting: the cognitive psychology perspective: Transdisciplinary research: Barbara Moser-Mercer, Robert Setton.		
<b>Bibliography</b>		
ERICSSON, A., "Expertise in interpreting. An Expert-Performance Perspective" in <i>Interpreting 5: 2</i> , John Benjamins, 2000, p.187-220.		
GILE, Daniel, "Conference Intepreting as a Cognitive Management Problem" in <i>Applied Psychology. Vol 3: Cognitive Processes in Translation and Interpreting</i> , London, Sage Publications, 1997, p. 196-214.		
GILLIES, Andrew, <i>Note-taking for Consecutive Interpreting: A Short Course</i> , Manchester, St. Jerome, 2005.		



JONES, Roderick, <i>Conference Interpreting Explained</i> , Manchester, UK, St. Jerome Publishing, 1998. [Biblioteca LMA]		
LAPLACE, Colette, "La traduction à vue dans la formation d'interprète de conférence: principes théoriques et approche didactique" in <i>T&amp;T, Terminologie et Traduction, la revue des services linguistiques des institutions européennes</i> , 2, 1998, p. 275-302. [fourni par l'enseignant]		
MOSER, Barbara, "Simultaneous Intepretation: A Hypothetical Model and its Practical Application", 1978, p. 354-368.		
MOSER-MERCER, B., FRAUENFELDER, U., CASADO, B., KÜNZLI, A., "Searching to define expertise in interpreting" in Hyltenstam, K. & Englund-Dimitrova, B., <i>Language Processing and Simultaneous Interpreting</i> , Amsterdam: John Benjamins, 2000, p. 107-132.		
Moser-Mercer, Barbara. "Process Models in Simultaneous Interpretation." PÖCHHACKER, Franz and Miriam SHLESINGER (eds). <i>The Interpreting Studies Reader</i> . London and New York: Routledge, 2002.		
SELESKOVITCH, Danica, LEDERER, Marianne, <i>Interpréter pour traduire</i> , Paris, Klincksieck/Didier, 2001. [Biblioteca LMA] SELESKOVITCH, Danica, LEDERER, Marianne, <i>Pédagogie raisonnée de l'interprétation</i> , Paris, Didier Érudition, 2002.		
SETTON, R., <i>Simultaneous Interpretation: a Cognitive-Pragmatic Analysis</i> , Amsterdam, John Benjamins, 1999.		
<b>SELECTIVE (RECOMMENDED) READING:</b>		
Angelli, Claudia V. <i>Revisiting the Interpreter's Role</i> . Amsterdam/Philadelphia: John Benjamins Publishing Company, 2004.		
Badiu, Izabella (ed). <i>Studia Universitatis Babes-Bolyai. Philologia</i> , LVI, 1, Cluj-Napoca: Risoprint, 2011.		
Diriker, Ebru. <i>De-/Re-Textualising Conference Interpreting</i> . Amsterdam/Philadelphia: John Benjamins Publishing Company, 2004.		



Lado, Roberto. "Language and Thought: Effect of Translation versus Interpretation." <i>TESOL Quarterly</i> , vol. 13, No. 4, (dec., 1979, 565-571.		
Norrick, Neal R. <i>Conversational Narrative: Storytelling in Everyday Talk</i> . Amsterdam/Philadelphia: John Benjamins Publishing Company, 2000		
Pym, Anthony. "Spoken and Written in Conference Interpreting" Part I & II. Lecture at the Monterey Institute of International Studies, November 28, 2011. < <a href="http://www.youtube.com/watch?v=lf8VXzEit2U">http://www.youtube.com/watch?v=lf8VXzEit2U</a> >. Retrieved, 19 June, 2012.		
On line resources: <a href="http://www.emcinterpreting.org/">http://www.emcinterpreting.org/</a> <a href="http://www.aiic.net/">http://www.aiic.net/</a> <a href="http://www.hc-sc.gc.ca/hcs-sss/pubs/acces/2001-lang-acces/interpret-fra.php">http://www.hc-sc.gc.ca/hcs-sss/pubs/acces/2001-lang-acces/interpret-fra.php</a> <a href="http://interpreters.free.fr/consecnotes/notese_xercises.htm">http://interpreters.free.fr/consecnotes/notese_xercises.htm</a> <a href="http://www.benjamins.com/online/tsb/">http://www.benjamins.com/online/tsb/</a> <a href="http://www.erudit.org/revue/meta/2008/v53/n2/index.html">http://www.erudit.org/revue/meta/2008/v53/n2/index.html</a> <a href="http://ec.europa.eu/dgs/scic/what-is-conference-interpreting/sign-languages/index_en.htm">http://ec.europa.eu/dgs/scic/what-is-conference-interpreting/sign-languages/index_en.htm</a> <a href="http://ec.europa.eu/dgs/scic/documents-terminology-and-bibliography/basic-texts/index_en.htm">http://ec.europa.eu/dgs/scic/documents-terminology-and-bibliography/basic-texts/index_en.htm</a> <a href="http://www.emcinterpreting.org/resources.php">http://www.emcinterpreting.org/resources.php</a> <a href="http://www.aiic-usa.com/">http://www.aiic-usa.com/</a> <a href="http://aiic.net/">http://aiic.net/</a> <a href="http://interpreters.free.fr/misc/FAQs.htm#both">http://interpreters.free.fr/misc/FAQs.htm#both</a> <a href="http://virtualinstitute.eti.unige.ch/home/">http://virtualinstitute.eti.unige.ch/home/</a> <a href="http://virtualinstitute.eti.unige.ch/home/index.php?module=content&amp;type=user&amp;func=view&amp;pid=45">http://virtualinstitute.eti.unige.ch/home/index.php?module=content&amp;type=user&amp;func=view&amp;pid=45</a> <a href="http://virtualinstitute.eti.unige.ch/home/index.php?module=content&amp;type=user&amp;func=view&amp;pid=47">http://virtualinstitute.eti.unige.ch/home/index.php?module=content&amp;type=user&amp;func=view&amp;pid=47</a> <a href="http://www.univ-paris3.fr/esit/">http://www.univ-paris3.fr/esit/</a> <a href="http://www.sslmit.units.it/">http://www.sslmit.units.it/</a> <a href="https://ec.europa.eu/education/knowledge-centre-interpretation/knowledge-centre-interpretation_en">https://ec.europa.eu/education/knowledge-centre-interpretation/knowledge-centre-interpretation_en</a>		

9. Validating course contents based on the expectations of epistemic communities, professional associations and of potential employers related to the field of study.



- The entire curriculum was designed in accordance with the requirements of the European Master in Conference Interpreting consortium (<https://www.emcinterpreting.org/emci/core-curriculum>).

## 10. Assessment (examination)

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weight in the final grade
10.4 Course	Project-based evaluation and continuous assessment	Project-based and continuous assessment	Individual project work 60%. Seminar activity - 40%.
10.6 Basic performance standard			
1. The MA student has mastered the main concepts, recognises, defines and applies them effectively. 2. The MA student has completed the main theoretical essays analysed. 3. The MA student has acquired a comprehensive and relevant overview of the field. 4. The MA student has formed an idea of the interdisciplinary methods used.			

## 11. Labels ODD (Sustainable Development Goals)

	General label for Sustainable Development

Date:

10 February 2025

Course tutor's name and signature

Seminar tutor's name and signature  
Practical course tutor's (Laboratory tutor's)  
name and signature,

Adriana Neagu, PhD Associate Professor

*Adriana Neagu*

Date of approval:

16.02.2025

Head of Department's name and signature,

Renata Georgescu, Ph.D. Associate Professor

*Renata Georgescu*