



UNIVERSITY OF COSTA RICA  
PACIFIC CAMPUS  
LIC. IN ENGLISH WITH BUSINESS MANAGEMENT TRAINING  
INTERPRETATION FOR BUSINESS MANAGEMENT

**GENERAL INFORMATION**

**Code:** IP-0039

**Name:** Interpretation for Management on Business Administration

**Type of course:** Theoretical-Practical

**Credits:** 4

**Weekly class hours:** 5 (3 regular class/ 2 lab sessions)

**Weekly Student independent study hours:** 7

**Requisites:** IP-0037

**Co-requisites:** None

**Cycle:** I-2024

**Schedule:** Thursday 6-7:40pm (synchronous) and Saturday 9-11:30 (asynchronous and synchronous)

**Proficiency Mode:** translation-interpretation

**Tutoring Mode:** virtual with synchronous and asynchronous activities

**Teacher's Contact information:** 8876 0005

**Name:** Laura Rebeca Gutiérrez Varela

**Students' assistance schedule:** Saturday 8-9 and 11:30 -12:30pm

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**Course Description**

This course aims at developing basic techniques for simultaneous and consecutive interpretation in business management fields. It emphasizes a theoretical-practical approach in which learners make use of a variety of essential strategies and skills for effective simultaneous and consecutive interpretation in different entrepreneurial settings and commercial purposes, too. This course provides learners with an array of simultaneous and consecutive interpretation skills, vocabulary research skills, awareness of different intercultural issues, situational ethics, and analysis of the interpreting process in an interactive classroom environment.

**General Objective**

- To introduce learners to the fundamental skills of simultaneous and consecutive interpretation through a deep practice of basic vocabulary acquisition techniques, fluency development, listening skills, and other components of simultaneous and consecutive interpretation.

**Specific Objectives**

- To introduce the diverse modes of interpretation: consecutive, simultaneous, and sight translation.
- To define fundamental differences between consecutive and simultaneous interpretation.



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- To familiarize learners with interpreting and its purposes in professional life.
- To apply message analysis skills.
- To enhance learners' fluency and confidence in interpreting in Spanish and English.
- To develop the skills for effective transmission of style, register, mood, intent of the speaker, content, and context.
- To build up learners' listening skills, memory retention, note-taking, and other components of simultaneous and consecutive interpretation strategies.
- To expose learners to a variety of power recall, memory improvement, keyword techniques, and other methods of note-taking in simultaneous and consecutive interpretation, representing real life work dialogues.

### **Contents**

- Historical background and origins of simultaneous and consecutive interpretation.
- Modes of interpretation: simultaneous, consecutive, and sight translation.
- Fundamental aspects of simultaneous and consecutive interpretation.
- Consecutive interpretation techniques: memory expansion, dialogue notation, note-taking, commonly used abbreviations, and symbols for different business- and work-related settings.
- Simultaneous interpretation techniques: shadowing, dual-tasking, paraphrasing, attention techniques, memory techniques, speed, and endurance.
- Error analysis and transcription.
- Mental and physical preparation for interpreting.
- Methods of self-assessment.
- Anticipation and inferencing in simultaneous and consecutive interpretation.
- Idiomatic expressions, slang, and proverbs in simultaneous and consecutive interpretation.

### **Methodology**

The course will be virtual. The instructor will use technological resources such as Teams, Zoom and Entorno Virtual along with audios, videos, presentations, explanations, lectures, readings, and other pertinent sources, in order to enable learners to develop skills in simultaneous and consecutive interpretation. The approach in the course is theoretical-practical, and so it is outlined within a communicative model of teaching and pedagogy.

The virtual classroom will be developed in a socio-constructivist environment in which learners and instructor will have the opportunity to collaborate and work actively. Role-playing, interpretation, and recording will to be essential part during the course. Learners will listen to and interpret recordings of a variety of current issues. Lab assignments and intensive practices in simultaneous and consecutive interpretation skills will be held weekly.



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Learners in this course are expected to take full responsibility for their learning process and the construction of knowledge. Learners must collaborate and participate actively in every learning experience and activity, whether in groups or individually; hence, they are expected to attend all sessions and arrive on time for the sessions. Learners will be expected to complete asynchronous assignments prior to attending the synchronous sessions, so they have a basic understanding of the topics before getting to practice them.

The use of Information and Communication Technologies (ICTs) is encouraged in and out of class. It is important to point out that a vital part of the interpreting profession comes from the voice and the interpreter's presence. For this reason, ensuring the technical connection (e.g. use of microphone and camera) to the class and the activities is priority and mandatory for the students.

## Evaluation

Logbook	15%
Short assignments	45%
Consecutive interpretation Task	20%
Simultaneous interpretation Task	20%
<hr/>	
Total	100%

## Evaluation Criteria

**Logbook (15%)** Students will create a workbook which might be in a Drive Worksheet to be shared with the teacher and classmates. The logbook must have two sections. The first will be to annotate feedback given by teacher and any other useful new information that may help his/her own improvement with interpreting skills. The second part will be to include all new vocabulary. There must be prove of input during the semester, it will be checked by the professor 2 times during the semester. See the assigned dates in the timetable (Date 1: May 18<sup>th</sup> & 25<sup>th</sup>, Date 2: June 27<sup>th</sup>, July 4<sup>th</sup>)

**Short assignments (45%)** These assignments are related to the interpreting skills learning process. They could be in class or out of class to be presented during the synchronous sessions. Specific instructions for each will be provided. See the assigned dates in the timetable.

**Consecutive interpretation Task (20%)** Once skills for consecutive interpretation have been studied and practiced, students will be evaluated through a consecutive interpretation. See the assigned dates in the timetable (May 16<sup>th</sup> and 18<sup>th</sup>, half of the class each day)



**Simultaneous interpretation Task (20%)** Once skills for simultaneous interpretation have been studied and practiced, students will be evaluated through a simultaneous interpretation. See the assigned dates in the timetable. (June 29<sup>th</sup> and July 6<sup>th</sup>, half of the class each day)

**Bibliography**

Chernov, G. V. (2004) *Inference and Anticipation in Simultaneous Interpreting: A probability-prediction model*. John Benjamins Publishing Company.

Gile, D. (2001). *Getting started in Interpreting Research: methodological reflections, personal accounts and advice for beginners*. John Benjamins Publishing Company.

Gillies, A. (2005). *Note-taking for Consecutive Interpreting. A Short Course*. St. Jerome Publishing.

Gillies, A. (2013). *Conference Interpreting. A Student's Practice Book*. Routledge.

Nolan, J. (2012). *Interpretation: Techniques and Exercises*. John Benjamins Publishing Company.

Sawyer, D. (2004). *Fundamental Aspects of Interpreter Education: Curriculum and Assessment*. John Benjamins Publishing Company.

Sherwood, P., Newington, V., & Swabey, L. (2008). *Consecutive Interpreting: An Instructor's Manual*. University of Minnesota.

**Timetable**

Week	MONTH	DATE	ACTIVITY
1	March	14	<ul style="list-style-type: none"> <li>● Introduction to the course. Logistics (attendance, times - synchronous and asynchronous sessions/ tasks, resources -Zoom and Entorno Virtual).</li> <li>● Evaluation criteria: The Logbook and short assignments</li> </ul>
		16	<ul style="list-style-type: none"> <li>● Basic differences between Interpretation and Translation (review)</li> <li>● Types of interpretation (review -sight translation, consecutive and simultaneous)</li> <li>● The role of the interpreter</li> </ul>
2	March	21st	Synchronous class <ul style="list-style-type: none"> <li>● What we need to have and to know about interpreting</li> <li>● Interpreting skills (a review)</li> </ul>



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		23 <sup>th</sup>	<ul style="list-style-type: none"> <li>Preparation part I: learning to analyze more quickly, listening for sense</li> </ul>
	March	28-30 <sup>th</sup>	<b>Holy Week</b>
3	April	4 <sup>th</sup>	<p>Synchronous class</p> <ul style="list-style-type: none"> <li>Preparation part II: visualizing, sequences, figures, ideas association, passive memories, reaction, the right words.</li> <li>Speech Analysis: Written texts in mother tongue and foreign language the interpretation process.</li> </ul>
		6 <sup>th</sup>	<p>Asynchronous activities and synchronous class</p> <ul style="list-style-type: none"> <li>Types of interpretation and the different settings</li> <li>Recognizing and splitting ideas: Written texts in mother tongue and foreign language</li> </ul>
4	April	11 <sup>th</sup>	<p>Synchronous class</p> <ul style="list-style-type: none"> <li>The beginning of notes: Written texts in mother tongue and foreign language</li> </ul>
		13 <sup>th</sup>	<p>Asynchronous activities and synchronous class</p> <ul style="list-style-type: none"> <li>Codes of Ethics</li> <li>Consecutive interpretation practice</li> </ul>
5	April	18 <sup>th</sup>	<p>Synchronous class</p> <ul style="list-style-type: none"> <li>Links: Written texts in mother tongue and foreign language</li> <li>Begin reproducing speeches from notes</li> <li><b>News round-up presentations 1 (groups 1&amp;2)</b></li> </ul>
		20 <sup>th</sup>	<p style="text-align: center;"><b>IFGE Professional Encounters at Campus Pacífico UCR</b></p> <ul style="list-style-type: none"> <li>Consecutive interpretation practice</li> </ul>
6	April	25 <sup>th</sup>	<p>Synchronous class</p> <ul style="list-style-type: none"> <li><b>News round-up presentations 1 (groups 3&amp;4)</b></li> <li>Consecutive interpretation practice</li> </ul>
		27 <sup>th</sup>	<p>Asynchronous activities and synchronous class</p> <ul style="list-style-type: none"> <li>Sight Translation into Spanish practice</li> <li><b>News round-up presentations 1 (groups 5&amp;6)</b></li> <li>Prepare ROLE PLAY</li> </ul>
7	May	2 <sup>nd</sup>	<p>Synchronous class</p> <ul style="list-style-type: none"> <li>Consecutive interpretation</li> <li>The importance of glossaries</li> </ul>
		4 <sup>th</sup>	<p>Asynchronous activities and synchronous class</p> <ul style="list-style-type: none"> <li><b>News round-up presentations 1 (groups 7&amp;8)</b></li> <li>Role plays with consecutive interpretation practice</li> </ul>



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<b>8</b>	May	9 <sup>th</sup>	Synchronous class <ul style="list-style-type: none"> <li>● Consecutive interpretation practice</li> <li>● Deliver classmate's feedback</li> </ul>
		11 <sup>th</sup>	<ul style="list-style-type: none"> <li>● Asynchronous activities and synchronous class</li> <li>● Sight Translation practice 1 (into English)</li> </ul>
<b>9</b>	May	16 <sup>th</sup>	Synchronous class <ul style="list-style-type: none"> <li>● <b>Consecutive interpretation evaluation (half of the class)</b></li> </ul>
		18 <sup>th</sup>	Asynchronous activities and synchronous class <ul style="list-style-type: none"> <li>● Sight Translation practice 2 (into Spanish)</li> <li>● <b>Logbooks delivery and comments session</b></li> <li>● <b>Consecutive interpretation evaluation (half of the class)</b></li> </ul>
<b>10</b>	May	23 <sup>rd</sup>	Synchronous class <ul style="list-style-type: none"> <li>● <b>Sight translation evaluation (E/S all the class)</b></li> <li>● Simultaneous interpretation practice</li> </ul>
		25 <sup>th</sup>	Asynchronous activities and synchronous class <ul style="list-style-type: none"> <li>● <b>News round-up presentations 2 (groups 1&amp;2)</b></li> <li>● <b>Logbooks delivery and comments session</b></li> <li>● Simultaneous interpretation practice</li> </ul>
<b>11</b>	May	30 <sup>th</sup>	Synchronous class <ul style="list-style-type: none"> <li>● Simultaneous interpretation practice</li> <li>● <b>News round-up presentations 2 (groups 3&amp;4)</b></li> </ul>
		1 <sup>st</sup>	<ul style="list-style-type: none"> <li>● Asynchronous activities and synchronous class</li> <li>● <b>News round-up presentations 2 (groups 5&amp;6)</b></li> <li>● Simultaneous interpretation practice</li> </ul>
<b>12</b>	June	6 <sup>th</sup>	Synchronous class <ul style="list-style-type: none"> <li>● Simultaneous interpretation practice</li> </ul>
		8 <sup>th</sup>	<ul style="list-style-type: none"> <li>● Asynchronous activities and synchronous class</li> <li>● <b>News round-up presentations 2 (groups 7&amp;8)</b></li> </ul>
<b>13</b>	June	13 <sup>th</sup>	Synchronous class <ul style="list-style-type: none"> <li>● Simultaneous interpretation practice</li> <li>● <b>Technical speech with interpretation practice</b></li> </ul>
		15 <sup>th</sup>	<ul style="list-style-type: none"> <li>● Asynchronous activities and synchronous class</li> <li>● <b>Technical speech with interpretation practice</b></li> <li>● Simultaneous interpretation practice</li> </ul>
<b>14</b>	June	20 <sup>th</sup>	Synchronous class <ul style="list-style-type: none"> <li>● <b>Technical speech with interpretation practice</b></li> </ul>



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		22 <sup>th</sup>	Asynchronous activities and synchronous class <b>Technical speech with interpretation practice</b>
<b>15</b>	June	27 <sup>th</sup>	Synchronous class ● <b>Logbooks delivery and comments session</b>
		29 <sup>th</sup>	Asynchronous activities and synchronous class ● <b>Simultaneous interpretation evaluation (half of the class)</b>
<b>16</b>	July	4 <sup>th</sup>	Synchronous class ● <b>Logbooks delivery and comments session</b>
		6 <sup>th</sup>	Asynchronous activities and synchronous class ● <b>Simultaneous interpretation evaluation (half of the class)</b>
<b>17</b>	July	11 <sup>th</sup>	
		13 <sup>th</sup>	

**Groups Presentations Timetable**

Group number		Date	E/ S	S/ E
1. Isaac/ Edwin	2. Carlos / Rigo	April 18th	X	
3. Milagro / José R/ María Fernanda	4. Michelle/ Sofía / María Emilia	April 25th	X	
5. Angelica / Marcia / Kathleen	6. Keisy / Karen / Irene	April 27th	X	
7. José V/ Andrey / Leonardo	8. Sharon / Johanna	May 4th	X	
1. Isaac/ Edwin	2. Carlos / Rigo	May 23rd		X
3. Milagro / José R/ María Fernanda	4. Michelle/ Sofía / María Emilia	May 25th		X
5. Angelica / Marcia / Kathleen	6. Keisy / Karen / Irene	May 30th		X
7. José V/ Andrey / Leonardo	8. Sharon / Johanna	June 1st		X

**Some possible topics for technical speech**

Language structure differences  
Cultural values causing misunderstandings.  
Vocabulary issues because of TL variants.  
Lack of cultural awareness.  
Difficulty hearing the speakers.  
Difficulty Interpreting tone and voice  
Working under pressure  
Lack of knowledge on the interpreting topic

Interpreting topics that are against your opinion  
People skills  
Cultural diversity knowledge in the TL and SL  
Sight translation for legal texts  
Accreditation  
Empathy  
Foul language management

**Note: students can propose a topic, too.**



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**Short Assignments**

<p><b>1. News round-up presentations (2)</b> See dates in the table above.</p>	<p>10%</p>	<ul style="list-style-type: none"> <li>▪ This is a group assignment (2-3 people).</li> <li>▪ Students will read articles on current news, either in Spanish or English.</li> <li>▪ Every week two groups will be called to present a summary on the news read during the week.</li> <li>▪ Each group will present two times during the semester.</li> <li>▪ One presentation will be in Spanish of news read in English, and the other presentation will be in English of news read in Spanish.</li> <li>▪ It must be 3 to 4 minutes long (it is short!).</li> <li>▪ This task will be done synchronously only for the groups assigned for each session. The other participants are not required to be in this part of the session.</li> </ul>
<p><b>2. New round-up interpretation (2)</b> See dates in the table above.</p>	<p>10%</p>	<ul style="list-style-type: none"> <li>▪ This is a group assignment (2-3 people).</li> <li>▪ This task is related to the previous task. Each group will interpret the other groups' news.</li> <li>▪ Each group will present two times during the semester.</li> <li>▪ This task will be done synchronously only for the groups assigned for each session. The other participants are not required to be in this part of the session.</li> </ul>
<p><b>3. Sight translation (1)</b> <b>May 23rd</b></p>	<p>10%</p>	<ul style="list-style-type: none"> <li>▪ After practicing sight translation in class in English and Spanish, there would be one sight translations into Spanish.</li> <li>▪ Participants will be given the text at the beginning of the class to have time to read and analyze vocabulary, content, style, and meaning.</li> <li>▪ Participants will be given extra time to comment the text with classmates.</li> <li>▪ Include unknown terminology in your logbook /glossary. There is a 5% preparation in group (1 grade for the whole group), and a 5% of individual grade</li> <li>▪ Then, you will be given time to record your sight translation.</li> <li>▪ The recordings will be uploaded to the class Google drive</li> </ul>
<p><b>4. Technical speech out of consecutive note form</b> <b>June 13 and 15<sup>th</sup>, 20<sup>th</sup> and 22<sup>nd</sup> (1/4)</b></p>	<p>5%</p>	<ul style="list-style-type: none"> <li>▪ Prepare a speech in which you explain a technical issue.</li> <li>▪ Research the subject and understand it.</li> <li>▪ Plan your speech and prepare notes in consecutive note-taking style and use then to give your speech.</li> <li>▪ A picture of the notes must be sent to the teacher previous the speech presentation.</li> <li>▪ It must be 3 to 4 minutes long (it is short!).</li> </ul>





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<p><b>of the group each day)</b></p>		<ul style="list-style-type: none"> <li>▪ You will give your speech to the class as a classmate will be interpreting (interpretation assignment #5).</li> <li>▪ You will be recorded.</li> <li>▪ The camera must be on.</li> <li>▪ No need to use visual aids.</li> </ul>
<p><b>5. Interpreting exercises and analysis</b></p> <p><b>June 13 and 15<sup>th</sup>, 20<sup>th</sup> and 22<sup>nd</sup> (1/4 of the group each day)</b></p>	<p>10%</p>	<p>This task has 2 parts. First, interpret a classmate’s speech (assignment #4):</p> <ul style="list-style-type: none"> <li>▪ The speech and your interpretation will be recorded.</li> </ul> <p>Then, analyze your interpretation:</p> <ul style="list-style-type: none"> <li>▪ Listen to the recording and analyze your performance based on a form that will be provided.</li> </ul> <p>Appointments will be given for this task in class time. The other participants are not required to be in this part of the session.</p>