

1. Course Description

Course Title: Cross-cultural competence in community interpreting

Course Description: Community interpreting, as a form of dialogue interpreting (联络口译 in Chinese), enables face to face communication between people who do not share a common language but still need to communicate in public services. Community interpreters need to master two languages in order to interpret accurately between them, but also need to develop an intercultural competence, so that they can prevent misunderstanding caused by different habits, norms or cultural values. The present course specifically focuses on the development of intercultural skills for communication by means of the practice of community interpreting. The course will base on seminars by the instructor, where students will practice through various kinds of activities (analysis of case studies and critical situations, roleplays, etc.). Various settings of community interpreting (healthcare interpreting, court interpreting, police interpreting, etc.) will be included in the seminars. Assessment will be formative, including students' attendance (10%), class participation, or a final paper.

Course Language: Spanish or English (the instructor can adapt)

Level of students: Junior & Above

2. Course Syllabus

Name of the instructor: Mireia Vargas-Urpi

Course description including objectives:

Community interpreting, as a form of dialogue interpreting (联络口译 in Chinese), enables face to face communication between people who do not share a common language but still need to communicate in public services. Community interpreters need to master two languages in order to interpret accurately between them, but also need to develop an intercultural competence, so that they can prevent misunderstanding caused by different habits, norms or cultural values. The present course specifically focuses on the development of intercultural skills for communication by means of the practice of community interpreting. The course will base on seminars by the instructor, where students will practice through various kinds of activities (analysis of case studies and critical situations, roleplays, etc.).

Objectives – Students will be required to:

- 1.) Analyse communicative events between persons from different cultural and linguistic backgrounds;
- 2.) Describe the practice of community interpreting in various settings;
- 3.) Identify the competences required in community interpreting;

- 4.) Identify cultural differences in various settings (healthcare, education, social services, court, etc.);
- 5.) Analyse non-verbal communication and its differences among cultures;
- 6.) Explain how the intercultural competence is used by community interpreters to mediate in case of intercultural differences;
- 7.) To use relevant references to explain intercultural communication in face to face interactions.

Topic or topics for each session

Session 1: **Introduction to community interpreting.** The specific case of community interpreting in Europe, USA, Australia and Canada. Codes of ethics and ethical dilemmas. Analysis of case studies.

Session 2: **Competences for community interpreting.** The intercultural competence. Theories of intercultural communication and examples of intercultural mediation in community interpreting situations. Roleplays.

Session 3: **Non-verbal communication.** Definition of non-verbal communication and classification of non-verbal signs. The differences in non-verbal communication in different countries. Analysis of videos considering non-verbal communication and identification of culture-loaded non-verbal signs.

Session 4: **Research in community interpreting.** Examples of research in community interpreting considering cultural aspects. Methods and results. Draft and discussion of possible papers on this topic.

Session 5: **Healthcare interpreting.** Cultural values related to healthcare in China vs. Western traditions (with a special focus on Spanish healthcare). Identification of cultural differences in specific healthcare situations where interpreting is required. Analysis of case studies and roleplays.

Session 6: **Court and police interpreting.** Court and police interpreting in Spain and the UK. The role of the interpreter in these situations. Possibilities for intercultural mediation. Hofstede's theories (collectivism vs. individualism, etc.) and Hall's theories (high-context, low-context). Debate and roleplays.

Session 7: **Interpreting in schools in Spain.** Expanding the role of the interpreter: the

interpreter as intercultural mediator. Design of protocols or activities for schools to foster intercultural awareness.

Session 8: **Emotional aspects of community interpreting.** Gudykunst's theory about Anxiety/Uncertainty Management in intercultural communication. Empathy and emotional impact in community interpreting. Overview of the course and summary activities.

Teaching methods: Seminars. The sessions will include brief lectures by the instructor and practical activities such as analysis and discussion of case studies and critical situations, roleplays, etc.

Assessment: Assessment will be formative, including students' attendance (10%), class participation, or a final paper.

Recommended readings

- Bi Jiwan (毕继万) (1999). *Kuawenhua Feiyuyan Jiaoji* (跨文化非语言交际). Waiyu Jiaoxue yu Yanjiu Chubanshe. Beijing.
- Brosnahan, Leger (1991). *Zhongguo he Yingyu Guojia Feiyuyan Jiaoji Duibi* (中国和英语国家非语言交际对比 Chinese and English Gestures: Contrastive Nonverbal Communication). Beijing Yuyan Xueyuan Chubanshe. Beijing.
- Gudykunst, William B. (2004). *Bridging Differences: Effective Intergroup Communication*. Sage Publications, Inc. California.
- Hale, Sandra (2007). *Community Interpreting*. Palgrave MacMillan.
- Scollon R., Scollon, S. (1995). *Intercultural Communication: A Discourse Approach*. Oxford: Blackwell
- Vargas-Urpi, Mireia (2013). Coping with nonverbal communication in public service interpreting with Chinese immigrants. *Journal of Intercultural Communication Research*, vol. 42, n. 4, 340-360.

