



Adam Mickiewicz University in Poznań

Doctoral School of Languages and Literatures



Bilingual and cognitive processing in translation and interpreting

dr hab. Paweł Korpala

Sciences/ discipline	Humanities / Linguistics
Type of classes	workshop
Language of instruction	English
The number of hours + form of passing classes	15 hours / credit of a grade
Purposes of classes	<p>This course aims to look at the processes of translation and interpreting, with a special focus on the interplay between language and cognition. Among others, we will discuss cross-language activation, multitasking, and the processing of cognitively demanding content – all of them in the context of translation and interpreting. A selection of research methods applied in CTIS (Cognitive Translation and Interpreting Studies) will also be discussed.</p> <p>For successful completion of the course, students are required to actively participate in all activities and deliver an oral presentation on a selected aspect of translation or interpreting.</p>
Learning contents	<ul style="list-style-type: none">• Cognitive Translation and Interpreting Studies (CTIS)• Research methods in CTIS• Bilingual and cognitive processing in translation• Bilingual and cognitive processing in interpreting
Entry requirements	<p>English language proficiency at B2 level or higher. This is a theoretical course, <u>not</u> a practical translation workshop. The command of Polish is <u>not</u> a prerequisite.</p>
Learning outcomes	

		Verification methods:
<p>In terms of knowledge: A person who has completed classes knows and understands:</p> <p>the achievements of world science in the discipline in which the education takes place, as well as the paradigms and directions of development of this discipline, in a way that enables their creative and innovative development and their verification within the framework of research projects undertaken [E_W01];</p> <p>at an advanced level research methodology appropriate for the discipline of science in which education takes place, which allows for proper selection of research theories and tools and their effective application and modification within the framework of own research [E_W02];</p> <p>fundamental dilemmas of contemporary civilization and the role of science, especially in the field of education, in solving them [E_W08]</p>		presentation
<p>In terms of skills: A person who has completed classes is able to:</p> <p>use knowledge from various disciplines of science to creatively identify, formulate and innovatively solve complex research problems or perform advanced research tasks. In particular, he/she is able to: define the objectives and the subject of scientific research, formulate research hypotheses, develop research methods, techniques and tools and apply them creatively and effectively, draw conclusions on the basis of scientific evidence [E_U01];</p>		presentation
<p>In terms of social competences: A person who has completed classes is prepared to:</p> <p>fulfilling social obligations as a researcher; initiating actions in favour of the public interest, <i>inter alia</i>, through appropriate dissemination of scientific achievements in society. Furthermore, he/she is ready to take actions leading to the development of civil society based on knowledge [E_K03];</p> <p>continuous improvement of professional competence and personal development, in particular by tracking and analyzing the latest developments in the represented scientific discipline [E_K05]</p>		presentation
Literature	<ul style="list-style-type: none"> García, A. M. 2019. <i>The neurocognition of translation and interpreting</i>. Amsterdam/Philadelphia: John Benjamins Publishing Company. 	

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| | <ul style="list-style-type: none">• Gile, D. 2009. <i>Basic concepts and models for interpreter and translator training</i> (Revised edition). Amsterdam/Philadelphia: John Benjamins Publishing Company.• Pöchhacker, F. 2004. <i>Introducing Interpreting Studies</i>. London: Routledge.• Shreve, G. M. and Angelone, E. 2010. <i>Translation and cognition</i>. Amsterdam/Philadelphia: John Benjamins Publishing Company.• Woumans, E., Ceuleers, E., Van der Linden, L., Szmalec, A. and Duyck, W. 2015. "Verbal and nonverbal cognitive control in bilinguals and interpreters", <i>Journal of Experimental Psychology: Learning, Memory, and Cognition</i>, 41(5), 1579. |
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