

Course Title: TRAN3040 Consecutive Interpreting: Putonghua-English

接續傳譯：普通話－英語

Course Description

This course provides intensive training on consecutive interpreting techniques between Putonghua and English, which include short-term memory training, active listening, paraphrasing, note-taking and message reconstitution. Students are required to conduct research and compile glossaries on prescribed interpreting topics.

本科集中訓練普通話與英語互譯之接續傳譯技巧，進行短期記憶、積極聆聽、概述能力、筆記方法、語意重整等練習。學生亦須就各類傳譯專題搜集資料，學習積累及編纂術語詞彙。

Course learning outcome

1. To understand principles and process of consecutive interpreting between Putonghua and English;
2. To improve skills for active listening, short-term memory, paraphrasing, note-taking and public speaking;
3. To be able to do consecutive interpreting of speeches of general topics at relatively long intervals with accuracy and fluency;
4. To develop strategies for common speech genres in consecutive interpreting.

Course syllabus

1. Listening comprehension: identification of thought groups;
2. Active listening;
3. Enhancing short-term memory;
4. Note-taking;
5. Summary interpreting;
6. Building interpreter's glossary;
7. Preparation and research for an interpreting task;
8. CI strategies for speech genres: ceremonial speeches, reports, briefings, interviews, debates and question-and-answer sessions.

Assessment type and percentage

Assessment Type options(from CUSIS)	Percentage
1. Essay test or exam	30%
2. Essays	
3. Lab reports	
4. Other	50%
5. Presentation	20%
6. Selected response test or exam	
7. Short answer test or exam	

Feedback for evaluation

Students are welcome to provide their feedback on the course through 歡迎學生透過以下途徑發表課程意見

- mid-term questionnaires 學期中問卷調查
- end-of-term questionnaires 學期尾問卷調查
- emails 電郵

Required readings

1. Gillies, Adrew (2005). *Note-taking for Consecutive Interpreting – A Short Course*. St Jerome Pub.
2. 鄭仰平 (1991)。〈連續傳譯筆記〉。劉靖之編《翻譯新論集》。香港：商務印書館，頁 284-292。
3. 劉敏華 (2012)。《逐步口譯與筆記》。台北：書林。

Recommended readings

1. Dam, Helle V. (2002). "Lexical Similarity vs Lexical Dissimilarity in Consecutive Interpreting: A Product-Oriented Study of Form-Based vs Meaning-Based Interpreting". In Franz Pochhacker and Miriam Shlesinger (eds). *The Interpreting Studies Reader*. London; New York: Routledge, 266-277.
2. Durban, Chris. (2004). "Demanding Clients State Their Case: Comments on the Client Round Table at La Rochelle (SFT universite d'ete, July 2002)". *JoSTrans - The Journal of Specialised Translation* 01 (Online): <http://www.jostrans.org/issue01/articles/durban.htm>.
3. Gile, Daniel (1995). *Basic Concepts and Models for Interpreter and Translator Training*. Amsterdam: J. Benjamins Pub. Co.

4. Wadensjo, Cecilia (2002). "The Double Role of a Dialogue Interpreter". In Franz Pochhacker and Miriam Shlesinger (eds). *The Interpreting Studies Reader*. London; New York: Routledge, 254-371.
5. 徐亞男、李建英 (1998)。《外事翻譯》。北京：世界知識出版社。
6. 張建威 (2004)。《出賣口譯天機》。大連：大連理工大學出版社。
7. 劉和平 (2001)。《口譯技巧--思維科學與口譯推理教學法》。北京：中國對外翻譯出版公司。
8. 周兆祥，陳育沾 (1988)。《口譯的理論與實踐》。香港：商務。