

**Course Title: TRAN3150 Simultaneous Interpreting: Cantonese-English 同聲傳譯：粵語－英語**  
(Old course title: TRAN4150 Simultaneous Interpreting: Chinese-English 同聲傳譯：中—英)

### **Course Description**

This course provides progressive training on the basic techniques of simultaneous interpreting between Cantonese and English, which include shadowing, memory retention, anticipation, and skills for instantly processing and communicating messages. Special attention is given to the fundamental grammatical, syntactical and cultural differences between Putonghua and spoken English in the training of all these techniques.

本科旨在訓練學生逐步掌握粵語與英語互譯之同聲傳譯基本技巧。同學將進行「如影隨形」（即時同語複述及概述）及記憶練習，培養自身對講稿的預測能力，並學習各種瞬間理解並轉達訊息的技巧。課程亦著重探討粵語和英語口語在文法、語法及文化背景上差異，輔助以上技巧訓練。

### **Course learning outcome**

1. To understand principles and process of simultaneous interpreting between Cantonese and English;
2. To develop a self-training routine for a simultaneous interpreter that involves exercises on active listening, shadowing, split-attention, paraphrasing, sight translation and public speaking;
3. To be able to do simultaneous interpreting of speeches of general topics with moderate accuracy and fluency;
4. To develop strategies for specialized topics in simultaneous interpreting;
5. To be able to work in pairs effectively with another simultaneous interpreter.

### **Course syllabus**

1. Professional ethics of the simultaneous interpreter;
2. Active Listening;
3. Shadowing and rephrasing;
4. Retention and abstraction;
5. Split-attention exercises;
6. Advanced sight translation;
7. Skills for processing and restructuring information for simultaneous interpreting;
8. Fundamental differences between Cantonese and English speeches;
9. Colloquialism in Cantonese and accents of English;
10. Building interpreter's glossary;
11. Preparation and research for an interpreting task;
12. Teamwork in simultaneous interpreting;
13. Specialized interpreting topics.

## 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. 林超倫 (2004)。《實戰口譯》。北京：外語教學與研究出版社。
2. 仲偉合 (2008)。《英語同聲傳譯教程》。北京：高等教育出版社。

## Recommended readings

1. Chernov, Ghelly V. (2004). *Inference and Anticipation in Simultaneous Interpreting: A Probability-prediction Model*. Amsterdam/Philadelphia: John Benjamins.
2. Barik, H. C. (1971). "A Description of Various Types of Omissions, Additions, and Errors of Translation Encountered in Simultaneous Interpreting". *Meta* 16:4, 199-210.
3. Bowen, David and Margareta Bowen (eds.) (1990). *Interpreting Yesterday, Today, and Tomorrow*. Binghamton: State University of New York at Binghamton (SUNY).
4. Garzone, G. & Viezzi, M. (2002). *Interpreting in the 21st Century: Challenges and Opportunities*. Amsterdam/Philadelphia: John Benjamins.
5. Gile, D. (1995). *Basic Concepts and Models for Interpreter and Translator Training*. Amsterdam/Philadelphia: John Benjamins.

6. Pöchhacker, Franz and Miriam Shlesinger (eds.) (2002). *The Interpreting Studies Reader*.  
London/New York: Routledge.
7. Setton, R. (1999). *Simultaneous interpreting: A Cognitive-Pragmatic Analysis*.  
Amsterdam/Philadelphia: John Benjamins.