

Course Title: TRAN4050 Advanced Interpreting 高級傳譯

Course Description

This course explores the principles and techniques of two common modes of interpreting: consecutive interpreting and simultaneous interpreting. The students are expected to interpret between Chinese and English for speeches in political, economic, business, medical, cultural and other social settings in the context of Hong Kong and the Mainland China. Students will also learn to conduct in-depth research for an interpreting topic and to discuss critically the work ethics and roles of interpreters.

本科深入探討接續傳譯及同聲傳譯兩種主要傳譯模式的原則及技巧，提供中—英及英—中密集傳譯訓練。練習材料涉及香港及中國內地之政治、經濟、商業、文化等社會議題。同學亦會學習為各類傳譯話題進行深度資料蒐集，並討論傳譯員的職業道德及社會角色。

Course learning outcome

1. To be equipped with diverse skills for consecutive interpreting and simultaneous interpreting between English and Chinese;
2. To be able to process difficult ideas and arguments in Chinese and English speech for oral delivery into either of the two languages;
3. To be able to conduct in-depth, systematic preparation and research for an interpreting task;
4. To be able to interpret bi-directionally in a political, medical, business and other social settings in the context of Hong Kong and the Mainland China.

Course syllabus

1. Intensive training on basic interpreting skills between Chinese and English: active listening, paraphrasing, shadowing, sight translation, CI and SI;
2. Interpreting for governmental and diplomatic affairs, e.g. in meetings of the Legislative Council and press briefing of the Ministry of Foreign Affairs;
3. Interpreting for medical and environmental issues, e.g. in press release and reports from related governmental departments and discussions in international conferences;
4. Interpreting for macro-economic issues, e.g. in summits and conferences of the WTO, APEC, BRIC and etc.;
5. Interpreting for business negotiations;

6. Interpreting for cultural matters, e.g. in the UNESCO and UN Women conferences, releases and interviews in HKAFF and etc.;
7. Interpreting for local affairs, e.g. meetings in Heung Yee Kuk, police interrogation, and communications in social services;
8. Escort interpreting in a field trip;
9. Building and developing an interpreter's glossary;
10. Preparation and research for an interpreting task;
11. Speech analysis: Cantonese, Putonghua and English;
12. Research issues and frameworks in interpreting studies;
13. Critical study of the role of interpreter in Hong Kong and China.

Assessment type and percentage

(*Please note that the Assessment Type options are “mandatory” by the CUSIS system, no additional words or options can be added)

Assessment Type options(from CUSIS)	Percentage
1. Essay test or exam	30% (Exam)
2. Essays	
3. Lab reports	
4. Other	50% Attendance and Participation 10% In-class tests 20% Assignments 20%
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. Anderson, R. Bruce W. (2002). "Perspectives on the Role of Interpreter". In Franz Pochhacker and Miriam Shlesinger (eds.). *The Interpreting Studies Reader*. London; New York: Routledge, 208-217.
2. Chiaro, Delia and Guiseppe, Nocella (2004). "Interpreters' Perception of Linguistic and Non-Linguistic Factors Affecting Quality: A Survey through the World Wide Web". *Meta* 49(2): 278-293.
3. Diriker, Ebru (2004). *De-/Re-contextualizing Conference Interpreting: Interpreters in the Ivory Tower?* Amsterdam; Philadelphia, Pa.: J. Benjamins.
4. Roy, Cynthia B. (2002). "The Problem with Definitions, Descriptions, and the Role Metaphors of Interpreters". In Franz Pochhacker and Miriam Shlesinger (eds). *The Interpreting Studies Reader*. London; New York: Routledge, 344-353.
5. Tirkkonen, Condit Sonja and Jääskeläinen Riitta (ed.) (2000). *Tapping and Mapping the Processes of Translation and Interpreting: Outlooks on Empirical Research*. Amsterdam; Philadelphia: J. Benjamins.
6. Kalina, S. (1992). "Discourse Processing and Interpreting Strategies—An Approach to the Teaching of Interpreting". In *Teaching Translation and Interpreting*. Amsterdam: Benjamins, 251-257.
7. Lambert, S. & B. Moser-Mercer (eds.) (1994). *Bridging the Gap. Empirical Research in Simultaneous Interpreting*. Amsterdam/Philadelphia: John Benjamins.
8. Gambier, Y., Gile, D. & Taylor, C. (1997). *Conference Interpreting: Current Trends in Research*. Amsterdam/Philadelphia: John Benjamins.
9. Kalina, S. (1994). "Analyzing Interpreters' Performance: Methods and Problems", in C. Dollerup & A. Lindegaard (eds.). *Teaching Translation and Interpreting 2: Insights, Aims, Visions. Selected Papers from the Second "Language International" Conference, Elsinore, Denmark 4-6 June 1993*. Amsterdam/Philadelphia: John Benjamins Publishing Company, 225-232.