

THE CHINESE UNIVERSITY OF HONG KONG

DEPARTMENT OF TRANSLATION

2016-17

COURSE OUTLINE

<b>COURSE CODE</b> TRAN 3140
<b>ENGLISH TITLE</b> Simultaneous Interpreting: Putonghua-English
<b>CHINESE TITLE</b> 即時傳譯：普通話－英語
<b>NUMBER OF UNITS</b> 3
<b>DESCRIPTION</b>  This course provides progressive training on the basic techniques of simultaneous interpreting between Putonghua 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. Pre-requisite: TRAN1030 or consent of instructor.

**COURSE OVERVIEW**

In this course, students will be introduced to the knowledge and practice of simultaneous interpreting. They will gain understanding of the cognitive process of SI and learn to use this knowledge to guide and reflect on their practice of SI. They will have hands-on experience with SI through exercises, and will develop abilities in dual-audio processing, multi-tasking, lineal processing, retention and anticipation. The course incorporates both individual and collaborative activities for learning and practicing SI. Students' studies will be supported by timely and individual feedback from the teacher. Through the cycle of practice, feedback and reflection, students will build on what they learn in Introduction to Interpreting ([TRAN1030](#)) and build their practical skills in simultaneous interpreting. This in turn will contribute to their deeper understanding and knowledge of simultaneous interpreting.

**LEARNING OUTCOMES**

**Introduction: optional**

The course will achieve the core goals of developing students' competencies in SI, including skills, knowledge and language. It will also develop competencies related to SI, including those relating to the practice of the profession of conference interpreting.

### **Expected learning outcomes**

At the end of the course, students will be able to:

1. Understand the cognitive process of simultaneous interpreting;
2. Perform entry-level SI tasks between Putonghua and English, including dual-audio listening, multi-tasking, chunking, anticipation, lineal processing and production of target language output.
3. Research and prepare for SI performance, in a variety of topic areas;
4. Critique their own and others' SI performance, for further independent practice and learning;
5. Understand professional ethics and industry practices.

### **Implication for learning**

The mode of study will be a mixed mode of teacher-led activities, group activities and self-practice. A diversified range of general topic source materials will be used to expose students to various types of speakers and speech types. Students are expected to participate in discussions, give feedback and presentations.

Classroom teaching will be complemented by individual and collaborative learning activities after class. An online platform of collaborative learning will be chosen to facilitate such collaboration. Mini-conferences will also be incorporated where appropriate.

### **Implication for assessment**

Assessment will give credit to achievement, progress and effort. Students' participation in both in-class and after class learning activities, submission of homework and contribution to collaborative activities will contribute towards their learning effort. Mid-term and end-of-term tests will be given as a periodic check of progress. Final tests will be weighted higher to reflect progress and achievement.

Tests will include:

1. Test 1 ST E- P
2. Test 2: SI P → E
3. Test 3: SI E → P; SI P → E.

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## **LIST OF TOPICS**

Topics will include the following, with reference to the Putonghua/English pair:

Introduction to SI;  
 Cognitive aspects of SI  
 Shadowing, multi-tasking, and dual-audio processing  
 Chunking and linear processing  
 Ear-voice span and retention  
 Retour interpreting  
 Research, preparation and glossary work for SI  
 Building SI skills on a variety of speech topics and types  
 SI in the conference setting  
 Professional ethics and industry practices

### LEARNING ACTIVITIES

Lecture	Tutorial	Others: Homework and out-of-class practice
Hours per week 1 hr. 45 min.	Hours per week 45 min.	<b>Hours per week</b>

### ASSESSMENT SCHEME

Task nature	Weight
Effort: classroom participation/homework	30%
Test 1: ST E-P	10%
Test 2: SI P → E	10%
Tests 3: SI E → P;	25%
SI P → E.	25%

### RECOMMENDED LEARNING RESOURCES

1. Gerver, D. (1969). The Effects of Source Language Presentation rate on the Performance of simultaneous conference interpreters. In Foulke, E. (ed.) *Proceedings of the 2nd Louisville Conference on Rate and/or Frequency of Controlled Speech*. Louisville, KY: University of Louisville, 1969, 162-184.
2. Gerver, D. (1976). Empirical Studies of Simultaneous Interpreting: A Review and a Model. In R. Brislin (ed.), *Translation. Application and Research*. New York: Gardner Press.
3. Gile, D. (1997). Conference Interpreting as a Cognitive Management Problem, in Danks et

al. (eds.) *Cognitive Processes in Translation and Interpreting*, Thousand Oaks/London/New Delhi: Sage Publications.

4. Jiang, H. (2013) The Interpreter's Glossary in Simultaneous Interpreting – A Survey. In *Interpreting*, Volume 15, Issue 1, 2013, 74 –93.
5. Li, C. (2010). Coping Strategies for Fast Delivery in Simultaneous Interpretation, [http://www.jostrans.org/issue13/art\\_li.php](http://www.jostrans.org/issue13/art_li.php)
6. Moser-Mercer, B. (1978). Simultaneous Interpretation: A Hypothetical Model and its Practical Application. In D. Gerver & H. Wallace Sinaiko (eds.), *Language Interpretation and Communication* (proceedings of the NATO symposium on language interpretation and communication, Venice, 1977.) (NATO Conference Series Volume 6 ed., pp. 353-368). New York: Plenum Press.
7. Pöchhacker, F. and Shlesinger, M. (eds.) (2002). *The Interpreting Studies Reader*. London/New York: Routledge.

Web resources:

8. Clare Donovan: Interpreting into a B Language, AIIC training seminar, 2011. <http://epresence.univ-paris3.fr/1/Watch/81.aspx>
9. [www.aiic.net](http://www.aiic.net) (International Association of Conference Interpreters)
10. [http://www.nationalnetworkforinterpreting.ac.uk/tasks/int\\_skills/player.html](http://www.nationalnetworkforinterpreting.ac.uk/tasks/int_skills/player.html)  
National Network for Interpreting (UK)

**FEEDBACK FOR EVALUATION**

Students are welcome to provide feedback on the course through

- mid-term questionnaires
- end-of-term questionnaires
- emails

**COURSE SCHEDULE**

Week	Topic	Activities/Requirements
1	<ul style="list-style-type: none"><li>● Introduction to SI</li><li>● Experiencing multi-tasking in SI: dual-audio processing</li></ul>	<ul style="list-style-type: none"><li>● Shadowing</li><li>● Individual exercises, reflection and feedback</li></ul>

2	Introducing chunking and linear processing	<ul style="list-style-type: none"> <li>• Sight translation E → P</li> <li>• SI with impromptu/slow speeches</li> </ul>
3	<ul style="list-style-type: none"> <li>• Test 1 E → E</li> </ul> Enhancing dual-audio processing/chunking and linear processing	<ul style="list-style-type: none"> <li>• Sight translation E → P</li> <li>• SI with impromptu/slow speeches</li> <li>• Reading: Gile (1997)</li> </ul>
4	Introducing anticipation	<ul style="list-style-type: none"> <li>• Sight translation E → P</li> <li>• SI with impromptu/slow speeches</li> </ul>
6	<ul style="list-style-type: none"> <li>• Test 2 E → P</li> <li>• Introducing SI P → E</li> </ul>	<ul style="list-style-type: none"> <li>• Sight translation P → E</li> <li>• SI with impromptu/slow speeches</li> <li>• Watch: Donovan seminar</li> <li>• Journal: Self-assessment of Test 1 performance</li> </ul>
7	Enhancing SI P → E	<ul style="list-style-type: none"> <li>• Sight translation P → E</li> <li>• SI with impromptu/slow speeches</li> </ul>
8	Introducing research and preparations for SI performance	<ul style="list-style-type: none"> <li>• Prepare a glossary</li> <li>• Reading: Jiang (2013)</li> <li>• Prepare glossary for Week 9</li> </ul>
9	Enhancing SI with a chosen topic for interpreting	<ul style="list-style-type: none"> <li>• SI E → P</li> <li>• SI P → E</li> </ul> Self-reflection/group discussion/teacher feedback
10	Enhancing SI with a chosen topic for interpreting	<ul style="list-style-type: none"> <li>• SI E → P</li> <li>• SI P → E</li> </ul> Self-reflection/group discussion/teacher feedback
12	Enhancing SI with a chosen topic for interpreting	<ul style="list-style-type: none"> <li>• SI E → P</li> <li>• SI P → E</li> </ul> Self-reflection/group discussion/teacher feedback <ul style="list-style-type: none"> <li>• Reading: Li (2010)</li> </ul>
13	Enhancing SI with a chosen topic for interpreting	<ul style="list-style-type: none"> <li>• SI E → P</li> <li>• SI P → E</li> </ul> Self-reflection/group discussion/teacher feedback <ul style="list-style-type: none"> <li>• Reading: Li (2010)</li> </ul>
14	Enhancing SI with a chosen topic for interpreting	<ul style="list-style-type: none"> <li>• Mini-conference, with SI E → P and P → E</li> <li>• Self-reflection/group discussion/teacher feedback</li> </ul>
15	Test 3: SI E → P; SI P → E Wrap-up: professional ethics and development	

#### CONTACT DETAILS

<b>Professor/Lecturer/Instructor</b>	
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Name:	Jiang Hong
Office Location:	
Telephone:	
Email:	
Teaching Venue:	
Website (optional):	
Office Hours:	

<b>Teaching Assistant/Tutor</b>	
Name:	
Office Location:	
Telephone:	
Email:	
Teaching Venue:	
Website:	
Other information:	

### **COURSE ANNOUNCEMENTS**

Course announcements and materials will be posted on CU eLearning System / distributed in class (please delete as appropriate)

#### **Policy on Absenteeism**

In respect of individual courses, a student who, without permission to take leave, has been absent for a continuous period exceeding 4 weeks shall, subject to the Department Board's approval, be given Grade F for the course(s) concerned.

#### **Policy on Penalties for Late Submission of Written Work**

Late submission of written work 1-7 days: Minus **ONE** Sub-grade.

Late submission of written work beyond 7 days: The work will not be graded and **Grade F** be given.

### **ACADEMIC HONESTY AND PLAGIARISM**

(Please add relevant course-specific information if necessary)

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations.

Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed [declaration](#) that they are aware of these policies, regulations, guidelines and procedures. In the case of group projects, all students of the same group should be asked to sign the declaration, each of whom is responsible should there be any plagiarized contents in the group project, irrespective of whether he/she has signed the declaration and whether he/she has contributed directly or indirectly to the plagiarized contents.

For assignments in the form of a computer-generated document that is principally text-based and

submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the properly signed declaration will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submission. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

(rev. 06/2015)