

**THE CHINESE UNIVERSITY OF HONG KONG  
DEPARTMENT OF TRANSLATION**

**2018–19  
COURSE OUTLINE**

<b>COURSE CODE</b> TRAN6307
<b>ENGLISH TITLE</b> Simultaneous Interpreting I: P/E
<b>CHINESE TITLE</b> 即時傳譯 I (普通話/英語)
<b>NUMBER OF UNITS</b> 3
<b>DESCRIPTION</b> <p>This course teaches simultaneous interpreting at the introductory level. Students will be introduced to the practice and process of simultaneous interpreting. Sight translation will be learnt both as a skill and a transitional activity to simultaneous interpreting. Students will train in the basic skills of simultaneous interpreting, including dual-audio processing, chunking, the linear approach to text processing and anticipation. They will learn the methods of glossary preparation and research for interpreting assignments. They will also be introduced to the SI technical equipment, familiarize themselves with its operations and learn and practice booth etiquette.</p> <p>The language combination of the course is Putonghua and English. Classes are conducted in the multimedia classroom.</p>

**PRE-REQUISITES/COURSE EXCLUSIONS**

Not for students who have taken TRAN6207 Simultaneous Interpreting I: C/E.

**COURSE OVERVIEW**

This course introduces students to simultaneous interpreting. Students will familiarize themselves with the multi-channel mental process and learn to manage their processing capacity in SI. By progressing from sight translation to simultaneous interpreting, students are guided from the safe and familiar written text to focusing on the dual-audio processing of SI. By the end of the course, students should have both a conceptual understanding as well as hands-on experience with this important mode of conference interpreting.

## LEARNING OUTCOMES

- Understand the unique nature and areas of application of simultaneous interpreting;
- Command basic skills of simultaneous interpreting;
- Command basic skills of sight translation;
- Know how to operate SI equipment and work in a booth as a team-member;
- Learn to prepare oneself for an interpreting assignment;
- Know how to do simultaneous interpreting effectively of speeches of moderate difficulty.

### Implication for learning activities:

- Lectures on SI-related topics: mode, models, history, professional practices.
- In-class practice
- Group work on SI preparations
- Peer feedback
- Self-reflection and practice
- Critiquing and learning from professionals

### Implication for assessment:

Performance will be assessed on a continuous basis, giving consideration to:

- Effort: attendance and participation.
- Progress: homework and classwork
- Achievement: periodic tests

## LIST OF TOPICS

- Simultaneous interpreting history and models
- Sight translation
- Dual audio processing
- Linear processing in producing output into target language
- Ear-voice span and retention
- Anticipation
- Retour interpreting
- Dealing with “performance breakers”
- Research, preparation and glossary work for SI
- Handling the SI equipment

## ASSESSMENT SCHEME

Task nature	Weight
Homework	30%
Classwork	10%
Mid-term tests	20%
Final tests	40%

## REQUIRED READINGS

- 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.
- Gerver, D. (1976). “Empirical Studies of Simultaneous Interpreting: A Review and a Model.” In R. Brislin (ed.), *Translation: Applications and Research*. New York: Gardner Press.
- 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.
- Jiang, H. (2013). “The Interpreter’s Glossary in Simultaneous Interpreting – A Survey.” In *Interpreting*, Volume 15, Issue 1, 74 –93.
- Jones, Roderick (2002). *Conference Interpreting Explained*. Manchester, UK; Northampton, MA: St. Jerome Pub.
- Kelly, Nataly (2012). *Found in Translation: How Language Shapes Our Lives and Transforms the World*. New York: Perigee Trade.
- 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)
- Moser-Mercer, B. (1978). “Simultaneous Interpretation: A Hypothetical Model and its Practical Application.” In D. Gerver and 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., 353-368). New York: Plenum Press.
- Nolan, James (2005). *Interpretation: Techniques and Exercises (Professional Interpreting in the Real World)*. Clevedon: Multilingual Matters.
- Pöchhacker, F. and M. Shlesinger (eds.) (2002). *The Interpreting Studies Reader*. London/New York: Routledge.

### Web resources:

Clare Donovan: Interpreting into a B Language, AIIC training seminar, 2011. <http://epresence.univ-paris3.fr/1/Watch/81.aspx>

## RECOMMENDED LEARNING RESOURCES

- [www.aiic.net](http://www.aiic.net) (International Association of Conference Interpreters)
- National Network for Interpreting (UK)
- United Nation Web TV: Live and on-demand
- Annual Meetings of the New Champions, World Economic Forum

## FEEDBACK FOR EVALUATION

Students are welcome to provide feedback on the course through

- Mid-term questionnaires
- End-of-term questionnaires
- Emails

**COURSE SCHEDULE**

<b>Week</b>	<b>Topic</b>	<b>Activities/ Requirements</b>
1	Introduction to SI: history, mode and models.	Lecture Shadowing
2	Dual-audio processing	Interpreting into same language
3	Grammar of speech Linear processing	Sight translation SI E-C with slow speeches
4	Chunking	Sight translation SI E-C with slow speeches
5	Ear-voice span and retention	Sight translation SI E-C with general topic speeches
6	Integrating the component processes	Sight translation SI E-C with general topic speeches Midterm tests: sight translation E-PTH; SI E-PTH Homework: self-reflective journal
7	Introduction to retour SI	Sight translation SI C-E with general topic speeches
8	Retour SI	Sight translation SI C-E with general topic speeches Homework: peer feedback on classwork
9	Research, preparations and glossaries	Classwork: Glossary building on selected topics
10	Dealing with performance breakers: Figures, names, dates	Drills and SI with figures, names, dates. Preparations for a mock conference
11	Speaker styles	SI for speakers of different styles Homework: self-reflective journal
12	Mock conference	Learn to use the equipment
13	Final tests	Tests: SI PTH < > English

*(Tentative)***CONTACT DETAILS**

<b>Professor/Lecturer/Instructor</b>	
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## **COURSE ANNOUNCEMENTS**

Course announcements and materials will be posted on CU eLearning System / distributed in class

### **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 be given a failure grade.

## **ACADEMIC HONESTY AND PLAGIARISM**

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.