

Course Title	: Liaison Interpreting
Course Code	: TRA3228
Recommended Study Year	: 2 to 4
No. of Credits/Term	: 3
Mode of Tuition	: Tutorial
Teaching Hours	: 3-hour tutorial per week in the language laboratory
Category	: Elective (Category A)
Prerequisite	: Nil
Co-requisite	: Nil
Exclusion	: Students passed TRA3201 General Interpreting (C-E) or TRA3202 General Interpreting (E-C) are not allowed to take this course.
Exemption Requirement	: Nil

Brief Course Description:

This course is designed to lay the foundation for knowledge and skills of liaison interpreting. Liaison interpreting is often the mode of interpreting used in business, health care, social work and legal settings. Through the course, students will be trained to equip with the techniques and skills for liaison interpreting with authentic materials and in simulated settings.

Language of instruction: English / Chinese

Aims:

This course aims to provide students with an overview of liaison interpreting. Consecutive interpreting is often the chosen mode for liaison interpreting. A variety of practices of consecutive interpreting in simulated settings will be provided in order to enhance students' knowledge of the profession of liaison interpreting and ability in consecutive interpreting.

Learning Outcomes (LOs):

Upon completion of this course, students will be able to:

1. demonstrate proficiency in consecutive interpreting in different settings, including business and public service settings;
2. summarise/paraphrase ideas received in the source language and have them presented systematically and confidently in the target language to the audience;
3. analyse critically the power relations among different persons involved in the interpreting events and the linguistic register needed for those settings;
4. demonstrate a critical awareness of their own performance by identifying their strengths and weaknesses; and
5. use analytical skills and creativity in solving problems encountered during interpreting practices.

Indicative Content:

1. Knowledge and analysis of oral discourse;
2. Core interpreting skills: active listening, summarising, paraphrasing, note-taking, etc.;
3. The principles of liaison interpreting;
4. Similarities and differences in codes of practices for different interpreting settings;
5. Critical analysis of consecutive interpreting performance; and
6. Preparation of interpreting tasks, e.g., conducting background research and compiling glossaries.

Teaching Method:

Discussions, demonstration, and in-class practice.

Measurement of Learning Outcomes:

Students' progress towards the learning outcomes will be measured by means of:

1. Interpreting performance in laboratory sessions in terms of accuracy and completeness, fluency of delivery, use of language (including grammar, syntax and diction), and the quality of voice, articulation and poise; [LOs 1-5]
2. Quizzes (consecutive interpreting tasks in mock meetings); [LOs 1-5]
3. A mock conference (students will take turns playing different roles of different participants/parties involved in different settings and interpret the issues involved in those simulated settings; and [LOs 1-5]
4. An examination on consecutive interpreting from Chinese to English and vice versa in simulated business or public service settings. [LOs 1-5]

Assessment:

Examination (consecutive interpreting): 30%

Continuous assessment: 70%

- Three quizzes (45%):
 - * consecutive interpreting [5% for effectiveness of non-verbal delivery and 10% for interpreting performance] (15%)
- Mock conference (15%)
 - * Contribution and participation in the mock conference, e.g. material preparation and conference presentation (7%), and interpreting performance (8%)
- Class performance (10%)

Readings:

Angelelli, C.V. 2004. *Revisiting the Interpreter's Role: A study of Conference, Court, and Medical Interpreters in Canada, Mexico, and the United States*. Amsterdam: John Benjamins Publishing Company.

Baker, M. 2005. *Translation and Conflict: A Narrative Account*. New York: Routledge.

Bancroft, M.A. 2015. *The Community Interpreter: An International Textbook*. Columbia: Culture & Language Press.

Cambridge, J. (1999) Information Loss in Bilingual Medical Interviews through an Untrained Interpreter. *The Translator: Studies in Intercultural Communication*. 5(2): 201–219.

Corsellis, A. 2008. *Public Service Interpreting: The First Steps*. Basingstoke: Palgrave Macmillan.

Gile, D. 2009. *Basic Concepts and Models for Interpreter and Translator Training*. Amsterdam: John Benjamins.

Hale, S. 2004. *The Discourse of Court Interpreting: Discourse Practices of the Law, the Witness, and the Interpreter*. Amsterdam: John Benjamins Publishing Company.

Hale, S. 2007. *Community Interpreting*. New York: Palgrave Macmillan.

Nolan, J. 2005. *Interpretation*. Clevedon: Multilingual Matters.

Pöchhacker, F. 2004. *Introducing Interpreting Studies*. London: Routledge.

Pöchhacker, F & M. Shlesinger. 2002. *The Interpreting Studies Reader*. London: Routledge.

Schutte, Rainer. 1995. "Interpretation", in Chan Sin-wai and David. E. Pollard (Eds.), *An Encyclopedia of Translation*. Hong Kong: The Chinese University Press.

Tipton, R. 2016. *Dialogue Interpreting: A Guide to Interpreting in Public Services and the Community*. New York: Routledge.

周兆祥、陳育沾，1988，《口譯的理論與實踐》，香港：商務。

劉敏華，2008，〈逐步口譯與筆記〉。台北：書林。

Important Notes:

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.

Assessment Rubrics for Examination (30%)

	Excellent	Good	Basic	Inadequate
Accuracy (15%)	Close to perfection; one or no interpreting errors. (13-15%)	Highly effective; no more than three minor errors. (9-12%)	Generally cover major ideas, with three or four errors. Missing one or two points. (5-8%)	Weak recapture of contents, and has more than four major errors. Missing points often. (1-4%)
Articulation (5%)	Perfectly poised, clear articulation; proper volume. (5%)	Clear articulation but not as polished; slightly uncomfortable at times. (4%)	Occasionally inaudible, not projecting voice. (2-3%)	Obviously nervous and cannot be heard; monotonous. (1%)
Clarity & Pacing (5%)	Master clarity of speech; steady rate; enthusiastic; confident. (5%)	Sentences are mostly coherent, and they flow easily; comfortably paced. (4%)	Hesitant and uneven paced; some sentences are incomplete, frequent hesitant pauses. (2-3%)	Mumbles, repeated self-correction, cannot focus on the ideas presented. (1%)
Diction style (5%)	Words are chosen for their precise meaning and style. (5%)	With a few exceptions, words are chosen for their precise meaning and style. (4%)	Vocabulary is somewhat limited or inappropriate. (2-3%)	Difficulties with appropriate vocabulary; display little stylistic variation. (1%)

Note: Marks allocation is suggestive only; subject teachers can make changes where necessary.

Assessment Rubrics for Continuous Assessment (70%)

	Excellent	Competent	Basic	Inadequate
Accuracy (30%)	Close to perfection; one or no interpreting errors. (25-30%)	Highly effective; no more than three minor errors. (18-24%)	Generally cover major ideas, with three or four errors. Missing one or two points. (11-17%)	Weak recapture of contents, and has more than four major errors. Missing points often. (1-10%)
Articulation (20%)	Perfectly poised, clear articulation; proper volume.	Clear articulation but not as polished; slightly	Occasionally inaudible, not projecting voice. (8-12%)	Obviously nervous and cannot be heard; monotonous.

	(17-20%)	uncomfortable at times. (13-16%)		(1-7%)
Clarity & Pacing (10%)	Master clarity of speech; steady rate; enthusiastic; confident. (9-10%)	Sentences are mostly coherent, and they flow easily; comfortably paced. (6-8%)	Hesitant and uneven paced; some sentences are incomplete, frequent hesitant pauses. (4-5%)	Mumbles, repeated self-correction, cannot focus on the ideas presented. (1-3%)
Diction style (10%)	Words are chosen for their precise meaning and style. (9-10%)	With a few exceptions, words are chosen for their precise meaning and style. (6-8%)	Vocabulary is somewhat limited or inappropriate. (4-5%)	Difficulties with appropriate vocabulary; display little stylistic variation. (1-3%)

Note: Marks allocation is suggestive only; subject teachers can make changes where necessary.