

Course Title	: General Interpreting (P-E and E-P)
Course Code	: TRA3224
Recommended Study Year	: 2 to 4
No. of Credits/Term	: 3
Mode of Tuition	: Tutorial
Class Contact Hours	: 3-hour tutorial per week in the language laboratory
Category	: Elective (Category A)
Prerequisite	: Nil
Co-requisite	: Nil
Exclusion	: Nil
Exemption Requirement	: Nil

Brief Course Description:

Training students for interpreting between Putonghua and English, this course is designed to cater to the potential needs in a workplace for oral communication and mediation between the two languages. The content covered ranges from everyday encounters to topics of common interest in the Greater China and global contexts.

Language of instruction: English / Putonghua

Aims:

This course aims to enhance students' competence in sight translation, note-taking, and consecutive interpreting between English and Putonghua. It also focuses on the oral language skills required for interpreting, such as expressing oneself effectively and confidently in public, speaking with clarity, and summarizing other people's speeches.

Learning Outcomes (LOs):

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

1. recognise the general problems of interpreting between English and Putonghua;
2. summarise an English speech in Putonghua and give a gist English account of a Putonghua speech on various topics;
3. mediate as an interpreter using either English or Putonghua in interpreting events;
4. interpret with confidence and competence between Putonghua and English; and
5. apply typical politeness strategies in spoken Putonghua and English.

Indicative Content:

1. Introduction to verbal communication;
2. The art of public speaking;
3. Note-taking and memory training;
4. Consecutive interpreting between Putonghua and English; and
5. Sight translation between Putonghua and English.

Teaching Method:

Discussions and practice in a language laboratory

Measurement of Learning Outcomes:

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

1. Interpreting quizzes (e.g., sight translation, consecutive interpreting, and a mock conference that students are given different scenarios to perform interpreting between Putonghua and English);

2. Regular class exercises that require students to demonstrate their skills in short-term memory retention, note-taking of spoken texts and figures, oral presentation, and interpreting between English and Putonghua from the floor or at the booth;
3. A final interpreting examination with two tasks (sight translation and consecutive interpreting) between English and Putonghua.

Learning Outcomes	Assessment Methods			
	interpreting quiz	mock conference	Consecutive interpreting at booth	Final exam
recognise the general problems of interpreting between English and Putonghua	X	X	X	X
summarise an English speech in Putonghua and give a gist English account of a Putonghua speech on various topics	X		X	X
mediate as an interpreter using either English or Putonghua in interpreting events	X	X	X	X
interpret with confidence and competence between Putonghua and English	X	X	X	X
apply typical politeness strategies in spoken Putonghua and English		X	X	X

Assessment:

Examination: 30% (One-hour paper)

Continuous Assessment: 70%

Four quizzes (60%):

* Week 4: Figure interpreting (10%)

* Week 6: Consecutive interpreting (P into E): 10%

* Week 8: Consecutive interpreting at booth (10%)

* Week 10: Mock conference: (30%) (material and speech preparation 10% + interpreting 20%)

Readings:

周兆祥、陳育沾：《口譯的理論與實踐》，香港：商務印書館，1988年。

崔永祿、孫毅兵、徐正華：《實用英語口譯（英漢）新編》，天津：南開大學，1994年。

鍾述孔：《實用口譯手冊》，北京：中國對外翻譯出版公司，1995年。

戚文琴、張文、王軍編：《英語高級口譯教程》，北京：旅遊教育出版社，1997年。呂

炳華編：《漢英雙向口譯教程》，北京：北京科學出版社，2013年。

胡庚申：《怎樣學習當譯員》，北京：中國科學技術大學，1993年。

孫慧雙譯：《口譯概論》，北京：北京語言學院，1992年。

王興孫、葉興國主編：《英語口譯技巧》，上海：上海交通大學出版社，1998年。

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

Gillies, Andrew. *Note-taking for Consecutive Interpreting: A Short Course*. Manchester: St.

Jerome Publishing, 2005.

Huang Jianhua. "Translating for international conferences." In Chan Sin-wai and David. E. Pollard (Eds.), *An Encyclopedia of Translation*. Hong Kong. The Chinese University Press, 1995.

Gambier, Yves, Daniel Gile and Christopher Taylor, *Conference Interpreting: Current Trends in Research: Proceedings of the International Conference on Interpreting --What Do We Know and How?* Amsterdam: J. Benjamins, 1997.

Ilg, G. and S. Lambert, "Teaching Consecutive Interpretation." *Interpreting* 1(1), 1996, 69-99.

Lung, Rachel, "Note-taking Skills and Comprehension in Consecutive Interpretation." *Babel* 45 (4), 2000, 311-317.

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

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

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.