

# LT3375: CONSECUTIVE INTERPRETATION (ENGLISH – CHINESE)

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## Effective Term

Semester A 2022/23

## Part I Course Overview

### Course Title

Consecutive Interpretation (English – Chinese)

### Subject Code

LT - Linguistics and Translation

### Course Number

3375

### Academic Unit

Linguistics and Translation (LT)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

Other Languages

### Other Languages for Medium of Instruction

English and Chinese

### Medium of Assessment

Other Languages

### Other Languages for Medium of Assessment

English and Chinese

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

CTL4375 / LT4375 Consecutive Interpretation (English – Chinese)

**Exclusive Courses**

Nil

**Part II Course Details****Abstract**

The course aims to provide rigorous training and intensive practice in consecutive interpretation to students on a wide spectrum of topics.

**Course Intended Learning Outcomes (CILOs)**

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Demonstrate creatively up-to-date knowledge of the professional requirements of real-life interpreting in Hong Kong and the Chinese speaking world.		x	x	x
2	Conduct an organized presentation and live consecutive interpretation in Chinese and English on topics of general interest or current affairs.		x	x	x
3	Apply creatively the basic concepts and principles of interpretation to actual practice.		x	x	x
4	Demonstrate the skills and techniques for interpretation of general topics in real-life situations.			x	x
5	Proceed to training in interpretation at a more advanced level.		x	x	x

**A1: Attitude**

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

**A2: Ability**

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

**A3: Accomplishments**

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

**Teaching and Learning Activities (TLAs)**

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Teacher guided discussion on the professional requirements of interpreting in real-life situations in Hong Kong and the Chinese speaking world.	1	

2		Short talks designed creatively followed by peer evaluation and discussion with the purpose to discover what makes good presentations and interpretation.	2	
3		Weekly practice in sight translation and consecutive interpretation with authentic materials.	3, 4	
4		Weekly practice in active listening, note-taking and consecutive interpretation, with constructive feedback by teacher and in-class discussion.	3, 4	
5		Two quizzes, in addition to above activities, to gauge progress of students, with assistance to individual needs where necessary.	5	

**Assessment Tasks / Activities (ATs)**

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Mock meeting	1, 2, 3, 4, 5	30	
2	Class participation	1, 2, 3, 4, 5	20	
3	Assignments	1, 2, 3, 4, 5	10	
4	Quizzes	1, 2, 3, 4, 5	40	

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

1. Mock meeting: (Playing the role of a speaker and playing the role of an interpreter)

**Criterion**

Capacity to build up a glossary for a selected topic and organize relevant materials. Ability to deliver the speech with appropriate language and style. Ability to apply specific consecutive interpreting techniques to the live simulated interpreting service for peers.

**Excellent (A+, A, A-)**

Excellent presenting and interpreting skills

**Good (B+, B, B-)**

Good presenting and interpreting skills

**Fair (C+, C, C-)**

Acceptable presenting and interpreting skills

**Marginal (D)**

Marginally acceptable presenting and interpreting skills

**Failure (F)**

Poor presenting and interpreting skills

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**Assessment Task**

2. In-class participation

**Criterion**

Willingness to learn, ability to get involved in learning activities and contribute to class discussions; participating in relevant discovery-enriched academic activities organized by the Department of Linguistics and Translation (course instructor's permission required)

**Excellent (A+, A, A-)**

Excellent record of class attendance, frequent contributions to class discussion

**Good (B+, B, B-)**

Good record of class attendance, frequent contributions to class discussion

**Fair (C+, C, C-)**

Acceptable record of class attendance, frequent or occasional contributions to class discussion

**Marginal (D)**

Marginally acceptable record of class attendance, occasional contributions to class discussion

**Failure (F)**

Poor record of class attendance, no contributions to class discussion

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**Assessment Task**

3. Assignments

**Criterion**

Ability to apply creatively principles and concepts acquired to tasks assigned by the instructor. Ability to reflect on and assess works by interpreters of various levels.

**Excellent (A+, A, A-)**

Excellent interpreting and analysis ability

**Good (B+, B, B-)**

Good interpreting and analysis ability

**Fair (C+, C, C-)**

Acceptable interpreting and analysis ability

**Marginal (D)**

Marginally acceptable interpreting and analysis ability

**Failure (F)**

Poor interpreting and analysis ability

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**Assessment Task**

4. Quizzes

**Criterion**

Ability to perform consecutive interpreting with accuracy, confidence and ease. Ability to render the messages in the interpreting tasks with good language skills in both English and Chinese.

**Excellent (A+, A, A-)**

Excellent interpreting and language ability

**Good (B+, B, B-)**

Good interpreting and language ability

**Fair (C+, C, C-)**

Acceptable interpreting and language ability

**Marginal (D)**

Marginally acceptable interpreting and language ability

**Failure (F)**

Poor interpreting and language ability

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## Part III Other Information

**Keyword Syllabus**

- Overview of profession.
- Fundamental principles of translation.
- Creative thinking ability
- Oral speaking skills.
- Active listening skills.
- Note-taking techniques.
- Oral summary.
- Consecutive interpretation of general topics.

**Reading List**

**Compulsory Readings**

Title	
1	Gile, D. (2009). Basic concepts and models for interpreter and translator training. Amsterdam; Philadelphia: John Benjamins Publishing.

**Additional Readings**

	Title
1	Jones, Roderick. (2002) Conference interpreting explained. Manchester: St. Jerome Pub.
2	雷天放、陳菁 (2011). 口譯教程 (Challenging Interpreting: A Coursebook of Interpreting Skills). 上海：上海外語教育出版社.
3	林超倫 (2004). 實戰口譯. 北京：外語教學與研究出版社。
4	劉和平 (2005). 口譯理論與教學. 北京：中國對外翻譯出版公司
5	Phelan, Mary. (2001) The interpreter' s resource. Buffalo: Multilingual Matters.
6	楊承淑 (2000). 口譯教學研究：理論與實踐. 臺北：輔仁大學出版社.
7	仲偉合 (2007). 英語口譯基礎教程 (A Foundation Coursebook of Interpreting between English and Chinese) . 北京：高等教育出版社.
8	仲偉合、王斌華 (2009). 基礎口譯 (A foundation Coursebook of Interpreting) . 北京：外語教學與研究出版社.