

LT5605: INTERPRETATION METHODOLOGY

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Interpretation Methodology

Subject Code

LT - Linguistics and Translation

Course Number

5605

Academic Unit

Linguistics and Translation (LT)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

Other Languages

Other Languages for Medium of Instruction

English supplemented by Chinese

Medium of Assessment

Other Languages

Other Languages for Medium of Assessment

English and Chinese

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

CTL5605 Interpretation Methodology

Exclusive Courses

Nil

Part II Course Details

Abstract

The course aims to lay a firm foundation for building and developing students' interpreting skills and techniques. It provides students with an overview of the interpretation profession in Hong Kong and other parts of the world, and inculcates in students the professional ethics of a professional interpreter. This is a course where students use principles derived from the existing theoretical studies to discover for themselves possible solutions to particular problems which an interpreter may encounter in practice.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Use researched materials judiciously in presentations and interpretation practice		x	x	x
2	Present in an organized way in Chinese and English on topics of general interest			x	x
3	Apply the basic concepts and principles of interpretation to actual practice		x	x	x
4	Demonstrate the skills and techniques for interpretation of general topics			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.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Guided discussion Students will engage in discussion of basic concepts such as sight translation and how they relate to the practice of interpreting, followed by weekly practice in sight translation and consecutive interpretation.	1, 3, 4	

2		In-class activities and exercises Students will participate in practice in active listening, note-taking and consecutive interpretation, with constructive feedback by teacher and in-class discussion and they will participate in a mock meeting conducted in Chinese and/or English with students playing speakers and interpreters.	3, 4, 5	
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Class participation	1, 2, 3, 4, 5	10	-	No
2	In-class drills (sight translation, consecutive interpretation, note-taking, etc.)	1, 2, 3, 4, 5	20	Students can use GenAI tools to brainstorm, gather information, solve problems, format references, and edit language. Students should give proper acknowledgment to all the content from GenAI tools that they incorporated into the assignment and keep a journal of their GenAI conversations. Students should not present texts generated or translated by GenAI tools as their own original work.	Yes

3	Mock meeting Playing speakers at the mock meeting	1, 2	10	Students can use GenAI tools to brainstorm, gather information, solve problems, format references, and edit language. Students should give proper acknowledgment to all the content from GenAI tools that they incorporated into the assignment and keep a journal of their GenAI conversations. Students should not present texts generated or translated by GenAI tools as their own original work.	Yes
4	Playing interpreters at the mock meeting	3, 4, 5	20	-	No
5	Quiz 1 (30 minutes to 1 hour)	1, 2, 3, 4, 5	15	-	No
6	Quiz 2 (30 minutes to 1 hour)	1, 2, 3, 4, 5	25	-	No

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

Class participation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Willingness to learn, ability to get involved in learning activities and contribute to class discussions.

Excellent

(A+, A, A-) Frequent contributions to class discussion

Good

(B+, B, B-) Frequent contributions to class discussion

Fair

(C+, C, C-) Occasional contributions to class discussion

Marginal

(D) Occasional contributions to class discussion

Failure

(F) Few contributions to class discussion

Assessment Task

In-class drills (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Ability to apply various interpreting-related skills to tasks assigned in class.

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

Assessment Task

Mock meeting Playing the role of a speaker (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Capacity to organize materials relevant to the selected topic and deliver the speech with appropriate language and style.

Excellent

(A+, A, A-) Excellent presenting skills

Good

(B+, B, B-) Good presenting skills

Fair

(C+, C, C-) Acceptable presenting skills

Marginal

(D) Marginally acceptable presenting skills

Failure

(F) Poor presenting skills

Assessment Task

Mock meeting Playing the role of an interpreter (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Ability to apply consecutive interpreting techniques to the live simulated interpreting service for peers.

Excellent

(A+, A, A-) Excellent interpreting skills

Good

(B+, B, B-) Good interpreting skills

Fair

(C+, C, C-) Acceptable interpreting skills

Marginal

(D) Marginally acceptable interpreting skills

Failure

(F) Poor interpreting skills

Assessment Task

Quizzes (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

4.1 Ability to understand the source texts for interpretation. 4.2 Ability to capture clearly and systematically the main points in the message for interpretation. 4.3 Ability to deliver idiomatic interpretation

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

Assessment Task

Class participation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Willingness to learn, ability to get involved in learning activities and contribute to class discussions.

Excellent

(A+, A, A-) Frequent contributions to class discussion

Good

(B+, B) Frequent contributions to class discussion

Marginal

(B-, C+, C) Occasional contributions to class discussion

Failure

(F) Few contributions to class discussion

Assessment Task

In-class drills (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Ability to apply various interpreting-related skills to tasks assigned in class.

Excellent

(A+, A, A-) Excellent interpreting and language ability

Good

(B+, B) Good interpreting and language ability

Marginal

(B-, C+, C) Marginally acceptable interpreting and language ability

Failure

(F) Poor interpreting and language ability

Assessment Task

Mock meeting (1): (Playing the role of a speaker (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Capacity to organize materials relevant to the selected topic and deliver the speech with appropriate language and style.

Excellent

(A+, A, A-) Excellent presenting skills

Good

(B+, B) Good presenting skills

Marginal

(B-, C+, C) Marginally acceptable presenting skills

Failure

(F) Poor presenting skills

Assessment Task

Mock meeting (2): (Playing the role of an interpreter (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Ability to apply consecutive interpreting techniques to the live simulated interpreting service for peers.

Excellent

(A+, A, A-) Excellent interpreting skills

Good

(B+, B) Good interpreting skills

Marginal

(B-, C+, C) Marginally acceptable interpreting skills

Failure

(F) Poor interpreting skills

Assessment Task

Quizzes (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

4.1 Ability to understand the source texts for interpretation. 4.2 Ability to capture clearly and systematically the main points in the message for interpretation. 4.3 Ability to deliver idiomatic interpretation

Excellent

(A+, A, A-) Excellent interpreting and language ability

Good

(B+, B) Good interpreting and language ability

Marginal

(B-, C+, C) Marginally acceptable interpreting and language ability

Failure

(F) Poor interpreting and language ability

Part III Other Information

Keyword Syllabus

- overview of
- fundamental principles of translation;
- oral speaking skills,
- active listening skills,
- note-taking techniques,
- oral summary,
- consecutive interpretation of general topics.

Reading List**Compulsory Readings**

Title	
1	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.

Additional Readings

Title	
1	Chau, Simon. (1988) The theory and practice of interpreting. Hong Kong: Commercial Press.
2	Jones, Roderick. (2002) Conference interpreting explained. Manchester: St. Jerome Pub.

3	林超倫 (2004). 實戰口譯. 北京：外語教學與研究出版社。
4	劉和平編著 (2005) 口譯理論與教學 北京市：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 2000.