

# LT4377: ADVANCED CONSECUTIVE INTERPRETATION (ENGLISH - CHINESE)

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## Effective Term

Semester A 2022/23

## Part I Course Overview

### Course Title

Advanced Consecutive Interpretation (English - Chinese)

### Subject Code

LT - Linguistics and Translation

### Course Number

4377

### 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

CTL4377 Advanced Consecutive Interpretation (English - Chinese)

**Exclusive Courses**

Nil

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

The course aims to consolidate the skills and techniques which students have acquired in previous semesters in order that they may be able to pursue a career in interpreting involving English and Chinese.

**Course Intended Learning Outcomes (CILOs)**

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Translate at sight texts of a fair degree of stylistic complexity.			X	X
2	Engage in the discovery and discussion both in Chinese and English of a wide spectrum of social topics.		X	X	X
3	Interpret consecutively for speakers using authentic materials.			X	X
4	Compile bilingual glossaries of common idioms and specialized terms.		X	X	X
5	Identify the weaknesses of their peers and compare their works with that of the professional interpreters.		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	Sight translation exercises followed by creative analysis and critical discussion of common errors.	1, 5	
2	Two mock meetings to be conducted in Chinese and English respectively with students playing speakers and interpreters.	2, 3	

3		Weekly consecutive interpretation exercises using authentic materials.	3	
4		Each student to compile a bilingual glossary on current affairs.	4, 5	
5		Quizzes to gauge progress and provide special assistance, where necessary.	1, 3, 4, 5	

**Assessment Tasks / Activities (ATs)**

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)	
1	In-class exercises (sight translation and consecutive interpretation)	1	30	
2	Playing speakers at mock meetings	2	15	
3	Playing interpreters at mock meetings	3	25	
4	Class participation	1, 2, 3, 4, 5	10	
5	Quiz 1 (sight translation E-C, consecutive interpretation C-E), Quiz 2 (sight translation C-E, consecutive interpretation E-C).	1, 3, 4, 5	20	

**Continuous Assessment (%)**

100

**Examination (%)**

0

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

1. In-class exercises

**Criterion**

Ability to translate at sight and interpret consecutively materials with a fair degree of stylistic complexity

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

High

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

Significant

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

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Not even reaching marginal levels

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**Assessment Task**

2. Playing speakers at mock meetings

**Criterion**

Ability to compile bilingual glossaries, compose and deliver speeches in public

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

High

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

Significant

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

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Not even reaching marginal levels

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**Assessment Task**

3. Playing interpreters at mock meetings

**Criterion**

Ability to interpret consecutively for speeches with various topics

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

High

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

Significant

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

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Not even reaching marginal levels

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**Assessment Task**

4. Class participation

**Criterion**

Willingness to learn and ability to analyse and compare interpreting works by students and professionals; participating in relevant discovery-enriched academic activities organized by the Department of Linguistics and Translation (course instructor' s permission required)

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

High

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

Significant

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

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Not even reaching marginal levels

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**Assessment Task**

5. Quizzes

**Criterion**

Ability to interpret consecutively for speakers using authentic materials with various topics

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

High

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

Significant

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

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Not even reaching marginal levels

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## Part III Other Information

**Keyword Syllabus**

Public speaking

Oral summarizing

Note-taking

At-sight translation

Consecutive interpretation

Shadowing

Glossary compiling

Creative thinking  
 Anticipation and argumentation  
 Simulation  
 Mock meetings

### Reading List

#### Compulsory Readings

Title	
1	林超倫 (2004). 實戰口譯. 北京：外语教学与研究出版社。

#### Additional Readings

Title	
1	刘和平编著 (2005) 口译理论与教学 北京市：中国对外翻译出版公司
2	杨承淑 (2000). 口译教学研究：理论与实践. 台北：辅仁大学出版社, 2000.
3	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.
4	Jones, Roderick. (2002) Conference interpreting explained. Manchester: St. Jerome Pub.
5	Pöchhacker, F. (2004). Introducing interpreting studies. London/New York: Routledge.
6	Phelan, Mary. (2001) The interpreter' s resource. Buffalo: Multilingual Matters
7	Yan, J. X., Pan, J., Wu, H. & Wang, Y. (2013). Mapping interpreting studies: The state of the field based on articles in nine major translation and interpreting journals (2000-2010). Perspectives: Studies in Translatology, 21(3), 446-473.