Hong Kong Shue Yan University

Department of English Language & Literature

1st term, 2018 - 2019

**Course Title:** Interpreting II

### Course Code: ENG 366

**Year of Study:** 4th

**Number of Credits:** 3

**Duration in Weeks:** 15

**Contact Hours Per Week:** Lecture (1 Hour)

Language lab drills(2 Hours)

**Pre-requisite(s):** Interpreting I

**Prepared by:** LEE YUK MING

**Course Aims**

This course aims to equip students with the E-C and C-E professional interpreting skills, knowledge and ability, through intensive and rigorous training in the language laboratory and home assignments, with support from vocabulary and glossary building, plus reading of academic papers by scholars and veteran interpreters about interpreting, in particular, in a specific field.

**Course Outcomes, Teaching Activities and Assessment**

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| **Course Intended Learning Outcomes (ILOs)** | |
| Upon completion of this course students should be able to: | |
| **ILO1** | Know the approaches essential to develop a professional interpreter. |
| **ILO2** | Be equipped with the basic skills, knowledge and ability about how to do the interpreting job well and independently. (E to C and C to E) |
| **ILO3** | Know how to get prepared for an assigned interpreting task and how to do researches relating to the profession of interpreting |

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| **Teaching and Learning Activities (TLAs)** | |
| **TLA1** | Acquisition of interpreting skills pertaining to a specific field: Phonetic identification of spoken English words, idea grasping, note-taking, short-term memory, transcription, sight translation and etc. |
| **TLA2** | Listening comprehension through a linguistic approach (linked thinking, educated guess, collocation and trunk expressions) and transcription. |
| **TLA3** | Laboratory drills and home assignments on interpreting skills: Radio/TV programs (RTHK, BBC, CNN and etc.) about court news covering crimes, business disputes, employment and tenancy disputes, industrial accidents and medical malpractice; Simulated simultaneous interpretation in Legco meeting; Mock trial with witness giving evidence. |
| **TLA4** | Sight translation of court cases of various nature reported in daily newspaper and extracts of court judgments downloaded the Judiciary website. |
| **TLA5** | Preparation work for the assigned interpreting task: long term and short term |
| **TLA6** | Gleaning of glossary terms pertaining to a specific field in terms of subject matter languages. |
| **TLA7** | Researches: A study of articles extracted from translation journals or academic papers relating to interpreting, consecutive and simultaneous (E to C and C to E). |

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| **Week** | **Topic** | **Activities** |
| 1 | What is interpretation(Specific field);  Interpretation job requirements as demanded by the profession;  The interpretation work process;  Training needs and training strategy;  Identifying the major interpreting problems, e.g. diversification, unexpectedness & culture specific;  Acquisition of interpreting skills;  Listening comprehension and transcription;  Knowledge management (subject matter);  Training strategy and training needs;  The interpretation profession in Hong Kong;  Qualities essential to mode a professional interpreter; | Sight translation and consecutive interpretation drills;  Practice on note-taking techniques (E to C and C to E) – tacit simultaneous interpretation and linked thinking & educated guess; and enhancement of memory power;  Transcription to enhance listening comprehension(with learning materials from radio recording);  Phonetic identification of spoken words and idea grasping;  Vocabulary & glossary builder;  The job requirements demanded of professional interpreters  Academic views on interpretation; |
| 2 | Acquisition of interpreting skills (specific fields);  Vocabulary power and glossary pertaining to the specific field;  Note-taking and short-term memory;  Listening comprehension and transcription;  Listening problems caused by speaker’s accent;  Problems encountered in the interpreting of the various court cases;  Knowledge of subject matter;  Interpretation problems relating to a specific field or subject matter;  Preparation for interpretation jobs (long term & short term);  Reference materials relevant to the subject matter involved in interpretation;  Knowledge management;  Orientation of language proficiency for the purpose of interpreting;  Enhancement of immediate response or quick wit through preparation of bilingually matched pairs; | Sight translation and consecutive interpreting drills (specific fields);  Glossary builder pertaining to the various specific criminal offences or civil disputes and gleaning of glossary terms relating thereto (bilingually matched pairs);  Practice on note-taking techniques (specific field) (E to C and C to E) – tacit simultaneous interpretation and linked thinking & educated guess for enhancement of memory power;  Transcription drills to enhance listening comprehension (relevant audio recordings);  Phonetic identification of words and idea grasping;  Identification of phonetic features AND frequent exposure to spoken English environment;  Approaches towards solving interpretation problems (specific field) & linguistic analysis;  Design of interpretation projects pertaining to specific field;  Identifying sources of the relevant radio & TV programs as learning materials (specific field);  Gleaning and keeping a data bank of reference materials and tool books relating to the subject matter involved in the interpretation (already classified);  Design the appropriate training strategy on the basis of individual training need in terms of language capacity and knowledge of  subject matter;  Academic views on interpretation; |
| 3 | Acquisition of interpreting skills (interpretation of theft cases);  Vocabulary power and glossary pertaining to theft cases; and  Others (same as above in Week 2); | Sight translation and consecutive interpretation skills pertaining to theft offences (court news from radio/TV broadcasting stations and/or extracts from selected judgments downloaded from Judiciary website);  Glossary builder pertaining to offences of theft and gleaning of glossary terms relating to theft offences (bilingually matched pairs); and  Others same as above in Week 2; |
| 4 | Acquisition of interpreting skills (interpretation of dangerous drug cases);  Vocabulary power and glossary pertaining to dangerous drug cases; and others (same as the above in Week 2); | Sight translation and consecutive interpretation skills pertaining to dangerous drug offence (court news from radio/TV broadcasting stations and/or extracts from selected judgments downloaded from Judiciary website);  Glossary builder pertaining to dangerous drug cases and gleaning of glossary terms relating thereto (bilingually matched pairs); and  Others same as above in Week 2; |
| 5 | Acquisition of interpreting skills (interpretation of assault cases);  Vocabulary power and glossary pertaining to assaulting offences;  Others same as above in Week 2; | Sight translation and consecutive interpretation skills pertaining to assault cases (court news from radio/TV broadcasting stations and/or extracts from selected judgments downloaded from Judiciary website);  Glossary builder relating to assault cases and gleaning of glossary terms pertaining to assault cases (bilingually matched pairs); and  Others same as above in Week 2; |
| 6 | Acquisition of interpreting skills (interpretation of unlawful assembly cases);  Vocabulary power and glossary pertaining to the offence of unlawful assembly; and  Others same as above in Week 2; | Sight translation and consecutive interpretation skills pertaining to offences of unlawful assembly (court news from radio/TV broadcasting stations and/or extracts from selected judgments downloaded from Judiciary website);  Glossary builder pertaining to offences of unlawful assembly and gleaning of glossary terms relating thereto (bilingually matched pairs); and  Others same as above in Week 2; |
| 7 | Acquisition of interpreting skills (interpretation of traffic offences);  Vocabulary power and glossary pertaining to traffic offences;  Other same as above in Week 2; | Sight translation and consecutive interpretation skills pertaining to traffic offences (court news from radio/TV broadcasting stations and/or extracts from selected judgments downloaded from Judiciary website);  Glossary builder pertaining to traffic offences specific fields and gleaning of glossary terms relating thereto (bilingually matched pairs); and  Others same as above in Week 2; |
| 8 | Acquisition of interpreting skills (interpretation of sex offences – indecent assault and rape);  Vocabulary power and glossary pertaining to offence of indecent assault and rape); and  Others same as above in Week 2; | Sight translation and consecutive interpretation skills pertaining to offences of indecent assault/rape (court news from radio/TV broadcasting stations and/or extracts from selected judgments downloaded from Judiciary website);  Glossary builder pertaining to the crime of indecent assault/rape and gleaning of glossary terms relating thereto (bilingually matched pairs); and  Others same as above in Week 2; |
| 9 | Acquisition of interpreting skills (interpretation of commercial disputes cases);  Vocabulary power and glossary pertaining to commercial disputes cases (e.g. business and finance);  Others same as above in Week 2; | Sight translation and consecutive interpretation skills pertaining to commercial dispute cases (court news from radio/TV broadcasting stations and/or extracts from selected judgments downloaded from Judiciary website);  Glossary builder relating to commercial disputes & gleaning of glossary terms relating thereto (bilingually matched pairs); and  Others same as above in Week 2; |
| 10. | Acquisition of interpreting skills (interpretation of employment disputes);  Vocabulary power and glossary pertaining to litigation of employment dispute cases; and  Others same as above in Week 2; | Sight translation and consecutive interpretation skills pertaining to employment dispute cases (court news from radio/TV broadcasting stations and/or extracts from selected judgments downloaded from Judiciary website);  Glossary builder relating to employment/labour terms and gleaning of glossary terms relating thereto (bilingually matched pairs); and  Others same as above in Week 2; |
| 11 | Acquisition of interpreting skills (interpretation of tenancy dispute cases);  Vocabulary and glossary pertaining to tenancy dispute cases; and  Others same as above in Week 2; | Sight translation and consecutive interpretation skills pertaining to tenancy dispute cases (court news from radio/TV broadcasting stations and/or extracts from selected judgments downloaded from Judiciary website);  Glossary builder pertaining to tenancy dispute cases and gleaning of glossary terms relating thereto (bilingually matched pairs); and  Others same as above in Week 2; |
| 12. | Acquisition of interpreting skills (interpretation of personal injury cases of industrial accident);  Vocabulary power and glossary pertaining to personal injury cases of industrial accident; and  Others same as above in Week 2; | Sight translation and consecutive interpretation skills pertaining to personal injury cases of industrial accident (court news from radio/TV broadcasting stations and/or extracts from selected judgments downloaded from Judiciary website);  Glossary builder pertaining to industrial accident cases & gleaning of glossary terms relating thereto (bilingually matched pairs); and  Others same as above in Week 2; |
| 13 | Acquisition of interpreting skills (interpretation of medical malpractice cases);  Vocabulary and glossary pertaining to medical malpractice cases; and  Others same as above in Week 2; | Sight translation and consecutive interpretation skills pertaining to medical malpractice cases (court news from radio/TV broadcasting stations and/or extracts from selected judgments downloaded from Judiciary website);  Glossary builder pertaining to medical malpractice cases & gleaning of glossary terms relating thereto (bilingually matched pairs); and  Others same as above in Week 2; |
| 14 | Reading week | |
| 15. | Reading week | |

**Academic Honesty**

You are expected to do your own work. Dishonesty in fulfilling any assignment undermines the learning process and the integrity of your college degree. Engaging in dishonest or unethical behavior is forbidden and will result in disciplinary action, specifically a failing grade on the assignment with no opportunity for resubmission. A second infraction will result in an F for the course and a report to College officials. Examples of prohibited behavior are:

* Cheating – an act of deception by which a student misleadingly demonstrates that s/he has mastered information on an academic exercise. Examples include:
* Copying or allowing another to copy a test, quiz, paper, or project
* Submitting a paper or major portions of a paper that has been previously submitted for another class without permission of the current instructor
* Turning in written assignments that are not your own work (including homework)
* Plagiarism – the act of representing the work of another as one’s own without giving credit.
* Failing to give credit for ideas and material taken from others
* Representing another’s artistic or scholarly work as one’s own
* Fabrication – the intentional use of invented information or the falsification of research or other findings with the intent to deceive

**To comply with the University’s policy, the term paper has to be submitted to VeriGuide.**

**Teaching Approach**

Practical drills in language laboratory and recommended readings

**Assessment**tt

Grading and evaluation of assignments will be based on individual student’s listening comprehension of audio messages involving different speaker accents, application of interpreting skills (e.g. note-taking, short term memory, etc.), knowledge of subject matter, preparation and research work carried out, and glossary building of terms and expressions in specific fields by assessing his or her performance in the following:-

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| Continuous Assessment **(**Class work and Homework - Interpreting and sight translation) | 40% |
| Group term paper  (Students to form groups of three for writing the paper) | 20% |
| Examination (Interpreting and sight translation) | 40% |
| **Total:** | 100% |

Topic for the written paper: **Approaches about how to do the court interpreting job better**

Discussion points to highlight –

1. What are the court interpreting job requirements;

2. What are the major problems or difficulties involved in court interpreting job with possible

solutions suggested;

3. How to improve listening comprehension in terms of court cases;

4. The capacities aimed at in terms of language proficiency for the purpose of interpreting;

5. What preparation work can be done in line with the court interpreting job;

**Rubric for Written Paper**

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|  | **Exemplary** | **Satisfactory** | **Developing/ Emerging** | **Unsatisfactory** |
| **Focus** | Presents an insightful and focused statement of the discussion point. | Presents a statement of the discussion point with adequate insight and focus. | Presents a statement of the discussion point with minimal insight and focus. | Presents a statement of discussion point with no insight or focus. |
| **Organization** | Effectively provides a logical development and analysis of related ideas and supporting information and overwhelmingly argues the case in the body of the paper. | Adequately provides a progression  of ideas and supporting information and reasonably argues the case in the body of the paper. | Provides a poorly organized development or analysis of ideas and supporting information and fails to argue a reasonable case in the body of the paper. | Does not provide a development or an analysis of ideas and supporting information, presenting an arguable case in the body of the paper. |
| Effectively  uses transitions to link up supporting information with laconism and clarity. | Adequately  uses transitions to link up supporting information with limpidity. | Ineffectively uses transitions to link up supporting information. | Does not use transitions to link up supporting information. |
| Arrives at a  well-documented, logical conclusion, involving critical thinking after a full and in-depth discussion of the relevant points. | Arrives at an adequately-documented conclusion after an overall discussion of the various points. | Arrives at an insufficiently documented conclusion or a not tenable enough conclusion. | Does not arrive at a documented conclusion which is tenable. |
| **Support/ Elaboration** | Effectively summarizes the various complex ideas from research sources. | Sufficiently summarizes the various ideas from research sources. | Ineffectively summarizes ideas from research sources. | No evidence of any effort to summarize ideas from research sources. |
| Demonstrates exceptional selection of supporting information clearly and directly relevant to the point under discussion and its related ideas. | Demonstrates sufficient selection of supporting information clearly relevant to the point under discussion and its related ideas. | Demonstrates insufficient selection of supporting information clearly and directly relevant to the point being discussed and its related ideas. | Lacks supporting information clearly or directly relevant to the discussion point and its related ideas. |
| **Conventions** | Demonstrates a sophisticated use of the prescribed format (MLA or APA), including title page, pagination, and citations. | Demonstrates adequate use of the prescribed format (MLA or APA), including title page, pagination, and citations. | Demonstrates limited use of the prescribed format (MLA or APA), including title page, pagination, and citations. | Demonstrates  no use of the prescribed format (MLA or APA), including title page, pagination, and citations. |
| **Information Literacy** | Conscientiously and consistently demonstrates integrity in citing scholar’s views or giving illustrative examples. | Generally demonstrates integrity in citing scholar’s views or giving illustrative examples. | Inconsistently demonstrates integrity in citing scholar’s views or giving illustrative examples. | Does not demonstrate integrity in citing scholar’s views or giving illustrative examples. |
| Effectively employs an extensive variety of primary and secondary sources of reference materials and academic papers, including a significant amount of  current information pertaining to the subject matter. | Adequately employs a sufficient variety of primary and secondary sources of reference materials and academic papers including a sufficient amount of current information relating to the subject matter. | Employs a limited variety of primary and secondary sources of reference materials and academic papers including an insufficient amount of current information relating too the subject matter. | Does not employ a variety of primary and secondary sources of reference materials or academic papers and/or does not include current information relating to the subject matter. |
| Demonstrates strong and proper evaluation skills in determining resource credibility and reliability. | Demonstrates sufficient and appropriate evaluation skills in determining resource credibility and reliability. | Demonstrates limited or mismatched evaluation skills in determining resource credibility and reliability. | Demonstrates little or no evaluation skills to determine resource credibility and reliability. |
| **Mechanics and Style** | Essay is flawlessly written with a flair for academic style, and expressiveness excellent in terms word choice and sentence variety. | Essay is well written with a solid academic style, with good expressiveness evidenced by some strong word choice and sentence variety. | Essay is acceptably written with some academic style, with word choice and sentence variety being ordinary. | Essay is poorly written with a little academic style. Word choice and sentence variety are below expectations in terms of language proficiency. |

**Resources**

Principal Readings

Philippe De Brabanter and Mikhail Kissine, *Utterance interpretation and*

*cognitive models,* Bingley: Emerald Group Ltd., 2009.

Andrew Gillies, *Note-taking for consecutive interpreting : a short course,*

Manchester, [England] ; Northampton, MA: St. Jerome Pub., c2005.

Elena M. de Jongh, *An Introduction to Court Interpreting, Theory & Practice,*

New York: University Press of America, 1992.

Holly Mekkelson, *Introduction to Court interpreting*, New York: Routledge, 2017

LEE Yukming, “*Creating the Original for Interpreting Purpose*”, The 4th

Cross Strait Translation Forum, CUHK, 26-27 November 2008

LEE Yukming, “*The acquisition of interpreting skills*” submitted to the Fifth

National Conference on Interpreting Practice, Pedagogy, and Research,

Shanghai Foreign Studies University, November 2004

LEE Yukming, “*The Training of Court Interpreters in Hong Kong*”, June 1994

陳兆愷, 何美歡, 吳靄儀, Michael Wilkinson, 梁雲生, 洗景炬及嚴元浩合編

<<香港英漢雙解法律詞典>>(2005). 香港: LexisNexis Butterwrths.

李宗諤, 何冠驥, 呂哲盈及潘慧儀編 <<英漢法律大詞典>>(修訂版)(2015).

香港: 商務印書局.

薛波主編 <<元照英美法詞典>>(2003). 北京: 法律出版社

王學文主編 <<口譯實訓>>, 外文出版社, 2015年8月

盧信朝, <<英漢口譯技能教程>>, 北京語言大學出版社, 2015年8月

孫碩, <<漢英口譯技巧訓練>>, 中國對外翻譯出版有限公司, 2015年1月

高巍, <<論同聲傳譯過程中語篇連貫>>, 外語教學與研究出版社, 2016年3月

鄒德艷著 <<口譯的記憶訓練 – 理論與實踐>>北京, 中央編譯出版社, 2016年11月

曹嬿著<<從雙語能力到口譯能力-英漢口譯綜合能力建構>>上海人民出版社, 2016年6月

Supplementary Readings

*Interpreting* **,** John Benjamins Publishing Co.

Ng, E. (2009). *The tension between adequacy and acceptability in legal interpreting and translation*. In S. Hale, U. Ozolins & L. Stern (Eds.),

中國翻譯, 中國翻譯工作者協會會刊

上海科技翻譯, 上海工業大學/上海遠東出版社

李育明, 法庭傳譯工作 陸文慧主編<<法律翻譯: 從實踐出發>> 中華書局

康志峄著 <<英語高級口譯實用大全>>, 上海科學普及出版社, 2011年

江曉梅主編 <<漢英同聲傳譯教程>>, 武漢大學出版社 : 2010年

韓剛, <<聽力筆記, 快速上手寶典>>, 中國人民大學出版社, 2016年6月

張法連主編, <<法律英語>>, 中國法制出版社, 1999第2期

劉毅, 徐江編著, <<中醫英語>> 天津科技翻譯出版公司, 2008年第3版

仲偉合, 何剛強, 陶友蘭, <<英語讀譯教程>>, 外語教學與研究出版社 2011

朱巧蓮, 湯倩編 <<英語各類口音 聽譯突破>>, 人民教育出版社 2011年

Reference materials

South China Morning Post

星島日報

立法會會議紀錄

*Practice Directions* and *Judgment translations*, Judiciary website, HKSAR government

*Laws of Hong Kong*, Department of Justice website, HKSAR government

*Hong Kong Lawyer,* Sweet & Maxwell Publishing Co.

Resources for Interpreting (Main site from HKU).

<<英漢刑事法律詞彙>>(2010)(第3版). 香港: 律政司

<<英漢民商法律詞彙>>(2010)(第3版). 香港: 律政司

陸文慧, 許趣怡主編 <<刑事案例摘錄>> (2003). 香港: Sweet & Maxwell Asia.

陳可欣編<<兩岸三地合約法主要詞彙>> (2014). 香港: 城市大學出版社.

陳可欣編<<兩岸三地侵權法主要詞彙>> (2015). 香港: 城市大學出版社.

張法連主編 <<法律英語綜合教程>> (2013). 北京: 中國法制出版社.

Law reports from Hong Kong and UK.

RTHK Radio 3 News Bulletins