MODL5105

Conference Interpreting

Term Two // 2021

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
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Lecturers

Name	Email	Availability	Location	Phone
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Tutors

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School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

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Course Details

Credit Points 6

Summary of the Course

This course provides you with an introduction to the theory and practice of simultaneous interpreting in international conference settings. You will learn how to interpret with the use of electronic equipment (conference interpreting) and, to a lesser degree, without (e.g.?chuchotage, or 'whispered simultaneous', used during round-table negotiations). You will also acquire techniques of simultaneous interpreting, such as reformulation, condensation, anticipation etc. Topics include those common in international conferences and international organisations. You must be bilingual in order to enrol.

Course Learning Outcomes

1. learn about the international settings in which conference interpreters work
2. learn to use relevant technology required for professional settings
3. demonstrate preparation skills for conference interpreting
4. analyse the discourse of different speech types in both languages
5. apply and justify conference interpreters' ethics and professional conduct, including team work
6. develop public speaking and presentation skills relevant to conference settings
7. develop and master introductory simultaneous interpreting skills in both languages

Teaching Strategies

Teaching Rationale:

The content of this course is based on theoretical and research literature and professional experience of conference interpreting. The course is conducted through the combination of lectures introducing the theoretical and empirical foundations of Simultaneous Interpreting (SI) and practical tutorials aimed to build up your skills in SI. You will develop your SI competencies by practicing SI skills and sub-skills in the language lab. This will be followed by weekly mock conferences with SI conducted under realistic conference conditions with the use of interpreting booths and electronic equipment.

Teaching Strategies:

The course will consist of theoretical and practical lectures, seminars and tutorials, where you will learn about public speaking skills, acquire introductory simultaneous interpreting skills via monolingual and bilingual interpreting exercises, individual and group participation, presentations, class discussions and mock conferences and debates.

Assessment

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Continuous assessment of simultaneous interpreting	30%	Not Applicable	2, 3, 4, 5, 6, 7
Mock conference	30%	Not Applicable	1, 2, 3, 5, 6
Professional portfolio	40%	09/08/2021 10:00 AM	1, 2, 3, 4, 5, 6, 7

Assessment Details

Assessment 1: Continuous assessment of simultaneous interpreting

Start date: Not Applicable

Details:

In class assessment of bilingual simultaneous interpreting skills.

A combination of individual written and oral feedback; general oral formative feedback to class.

Additional details:

In class assessment of bilingual simultaneous interpreting skills. Classes with more than ten students will have additional out-of-class assessment.
A combination of individual written and oral feedback; general oral formative feedback to class.

Assessment 2: Mock conference

Start date: Not Applicable

Details:

Students develop and present a mock conference, to be interpreted simultaneously by the fellow students. The quality of their materials and presentation skills are assessed in the multilingual seminar.

Some in-class oral feedback by peers and tutor; Individual written feedback by tutor.

Additional details:

Students develop and present a mock conference, to be interpreted simultaneously by the fellow students. The quality of their materials and presentation skills are assessed in the multilingual seminar.

Some in-class oral feedback by peers and tutor; Individual written feedback by tutor.

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Assessment 3: Professional portfolio

Start date: 02/08/2021 10:00 AM

Details:

Students source and translate conference interpreting materials, develop bilingual glossaries of conference terminology and phraseology, provide a recorded simultaneous interpretation of a short passage and write a reflection.

Submit in Turnitin, individual written feedback.

Additional details:

Students will build a portfolio with evidence of group and self-study time outside class time, applying the principles of deliberate practice. This may include recording difficult speeches, keeping difficult texts, seeking out difficult speeches in particular genres for practice, recording one's own work, analyzing weak points in knowledge, language or skill, and then doing focused practice on them.

Submit in Turnitin, individual written feedback.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Attendance Requirements

Course Schedule

View class timetable

Timetable

Date	Type	Content
Week 1: 31 May - 4 June	Lecture	Introduction to Conference Interpreting - a historical overview Course Outline
	Seminar	Initiation to SI: listening, capturing and speaking Skills: active listening, analysis, deverbalization, memory, dual tasking, public speaking, self-directed learning, language and knowledge enhancement, self-monitoring Exercises (controlled): idiomatic gist, listening cloze, summarising (précis), abstracting (gisting), compression, paraphrasing, retelling, memory exercises, short-consecutive w/o notes, sight translation, listening cloze, discourse outlining, speech delivery, speech making, shadowing FB focus: process
	Tutorial	English-LOTE practice of component (partial) skill exercises **A > A, B > B** (topic: general)
Week 2: 7 June - 11 June	Lecture	Teaching Conference Interpreting • Component-skills approaches • Steps to expertise: initiation, coordination, experimentation, consolidation, reality; cross-cutting skills • LKSP (Language, Knowledge, Skills and Professionalism) competencies • Practice makes perfect? Deliberate practice

	Seminar	Initiation to SI (2)
		Skills: active listening, analysis, deverbalization, memory, dual tasking, public speaking, self-directed learning, language and knowledge enhancement, self-monitoring
		Exercises (controlled): idiomatic gist, listening cloze, summarising (précis), abstracting (gisting), compression, paraphrasing, retelling, memory exercises, short-consecutive w/o notes, sight translation, listening cloze, discourse outlining, speech delivery, speech making, **smart shadowing**
		- Student oral presentations 1 - Environment and Ecology - Practice with student OPs (smart shadowing, short consec, memory) **en > en** - Peer-feedback; group reflection and debriefing
		FB focus: process
	Tutorial	English-LOTE practice of component (partial) skill exercises **A > A**, **B > B** (topic: environment and ecology)
Week 3: 15 June - 18 June	Lecture	LKSP competencies 1: SI skills
	Seminar	Initiation to SI (3)
		Skills on focus: dual-tasking, segmentation (chunking), concision and compression, anticipation, self-monitoring
		Exercises (controlled): Booth orientation, ear-voice coordination (*décalage*) excersises, anticipation drills, chunk-by-chunk interpreting, easy SI with trainer speeches, smart shadowing
		- Student oral presentations 2 - Social issues - Practice with student OPs (smart shadowing, short consec, SI) **en > en, en > LOTE**

		• Peer-feedback; group reflection and debriefing FB focus: process (main) and product
	Tutorial	• English-LOTE practice of component (partial) skill exercises **A > A, B > B, B > A** • Discuss En-LOTE specific SI strategies (ongoing) (topic: social issues)
Week 4: 21 June - 25 June	Lecture	LKSP competencies 2: SI skills & language enhancement • Discourse analysis: written v oral discourse, discoursive patterns across cultures • Public speaking and delivery skills • Voice training • Tips for language enhancement
	Seminar	Skills on focus: analytical reading and listening, reformulation, public speaking, voice quality Exercises (controlled): • Student oral presentations 3 - Health and Wellbeing • SI practice with student OPs and other (trainer) speeches **en > LOTE** • Peer-feedback; group reflection and debriefing FB focus: process and product (main)
	Tutorial	• English-LOTE practice of component (partial) skill exercises • SI practice with authentic (trainer) speeches **B > A** (topic: health and wellbeing)
Week 5: 28 June - 2 July	Lecture	LKSP competencies 3: SI skills & knowledge enhancement

		• International Organisations (IOs) and conference structure • Common text-types • Preparing for a conference: research skills, terminology extraction and glossary building
	Seminar	Skills on focus: SI skills, terminology extraction, glossary building, research skills Exercises (controlled): • Student oral presentations 4 - Science and Technology • SI practice with student OPs and other (trainer) speeches **en > LOTE** • Peer-feedback; group reflection and debriefing FB focus: process and product
	Tut-Lab	• English-LOTE practice of component (partial) skill exercises • SI practice with authentic (trainer) speeches **B > A** (topic: science and technology)
Week 6: 5 July - 9 July	Homework	**Flexi-week (NO CLASSES)** Mock Conference and Portfolio preparation Deliberate practice
Week 7: 12 July - 16 July	Lecture	SI challenges and coping strategies
	Seminar	• Mock Conference 1 - Environment and Ecology • Peer-feedback; group reflection and debriefing • SI practice with authentic speeches (trainer and real-life) **en > LOTE**
	Tut-Lab	• Discuss English-LOTE specific challenges and coping strategies

		• English-LOTE *sim* practice with authentic speeches (trainer and real-life) **B > A** (topic: environment and ecology)
Week 8: 19 July - 23 July	Lecture	Quality, Ethics and Professional Conduct • Ethics and professionalism in CI settings • Working conditions and best practices • Quality: a shared responsibility
	Seminar	• Mock Conference 2 - Social Issues (gender/ race/ disability/ human rights/ cultural issues, inequity) • Peer-feedback; group reflection and debriefing • *Sim* practice with authentic speeches (trainer and real-life) **en > LOTE**
	Tut-Lab	English-LOTE *sim* practice with authentic speeches (trainer and real-life) **B > A** ; experiment A > B (topic: social issues)
Week 9: 26 July - 30 July	Lecture	Conference Interpreting Research • Overview of research streams in CI • Research-informed practice and practice-informed research • Embarking in your own research - where to start?
	Seminar	• Mock Conference 3 - Health and Wellbeing • Peer-feedback; group reflection and debriefing • *Sim* practice with authentic speeches (trainer and real-life) **(en > LOTE)**
	Tut-Lab	English-LOTE *sim* practice with authentic speeches (trainer and real-life) **B > A** ; experiment A > B (topic: health and wellbeing)

Week 10: 2 August - 6 August	Lecture	Where to next? Further training, deliberate practice and Continuous Professional Development
	Seminar	- Mock Conference 4 - Science and Technology - Peer-feedback; group reflection and debriefing *Sim* practice with authentic speeches **(en > LOTE)** - Reflecting on the course: SI skills recap and group feedback - Discuss options for further training and CPD
	Tut-Lab	- English-LOTE *sim* practice with authentic speeches **B > A** (topic: science and technology) - Recap key strategies for English-LOTE *sim* - Discuss options and resources for further (LOTE-specific) *sim* training

Resources

Prescribed Resources

Essential Reading List

Setton, R., & Dawrant, A. (2016). *Conference interpreting : a complete course*. John Benjamins Publishing Company.

Supplementary weekly readings available in Moodle

All readings available via the UNSW Library Collection

Recommended Resources

Recommended Resources

Laviosa, Sara, & Ji, Meng. (2020). The Oxford Handbook of Translation and Social Practices. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780190067205.001.0001

Mikkelson, Holly, & Jourdenais, Renée. (2015). The Routledge Handbook of Interpreting. Routledge. https://doi.org/10.4324/9781315745381

Pöchhacker, F., Grbić, N., Mead, P., & Setton, R. (2015). Routledge encyclopedia of interpreting studies. Routledge, Taylor & Francis Group.

Resources for interpreting students

Interpretation Training Toolbox, European Commission https://ec.europa.eu/info/education/skills-and-qualifications/develop-your-skills/language-skills/interpretation-training-toolbox_en

Speech Repository, European Commission https://webgate.ec.europa.eu/sr/search-speeches

SCICtrain, Mock conferences and other practice speeches https://ec.europa.eu/info/education/skills-and-qualifications/develop-your-skills/language-skills/interpretation-training-toolbox/scictrain-training-modules-interpreting-students/module-9-mock-conferences-and-other-practice-speeches_en

Speechpool http://www.speechpool.net/en/

Professional organisations

Australian Institute of Interpreters and Translators (AUSIT) https://ausit.org/

International Association of Conference Interpreters (AIIC) https://aiic.org/

Course Evaluation and Development

We routinely examine and evaluate students' feedback, which over the years has been consistently high. We attempt to modify and improve delivery forms, wherever possible. One of the examples over the years has been increased individual feedback to students, provided in writing.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.
http://subjectguides.library.unsw.edu.au/elise/aboutelise

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

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Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.