UNSW Course Outline

MODL5105 Conference Interpreting - 2024

Published on the 21 May 2024

General Course Information

Course Code : MODL5105
Year : 2024
Term : Term 2
Teaching Period : T2
Is a multi-term course? : No
Faculty : Faculty of Arts, Design and Architecture
Academic Unit : School of Humanities and Languages
Delivery Mode : Multimodal
Delivery Format : Standard
Delivery Location : Kensington
Campus : Sydney
Study Level : Postgraduate
Units of Credit : 6

Useful Links

Handbook Class Timetable

Course Details & Outcomes

Course Description

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 simultaneously with the use of electronic equipment in conference settings and remotely. You will acquire

strategies of simultaneous interpreting, such as reformulation, condensation, anticipation, etc. Topics include those used in international conferences and organisations. You must be bilingual in order to enrol.

Relationship to Other Courses

This advanced interpreting course should be taken by students who have compelted other interpreting courses, e.g., MODL5101, MODL5102. Students who have not completed other interpreting courses should not be enrolled in this advanced course.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : learn about the international settings in which conference interpreters work
CLO2 : learn to use relevant technology required for professional settings
CLO3 : demonstrate preparation skills for conference interpreting
CLO4 : analyse the discourse of different speech types in both languages
CLO5 : apply and justify conference interpreters' ethics and professional conduct, including team work
CLO6 : develop public speaking and presentation skills relevant to conference settings
CLO7 : develop and master introductory simultaneous interpreting skills in both languages

Course Learning Outcomes	Assessment Item
CLO1 : learn about the international settings in which conference interpreters work	• Mock conference • Professional portfolio
CLO2 : learn to use relevant technology required for professional settings	• Continuous assessment of simultaneous interpreting • Mock conference • Professional portfolio
CLO3 : demonstrate preparation skills for conference interpreting	• Continuous assessment of simultaneous interpreting • Mock conference • Professional portfolio
CLO4 : analyse the discourse of different speech types in both languages	• Continuous assessment of simultaneous interpreting • Professional portfolio
CLO5 : apply and justify conference interpreters' ethics and professional conduct, including team work	• Continuous assessment of simultaneous interpreting • Mock conference • Professional portfolio
CLO6 : develop public speaking and presentation skills relevant to conference settings	• Continuous assessment of simultaneous interpreting • Mock conference • Professional portfolio
CLO7 : develop and master introductory simultaneous interpreting skills in both languages	• Continuous assessment of simultaneous interpreting • Professional portfolio

Learning and Teaching Technologies

Moodle - Learning Management System | Zoom

Learning and Teaching in this course

See prescribed and recommended resources listed below

Additional Course Information

N/A

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Continuous assessment of simultaneous interpreting	30%	Start Date: Not Applicable Due Date: Not Applicable Post Date: 09/08/2024 12:00 AM
Mock conference	30%	Start Date: Not Applicable Due Date: Not Applicable
Professional portfolio	40%	Start Date: Not Applicable Due Date: 05/08/2024 10:00 AM Post Date: 19/08/2024 10:00 AM

Assessment Details
Continuous assessment of simultaneous interpreting

Assessment Overview

In class assessment of bilingual simultaneous interpreting skills.

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

Course Learning Outcomes

- CLO2 : learn to use relevant technology required for professional settings
- CLO3 : demonstrate preparation skills for conference interpreting
- CLO4 : analyse the discourse of different speech types in both languages
- CLO5 : apply and justify conference interpreters' ethics and professional conduct, including team work
- CLO6 : develop public speaking and presentation skills relevant to conference settings
- CLO7 : develop and master introductory simultaneous interpreting skills in both languages

Detailed Assessment Description

Students' overall quality of delivery will be assessed during tutorial time using these criteria:

Accuracy and completeness of propositional content, Delivery and Language. There will be two

assessment tasks in weeks 6 and 10.

Assessment Length

N/A

Submission notes

TBC

Assessment information

Classes with more than ten students will have additional out-of-class assessment.

Assignment submission Turnitin type

Not Applicable

Mock conference

Assessment Overview

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.

Course Learning Outcomes

- CLO1 : learn about the international settings in which conference interpreters work
- CLO2 : learn to use relevant technology required for professional settings
- CLO3 : demonstrate preparation skills for conference interpreting
- CLO5 : apply and justify conference interpreters' ethics and professional conduct, including team work
- CLO6 : develop public speaking and presentation skills relevant to conference settings

Detailed Assessment Description

Students work in tems of two or three, presenting a mock conference (approximately 7 minutes) on one of the topics covered in the courses and suggested by the seminar tutor. They are assessed on the following criteria: (out of 30%)

- Quality of oral briefing, materials provided and evidence of preparation

- Content and appropriateness of materials (suitable level of difficulty, based on previous studies)

- Presentation: delivery and manner (clarity and speed)

- Aspects of pronunciation/enunciation that need work

- Team work

- Self-assessment

Assessment Length

7-8 minutes for teams of two students

Submission notes

Students submit mock-conference materials prior to the date of presentation in Student forum. At the end of presentation they submit their self-assessment directly to the seminar tutor

Assessment information

Students are assessed both in class and out of class, with the tutor completing a marking sheet and emailing it to the students after the presentation and following the students' submission of their self-assessment

Assignment submission Turnitin type

This is not a Turnitin assignment

Professional portfolio

Assessment Overview

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.

Course Learning Outcomes
- CLO1 : learn about the international settings in which conference interpreters work
- CLO2 : learn to use relevant technology required for professional settings
- CLO3 : demonstrate preparation skills for conference interpreting
- CLO4 : analyse the discourse of different speech types in both languages
- CLO5 : apply and justify conference interpreters' ethics and professional conduct, including team work
- CLO6 : develop public speaking and presentation skills relevant to conference settings
- CLO7 : develop and master introductory simultaneous interpreting skills in both languages

Detailed Assessment Description

The Portfolio will include:

- Evidence of readings (provide 75-100 word-long summaries of <u>at least five research articles</u> of your choice relevant to conference interpreting)
- Six short speeches in English of 250-300 words each (three speeches from the course resources and another three found by you), with a link to the audio or video
- Your own translation of the speeches into LOTE
- Bilingual glossaries development based on course materials, including conference stock phrases provided as part of course materials and extracted from the mock conferences presented in class
- An audio recording of your simultaneous interpreting of one speech of your choice from English into LOTE (2-3 min) with the English transcript of the original, the transcript of your interpretation into LOTE
- A self-assessment report (in English) of up to 500 words including a brief analysis of the speech, challenges, problem solving approach and examples. See description below:

Description of interpretation and self-assessment report

An audio recording of your interpretation (2-3 min) with a self-assessment report (approximately 500 words):

- Select a speech from any available source (including MODL5105 course speeches in Moodle or speeches of your own choice from YouTube).
- The speech should be in English (or, if you are a native speaker of English, it may be in LOTE. You should interpret INTO your A language.)
- Transcribe a 2-3 min section of the original speech in SL
- Research the topic and practice SI of the speech (2-3 times)
- Record your SI
- Transcribe your interpretation in the TL.
- Using the self-assessment checklist (provided), assess your interpretation.
- Write up a report of approximately 500 words based on your self-assessment checklist. Explain your challenges and the ways you overcame them. Provide examples of your solutions with a back translation. Justify your approach.

<u>Assessment Length</u>

Instructions for each section are provided in Moodle

<u>Submission notes</u>

TBC

<u>Assessment information</u>

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 Assessment tool in Moodle, individual written feedback.

Assignment submission Turnitin type

This is not a Turnitin assignment

General Assessment Information

Assessment information will be provided in Moodle

Grading Basis

Standard

Requirements to pass course

An overall pass mark (50% and above)

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 27 May - 2 June	Lecture	• Welcome and introduction to the course • Conference Interpreting: a historical overview
	Seminar	Introduction to SI Goals: • Enhance natural processes (listening, understanding, speaking) • Ear-voice coordination (split attention) • Orientation to the booth: use of equipment and booth manners Skills: split attention, active listening, analysis, memory, speaking, self-monitoring Exercises: improvisation, listen and retell (summarise, consecutive without notes), listening cloze (fill in the gaps), two words/questions at a time, verbatim shadowing Directionality: A>A, B>B, B>A Topic: general knowledge
	Tutorial	• Align activities with seminar goals and exercises. • Discuss challenges and strategies specific to your language pair
Week 2 : 3 June - 9 June	Lecture	• Conference Interpreting skillset Key pedagogical principles in CI teaching/learning LKSP competencies Deliberate practice and self-directed learning
	Seminar	Introduction to SI Goals: • Ear-voice coordination (split attention) • Ear-Voice Span (EVS, time lag, décalage) • Make sense, speak naturally, finish sentences, avoid backtracking Skills: split attention, active listening, analysis, memory, speaking, self-monitoring Exercises: improvisation, listen and retell (consecutive with/without notes), verbatim and smart shadowing varying time lag, chunk-by-chunk simultaneous interpreting Directionality: A>A, B>B, B>A Topic: general knowledge
	Tutorial	• Align activities with seminar goals and exercises • Discuss challenges and strategies specific to your language pair
Week 3 : 10 June - 16 June	Activity	Self-directed activities in preparation for SI in Week 4.
Week 4 : 17 June - 23 June	Lecture	This lecture is pre-recorded and delivered online Getting started with SI: some theory • Simultaneous interpreting as a 'balancing act' and complex goal-oriented task • Interpreting processes, techniques and strategies • Standard SI techniques (Part 1): anticipation and 'streamlining' (concision, compression, summarising, abstracting)
	Seminar	Topic: environment + energy SI techniques I: anticipation and 'streamlining' (concision, compression, summarising, abstracting) SI techniques I: anticipation and 'streamlining' (concision, compression, summarising, abstracting) Exercises: • (component-skills): improvisation, cloze, (lexical) paraphrasing, summarising, sight translation, smart shadowing, discourse outlining. A>A, B>B, B>A • (situated learning) B>A simultaneous interpreting of trainer speeches Skills focus: analysis, mental agility, lexical-semantic activation, coherence/cohesion, language transfer, delivery, LKE
	Tutorial	• B>A simultaneous interpreting of trainer speeches • Discuss challenges and strategies specific to your language pair
Week 5 : 24 June - 30 June	Lecture	Standard SI techniques (Part 2): • Chunking, open grammar, recasting syntax, syntacrobatics • Waiting, stalling, tailing
	Seminar	Topic: social justice issues SI techniques II: chunking, open grammar, recasting syntax, syntacrobatics Exercises (component-skills): (grammatical) paraphrasing, syntactic reformulation. A>A, B>B, B>A (situated learning) B>A simultaneous interpreting of trainer speeches Skills focus: analysis, mental agility, lexical-semantic activation, coherence/cohesion, split attention, delivery, LKE
	Topic	Continuous assessment task 1: B>A simultaneous interpreting • B>A simultaneous interpreting of trainer speeches • Discuss challenges and strategies specific to your language pair
Week 6 : 1 July - 7 July	Lecture	Language and Knowledge Enhancement (LKE). Part 1.

		• Public speaking, speech making and speech delivery • Building your 'bilingual phrasebook' • The language of meetings • Oral and written discourse patterns across cultures Conference structure and procedures: types of organisations, meetings, documents, participants and office bearers, common procedures
	Seminar	Topic: health, SciTech SI techniques III: Waiting, stalling, tailing Exercises (component-skills): (grammatical) paraphrasing, syntactic reformulation. A>A, B>B, B>A (situated learning) B>A simultaneous interpreting of trainer speeches Skills focus: analysis, mental agility, lexical-semantic activation, coherence/cohesion, split attention, delivery, LKE Advanced conference preparation, making and using glossaries, and teamwork.
	Tutorial	Assessment 1, Continuous assessment task 1: B>A simultaneous interpreting • B>A simultaneous interpreting of trainer speeches • Discuss challenges and strategies specific to your language pair
Week 7 : 8 July - 14 July	Lecture	Common challenges in early SI and coping tactics • Dealing with numbers, varying speeds, and dense speech • What to do if you don't know or are unsure • Stress management, health and wellbeing
	Seminar	Assessment 2: Mock conferences begin • Mock conference (1): social justice issues. B>A simultaneous interpreting practice • Aboriginal Australia. Interpreting Welcome to Country and Acknowledgement of Country. • B>A simultaneous interpreting practice with trainer and real-life speeches
	Tutorial	• B>A simultaneous interpreting of trainer and real-life speeches • Discuss challenges and strategies specific to your language pair
Week 8 : 15 July - 21 July	Lecture	Language and Knowledge Enhancement (LKE). Part 2. • LKE for interpreting: tips and activities to improve comprehension, production, and language transfer skills; and general and domain-specific knowledge. • Interpreting into B (retour): needs, challenges, and strategies
	Seminar	Mock conference (2): environment + energy • B>A simultaneous interpreting practice • A>B simultaneous interpreting practice with trainer speeches; relay interpreting
	Tutorial	• A>B simultaneous interpreting of trainer speeches • Discuss challenges and strategies specific to your language pair
Week 9 : 22 July - 28 July	Lecture	Professionalism and ethics • Working conditions and performance • Client relations, education and expectations • Ethics, professional conduct and standards of practice • Interacting with meeting organizers, delegates, and colleagues
	Seminar	Mock conference (3): health + wellbeing • B>A simultaneous interpreting practice • A>B simultaneous interpreting practice with trainer speeches; relay interpreting
	Tutorial	• B> • Discuss challenges and strategies specific to your language pair
Week 10 : 29 July - 4 August	Lecture	Where to next? Completing your CI skillset
	Seminar	Mock conference (4): SciTech • B>A simultaneous interpreting practice • B>A simultaneous interpreting practice with trainer and real-life speeches
	Tutorial	Assessment 1, Continuous assessment task 2: B>A simultaneous interpreting • B>A simultaneous interpreting of trainer and real-life speeches • Recap key strategies specific to your language pair • Discuss resources and pathways for further CI training
Week 11 : 5 August - 11 August	Assessment	Assessment 3: Portfolio due by Monday 5 August, 10 am.

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

General Schedule Information

Lectures are conducted remotel, live, via zoom. Week 3 lecture will be pre-recorded because of the public holiday.

Some multilingual seminars and languge-specific tutorials will be delivered in person, some in hybrid mode and some online (see timetable). Week 3 seminars and tutorials won't take place, and make up classes delivered in Week 6.

Course Resources

Prescribed Resources

Essential Reading List

Poechhacker, F. (2011). 19. Simultaneous interpreting, and 21. Conference interpreting, in Malmkjaer, K. & K. Windle (eds),The Oxford Book of Translation Studies. Oxford: Oxford University press.

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

Weekly readings available in Moodle All readings available via the UNSW Library Collection

Recommended Resources

Recommended Resources

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

Pšchhacker, F., Grbi, 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-toolboxen

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-speechesenc

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/

Additional Costs

N/A

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. In 2024, we aim to maximise interpreter training on campus in conference interpreting booths with SI equipment, where possible.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Rebeca Paredes Nieto				by email and by appointment	No	Yes
Lecturer	Rebeca Rebeca Paredes Nieto				by email and by appointment	No	No
Tutor	Rebeca Paredes Nieto				by email and by appointment	No	No
	Hongbo Shao				by email and by appointment	No	No
	Benoit Malmonte t				by email and by appointment	No	No
	Eni Tampubolon				by email and by appointment	No	No
	Andrea Oak Lee				by email and by appointment	No	No
	Biserka Surla				by email and by appointment	No	No
	Ningjia Han				by email and by appointment	No	No
	Hulya Kayhan				by email or by appointment	No	No
	Juliana Frantz				by email or by appointment	No	No
	Natsuki Del Prado				by emails or appointments	No	No

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;

- student equity and disability;

And other essential academic information.

Academic Honesty and Plagarism

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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original 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 for the purpose of them plagiarising, 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.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. 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 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

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

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, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request Special Consideration as early as possible before the deadline. Support with Time Management is available here.

School Contact Information

School of Humanities & Languages

Email: hal@unsw.edu.au

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

Opening Hours: Monday - Friday, 9am - 5pm