



MODL5105

Conference Interpreting

Semester Two // 2018

Course Overview

Staff Contact Details

Convenors

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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

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

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Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

For more information about the attendance protocols in the Faculty of Arts and Social Sciences: <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; 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/>

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, liaison interpreting and in court). You will acquire techniques of simultaneous interpreting, such as reformulation, condensation, anticipation etc. Topics include those common in international conferences and international organisations, and other settings where *chuchotage* is required.

At the conclusion of this course the student will be able to

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

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 SI and practical tutorials aimed to build up the students' skills in SI. Students will develop their SI competencies by practicing SI skills and sub-skills in the language lab (Weeks 1-6). This will be followed by weekly mock conferences (Weeks 6-13) with SI conducted under realistic conference conditions with the use of interpreting booths and electronic equipment.

Teaching Strategies:

Teaching strategies include a variety of face-to-face and independent teaching and learning:

- Lecture to introduce the students to the theory and practice of conference interpreting (including introduction to SI mode and conference interpreting setting).
- Multilingual seminar to apply theory to practice and practice generic skills and sub-skills of SI with the use of equipment. To be conducted in a Conference interpreting classroom and a language lab.
- Language-specific tutorial to develop SI competencies through the step-by-step practice of skills and sub-skills. To be conducted in a Conference interpreting classroom and a language lab.
- Mock conference conducted in a Conference interpreting classroom equipped with interpreting booths and electronic equipment. Mock conference will simulate the conditions of conferences to provide a realistic setting for trainee interpreters.
- Independent learning consisting of SI skills practice, bilingual enhancement (including research

and preparation of bilingual glossaries, public speaking, sight interpreting, etc.), and preparation for mock conferences. Students will compile a portfolio of relevant conference materials, speeches and bilingual glossaries. They will compile a self-assessment report to evaluate the progress in the development of their competencies and the application of theory to practice.

Assessment

Small groups of two students you will research and prepare a mock conference on a topic of their choice, which they will re-enact in class. Length of presentation: three short presentations (e.g., Welcome speech, Agenda, Information) over 5-7 min. Oral and/or written feedback will be provided.

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Continuous assessment	30%	Not Applicable	2,3,4,5,6,7
Professional portfolio	40%	26/10/2018 12:00 PM	1,2,3,4,5,6,7
Mock conference	30%	ongoing	1,2,3,5,6

Assessment Details

Assessment 1: Continuous assessment

Start date:

Details: You will demonstrate progress in your understanding of conference interpreting settings and conference interpreter's role, the knowledge of conference discourse in both languages, and in developing sub-skills and introductory skills of simultaneous interpreting in booth with equipment. Oral and/or written feedback.

Additional details:

End of Week 13

Assessment 2: Professional portfolio

Start date: 21/10/2018 12:00 PM

Details: Professional portfolio provides evidence of weekly preparation, including readings, sight translation and translation of relevant conference terminology, bilingual glossaries development, and includes a recording of interpreting with a self-assessment report of up to 500 words. Written feedback. This is the final assessment for attendance purposes

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

Assessment 3: Mock conference

Start date: Not Applicable

Details: Together with a fellow-student research and design a short mock conference on a topic of your choice, which you will re-enact in class (5-7 min). Oral and/or written feedback.

Additional details:

Students present mock conferences throughout the semester in each week.

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

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.

Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending on the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

Task with a non-percentage mark

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore $17 - [25 (0.05 \times 3)] = 13.25$

Task with a percentage mark

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore $68 - 15 = 53$

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

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

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- * Prevent you from completing a course requirement,
- * Keep you from attending an assessable activity,
- * Stop you submitting assessable work for a course,
- * Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>

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>)

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 23 July - 29 July	Lecture	Background and Course outline. Historical background of Conference Interpreting.
	Seminar	Introductory sub-skills practice: <ul style="list-style-type: none"> • shadowing • paraphrasing • summarizing • dual tasking, • pre-empting Learn to use the interpreting and the board table equipment in MB 104
Week 2: 30 July - 5 August	Lecture	International conferences and meetings. Assessment.
	Seminar	Shadowing: <ul style="list-style-type: none"> - Interpreting lists (eg, countries, figures) -Taking notes in the booth -Text analysis -Terminology extraction -Sight translation/interpreting
	Tut-Lab	Shadowing: <ul style="list-style-type: none"> - Interpreting lists (eg, countries, figures) -Taking notes in the booth -Text analysis -Terminology extraction -Sight translation/interpreting
Week 3: 6 August - 12 August	Lecture	International conferences: <ul style="list-style-type: none"> • International meetings/conferences' structure, stages, procedure, participants

		<p>and discourse</p> <ul style="list-style-type: none"> • Interpreting modes • Text types: agendas, welcome speeches, budgets, Q&A, papers. <p>Speech genres: monological</p>
	Seminar	<ul style="list-style-type: none"> • Shadowing, <ul style="list-style-type: none"> - Interpreting lists (eg, countries, figures) -Taking notes in the booth -Text analysis -Terminology extraction -Sight translation
	Tut-Lab	<p>Shadowing,</p> <ul style="list-style-type: none"> - Interpreting lists (eg, countries, figures) -Taking notes in the booth -Text analysis -Terminology extraction -Sight translation
Week 4: 13 August - 19 August	Lecture	<p>Conference Interpreting Research</p> <ul style="list-style-type: none"> • what does it tell us? • how can it be applied to the practice?
	Seminar	<p>Shadowing,</p> <ul style="list-style-type: none"> - Interpreting lists (eg, countries, figures) -Taking notes in the booth -Text analysis -Terminology extraction -Sight translation
	Tut-Lab	<p>Shadowing,</p> <ul style="list-style-type: none"> - Interpreting lists (eg, countries, figures)

		<ul style="list-style-type: none"> -Taking notes in the booth -Text analysis -Terminology extraction -Sight translation
Week 5: 20 August - 26 August	Lecture	<ul style="list-style-type: none"> • Introduction to international organisations (UN, ATS, CCAMLR, WHO) • A case study of an international organisation: CCAMLR • Preparation for a Mock conference 1 (lecturer): Welcome speech, arrangements/agenda, reports and other presentations. • Conference text types and genres • Code of ethics
	Seminar	<p>Practice interpreting different speeds, complex sentences, errors, humour.</p> <p>Practice interpreting as a team in the booth</p>
	Tut-Lab	<p>Practice interpreting different speeds, complex sentences, errors, humour.</p> <p>Practice interpreting as a team in the booth</p>
Week 6: 27 August - 2 September	Lecture	Understanding and producing oral speech
	Seminar	Mock conference 1 (lecturer): Welcome speech, arrangements/agenda, reports and other presentations.
	Tut-Lab	<p>1. Mock conference 1 (lecturer): Welcome speech, arrangements/agenda, reports and other presentations.</p> <p>2. Optional speeches</p>
Week 7: 3 September - 9 September	Lecture	<ul style="list-style-type: none"> • User expectations of conference interpreting quality. • Ethics and professional conduct in conference settings. • Working as a team with a booth partner; Booth etiquette.

		<ul style="list-style-type: none"> The role of the team leader
		Preparing for assignments
	Seminar	<ul style="list-style-type: none"> Mock conferences Coping strategies (speaker too fast, difficult accent, embedded clauses, ethical dilemmas, jokes and puns) Working as a team with a booth partner; Booth etiquette.
	Tut-Lab	<ul style="list-style-type: none"> Mock conferences Coping strategies (speaker too fast, difficult accent, embedded clauses, ethical dilemmas, jokes and puns)
Week 8: 10 September - 16 September	Lecture	Preparation and coping strategies
	Seminar	Mock conferences
	Tut-Lab	Mock conferences and other practice
Week 9: 17 September - 23 September	Lecture	Guest speaker: Conference interpreter
	Seminar	Mock conferences
	Tut-Lab	Mock conferences and practice
Break: 24 September - 30 September		
Week 10: 1 October - 7 October		NO CLASSES FOR PG STUDENTS IN WEEK 10 - A SECOND WEEK OF BREAK PORTFOLIO PREPARATION
Week 11: 8 October - 14 October	Lecture	SI in non-conference settings: International courts and tribunals
	Seminar	Mock conferences
	Tut-Lab	Mock conferences and practice
Week 12: 15 October - 21 October	Lecture	Portfolio. Simultaneous interpreting outside international conference settings
	Seminar	Mock conferences
	Tut-Lab	Mock conferences and practice
Week 13: 22 October - 28 October	Lecture	Conclusion
	Seminar	Mock conferences and final exercises: interpreting sighted and unsighted speeches on a prepared topics
	Tut-Lab	interpreting sighted and unsighted speeches

Resources

Prescribed Resources

- Poehhacker, F. (2011). '19. Simultaneous interpreting', '21. Conference interpreting'. *The Oxford Book of Translation Studies*. Oxford: Oxford University press.
- Poehhacker, F. (2011). Conference interpreting, in Malmkjaer, K. & K. Windle (eds), *The Oxford Handbook of Translation Studies*. Oxford: Oxford University Press. Chapter 21.
- Morris, R. (1998). *Review of "The Origins of Simultaneous Interpretation: The Nuremberg Trial*. Retrieved on 24 February 2008, from <http://www.aiic.net/ViewPage.cfm/article149>
- Articles are provided for reading through links in Moodle.

Recommended Resources

- Websites – Resources for interpreting students:

- Click

http://ec.europa.eu/dgs/scic/become-an-interpreter/recourses-for-interpreting-students/index_en.htm link to open resource.

Recorded conferences and presentations: <http://interpreting.info/questions/507/recorded-conferences-or-presentations-for-practising-simultaneous-interpretation>

Advice to students wishing to become conference interpreters, AIIC Training Committee, <http://www.aiic.net/ViewPage.cfm/page56.htm>

AIIC (international Association of Conference Interpreters): <http://www.aiic.net/>

International courts: ICTY: <http://www.icty.org/>; **ICC:** <https://www.icc-cpi.int/Pages/Home.aspx>

EU Speech repository 2.0: <https://webgate.ec.europa.eu/sr/>

Course Evaluation and Development

Student feedback on the course is gathered through online student evaluations. I routinely examine and evaluate students' mostly favourable feedback, and 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.

Image Credit

Photo taken for this course

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