



**UNSW**  
SYDNEY

Australia's  
Global  
University



# MODL5105

## Conference Interpreting

Term Two // 2019

## Course Overview

### Staff Contact Details

#### Convenors

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### School Contact Information

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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, 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.

### 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

#### 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

Working in pairs, students research and prepare a mock conference on a topic of their choice (e.g., education, ecology, anti-terrorism, science, law) which they will present in class. Length of presentation: an oral briefing (1 min) followed by the presentation of three short passages of the type commonly used during international conferences (e.g., Welcome speech, Agenda, Information) are to be presented over 5-6 min. Upon the presentation of the mock conference the students submit a self-assessment where they evaluate the strengths and weaknesses of their presentation considering that it was interpreted. Oral and/or written feedback will be provided.

### 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%	12/08/2021 04:00 PM	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:**

This assessment is ongoing. It takes place during the semester in language-specific tutorials.

**Turnitin setting:** This is not a Turnitin assignment

#### Assessment 2: Mock conference

**Start date:** Not Applicable

**Length:** 5 min oral presentation per student

**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:**

Beginning from Week 5, students are allocated a week in a multilingual seminar where they present a mock conference in pairs. The text of the mock conference has to be submitted in Moodle. Students

submit their self-assessment upon the presentation of the mock conference.

**Submission notes:**Ongoing, from Week 5

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

### **Assessment 3: Professional portfolio**

**Start date:**

**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.

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

## Attendance Requirements

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

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 3 June - 7 June	Lecture	<ul style="list-style-type: none"> <li>• Introduction to conference interpreting.</li> <li>• Historical overview, current status, domains, simultaneous interpretation and requirements.</li> </ul>
	Seminar	<p>Introduction to conference interpreting equipment</p> <p>Introductory sub-skills practice:</p> <ul style="list-style-type: none"> <li>• shadowing</li> <li>• paraphrasing</li> <li>• summarizing</li> <li>• dual tasking,</li> <li>• pre-empting</li> </ul>
Week 2: 10 June - 14 June		NO CLASSES DUE TO THE PUBLIC HOLIDAY
	Seminar	<ul style="list-style-type: none"> <li>• Seminars scheduled on Monday 10 June will be shifted to the following week due to the public holiday.</li> <li>• Seminars scheduled on Tuesday will be shifted to the following week in order to follow the lecture.</li> </ul>
	Tutorial	<p>Introduction to conference interpreting in the language-specific context: relevance of conference interpreting and SI to the language combination.</p> <p>Introductory sub-skills practice:</p> <ul style="list-style-type: none"> <li>• shadowing</li> <li>• paraphrasing</li> <li>• summarizing</li> <li>• dual tasking,</li> <li>• pre-empting</li> </ul>
Week 3: 17 June - 21 June	Lecture	What is conference interpreting? Differences between community and conference interpreting
	Seminar	<p>Introductory sub-skills practice:</p> <ul style="list-style-type: none"> <li>• shadowing</li> <li>• paraphrasing</li> <li>• summarizing</li> <li>• dual tasking,</li> </ul>

		<ul style="list-style-type: none"> <li>• pre-empting</li> </ul> <p>Learn to use the interpreting and the board table equipment in MB 104</p>
	Tutorial	<p>Sub-skills bilingual practice:</p> <ul style="list-style-type: none"> <li>• shadowing</li> <li>• paraphrasing</li> <li>• summarizing</li> <li>• dual tasking,</li> <li>• pre-empting</li> </ul>
Week 4: 24 June - 28 June	Lecture	<ul style="list-style-type: none"> <li>• International meetings/conferences' structure, procedure and participants</li> <li>• Text types: agendas, welcome speeches, budgets, Q&amp;A, papers.</li> </ul>
	Seminar	<ul style="list-style-type: none"> <li>• Interpreting simple conference speeches, with and without a text: agendas, welcome speeches, budgets, Q&amp;A.</li> <li>• Tutor provides sample mock conference materials that the tutor will present in Week 5.</li> <li>• Students are allocated weeks of mock conference presentation, beginning with Week 6.</li> </ul>
	Tutorial	Interpreting simple conference speeches, with and without a text: agendas, welcome speeches, budgets, Q&A.
Week 5: 1 July - 5 July	Lecture	<ul style="list-style-type: none"> <li>• Introduction to international organisations (UN, ATS, CCAMLR, WHO)</li> <li>• A case study of an international organisation: CCAMLR</li> <li>• Conference text types and genres</li> </ul>
	Seminar	<ul style="list-style-type: none"> <li>• Tutor provides a demonstration of a mock conference: Welcome speech, arrangements/agenda, reports and other presentations.</li> <li>• Practice of simple conference speeches with and without text.</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• SI practice of simple conference speeches with and without text: Welcome speech, arrangements/agenda, reports and other presentations.</li> </ul>



		<ul style="list-style-type: none"> <li>• Bilingual practice and discussion of the seminar mock conference.</li> </ul>
Week 6: 8 July - 12 July	Lecture	<p>Conference Interpreting Research</p> <ul style="list-style-type: none"> <li>• what does research tell us about conference interpreting?</li> <li>• how can research be applied to and improve practice?</li> </ul>
	Seminar	<ul style="list-style-type: none"> <li>• Students present mock conferences</li> <li>• SI practice</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Practice mock conferences with language-specific feedback</li> <li>• SI bilingual practice</li> </ul>
Week 7: 15 July - 19 July	Lecture	<ul style="list-style-type: none"> <li>• User expectations of conference interpreting quality.</li> <li>• Ethics and professional conduct in conference settings.</li> <li>• Working as a team with a booth partner; booth etiquette; the role of the team leader and mentoring by senior colleagues</li> <li>• Preparing for assignments</li> </ul>
	Seminar	<ul style="list-style-type: none"> <li>• Students' mock conferences</li> <li>• Practice interpreting different speeds, complex sentences, errors, humour.</li> <li>• Practice interpreting as a team in the booth</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Practice interpreting different speeds, complex sentences, errors, humour.</li> <li>• Practice interpreting as a team in the booth</li> </ul>
Week 8: 22 July - 26 July	Lecture	Producing oral speech
	Seminar	Mock conference (students)
	Tutorial	Bilingual SI practice of with and without text, with preparation.
Week 9: 29 July - 2 August	Lecture	Preparation and coping strategies: waiting, stalling, anticipation, chunking, reformulating syntax, condensation, omission.
	Seminar	<ul style="list-style-type: none"> <li>• Students continue to present mock</li> </ul>

		<p>conferences</p> <ul style="list-style-type: none"> <li>• Coping strategies (speaker's pace too fast, difficult accent, written speeches, embedded clauses, ethical dilemmas, jokes and puns)</li> <li>• Working as a team with a booth partner; booth etiquette.</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Mock conferences</li> <li>• Coping strategies (speaker too fast, difficult accent, embedded clauses, ethical dilemmas, jokes and puns)</li> </ul>
Week 10: 5 August - 9 August	Lecture	Conclusion: course wrap up
	Seminar	<ul style="list-style-type: none"> <li>• Students present final mock conferences.</li> <li>• Moving towards more advanced SI practice.</li> </ul>
	Tutorial	Final tutorial: practice and feedback to students.
Week 11: 12 August - 16 August	Assessment	Portfolio to be submitted in Turnitin on 12 August 2020 at 4 pm.

## 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

[http://ec.europa.eu/dgs/scic/become-an-interpreter/recources-for-interpreting-students/index\\_en.htm](http://ec.europa.eu/dgs/scic/become-an-interpreter/recources-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

Course and teaching evaluations, both formal (myExperience) and informal (unsolicited feedback from students), have been consistently favourable. This year, with the transition to T 3, it became possible to introduce weekly language-specific tutorials, previously requested by the students.

## **Submission of Assessment Tasks**

## **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](mailto: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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