



Course Specification

(Postgraduate Programs)

Course Title: : Translation & Interpreting Technologies
Course Code: TRN 6102
Program: Master of Arts in Translation
Department: Translation
College: College of Languages & Translation
Institution: King Khalid University
Version: 2
Last Revision Date: 01 May 2024

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A. General information about the course:

1. Course Identification:

1. Credit hours: (3)

2. Course type

A. ☐ University ☐ College ☒ Department ☐ Track
B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: (1/ 1)

4. Course General Description:

The Translation & Interpreting Technologies course provides MA students with a comprehensive and practice-oriented introduction to cutting-edge technologies shaping the modern translation and interpreting industry. It covers a broad spectrum of digital tools and platforms, including Computer-Assisted Translation (CAT) tools, translation memory systems, terminology management software, corpus analysis tools, project management applications, and machine translation engines. Special emphasis is placed on emerging AI-driven technologies and their growing role in both translation and interpreting workflows. Through hands-on training, real-world simulations, and guided assignments, students will develop the technical competencies required to effectively integrate these tools into professional practice, enhancing productivity, consistency, and quality in multilingual communication.

5. Pre-requirements for this course (if any):

NA

6. Pre-requirements for this course (if any):

NA

7. Course Main Objective(s):

The Translation & Interpreting Technologies course aims to:

1. Introduce students to a wide range of industry-standard translation and interpreting technologies, including CAT tools, machine translation, and AI-driven applications.
2. Develop students' ability to use translation memory systems, terminology management software, and corpus analysis tools effectively in professional contexts.
3. Equip students with the skills to critically evaluate and integrate digital tools into various stages of the translation and interpreting process.
4. Enhance students' technical proficiency through hands-on practice, enabling them to manage multilingual projects efficiently using specialized software.
5. Foster awareness of current trends, ethical considerations, and the evolving role of technology in the translation and interpreting profession.





2. Teaching Mode: (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> Traditional classroom E-learning 	36 9	80% 20%
4	Distance learning	-	-

3. Contact Hours: (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	20
2.	Laboratory/Studio	15
3.	Field	
4.	Tutorial	10
5.	Seminars	
	Total	45

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Demonstrate a comprehensive understanding of the core functions and features of translation and interpreting technologies, including CAT tools, machine translation, and terminology management systems.	K1	Lectures, tool demonstrations, interactive discussions	Mid-term Exam, Final Exam
1.2	Critically explain the principles underlying translation memory,	K2	Case studies, comparative	Mid-term Exam, Assignments





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	corpus analysis, and AI-based tools, and their implications for professional translation and interpreting workflows.		analysis, research readings.	
1.3	Evaluate the impact of technological advancements on the translation and interpreting industry, including issues related to quality, ethics, and human-machine collaboration.	K3	Seminars, guided reflection, industry trends review	Final Exam, Assignments
2.0				
2.1	Apply a range of computer-assisted translation (CAT) tools and terminology management systems to produce accurate, consistent, and efficient translations.	S1, S3	Hands-on lab sessions, supervised practice	Practical Project, Final Exam
2.2	Use corpus analysis tools, translation memory, and machine translation engines to support informed decision-making in translation and interpreting tasks.	S2, S3	Tool-based workshops, collaborative exercises	Assignments, Mid-term Exam
2.3	Manage digital translation and interpreting projects effectively by integrating appropriate technologies and adhering to professional standards and workflow.	S3	Project-based learning, workflow simulations	Practical Project (with Presentation), Observation



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
3.0				
3.1	Demonstrate ethical responsibility in the use of translation and interpreting technologies, including confidentiality, data security, and informed use of machine-generated content.	V1	Ethics scenarios, professional standards review	Observation, Final Exam
3.2	Exhibit professionalism and accountability in managing technology-assisted translation and interpreting tasks within team-based and individual projects.	V3	Group work, project-based learning, peer review	Practical Project, Observation
3.3	Show openness to innovation and a commitment to continuous learning in response to emerging tools and evolving practices in the language services industry.	V2	Industry updates, self-directed learning tasks	Assignments, Observation

C. Course Content:

No	List of Topics	Contact Hours
1.	Exploration of the historical development from manual methods to computer-assisted translation (Sin-wai, 2017 - Chapter 1).	6
2.	Understanding importance of Computer-Assisted Translation tools and the basics of managing translation projects (Mitchell-Schuitevoerder, 2020 - Chapter 1).	6
3.	Examination of machine translation methods and the enhancement role of AI technologies (Mitchell-Schuitevoerder, 2020 - Chapter 2).	6
4.	Discovery of the combination of machine translation and translation memory systems for improved workflow efficiency (Mitchell-Schuitevoerder, 2020 - Chapter 3).	6





5.	Learning about the significance and methods for managing terminology databases in translation (Mitchell-Schuitevoerder, 2020 - Chapter 4).	6
6.	Gaining hands-on experience with popular CAT tools and exploring their advanced features.	10
7.	Investigation of AI-enhanced translation tools and discussion on future trends in translation technology.	5
Total		45

D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Assignments	3, 4, & 5	15%
2.	Practical project (practical & presentation demonstration)	7	20%
3.	Mid-term examination	9	20%
4.	Final exam (theoretical & practical)	16	40%
5.	Observation	Ongoing	5%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities:

1. References and Learning Resources:

Essential References	<p>Selected topics can be drawn from:</p> <ul style="list-style-type: none"> - Maylath Sin-wai, C. (2017). The Future of Translation Technology: Towards a World without Babel. Routledge. - Mitchell-Schuitevoerder, R. (2020). A project-based approach to translation technology. London: Routledge. (Chapters 1 to 4). <p>Fan, K., & Chunlei, W. (2023). Translation Studies in the Era of AI: Characteristics, Fields and Significance. International Journal of Translation and Interpretation Studies, 3(4), 58-67.</p>
Supportive References	<p>Students may wish to consult the following references for the required tasks for this course:</p> <ul style="list-style-type: none"> - Bowker, L. (2002). Computer-aided translation technology: A practical introduction. Ottawa: University of Ottawa Press. - Chan, S. W. (Ed.). (2014). Routledge encyclopedia of translation technology. Routledge. - Cronin, M. (2013) Translation in the Digital Age. Abingdon. Routledge.





	<ul style="list-style-type: none"> - Kornacki, M. (2018) Computer-assisted Translation (CAT) Tools in the Translator Training Process. Studies in language, Lang, Peter GmbH.
Electronic Materials	<ul style="list-style-type: none"> - Saudi Digital Library https://sdl.edu.sa/sdlportal/en/publishers.aspx - https://www.matecat.com/ - https://www.wordfast.com/ - https://www.memoq.com/ - https://www.trados.com/ - https://www.smartcat.com/ - https://phrase.com/blog/posts/translation-technology/
Other Learning Materials	<ul style="list-style-type: none"> - https://www.youtube.com/watch?v=46rUOOmNlKA - https://www.youtube.com/watch?v=b9U_FUaneso

2. Educational and Research Facilities and Equipment Required:

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	<ul style="list-style-type: none"> • Specialized interpreting classrooms • Language laboratories equipped for interpreting practice • Simulation rooms for real-world interpreting scenarios
Technology equipment (Projector, smart board, software)	<ul style="list-style-type: none"> • Projectors and smart boards • Interpreting software and digital audio tools • Recording and playback systems
Other equipment (Depending on the nature of the specialty)	<ul style="list-style-type: none"> • Soundproof interpreting booths • Headsets and microphones • Note-taking tools and visual aids





F. Assessment of Course Quality:

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Assessed by students, faculty, program leaders, and peer reviewers using direct feedback and evaluations.	Assessed through student evaluations, peer reviews, classroom observations, and teaching feedback surveys.
Effectiveness of students' assessment	Evaluated by students, faculty, and program leaders through exam performance, project outcomes, and feedback.	Evaluated through analysis of exam results, project outcomes, grading consistency, and student feedback.
Quality of learning resources	Reviewed by faculty and program leaders based on student feedback and peer reviews.	Reviewed via surveys, resource usage analytics, student and faculty feedback, and comparison with academic standards.
The extent to which CLOs have been achieved	Measured by faculty, program leaders, and peer reviewers using assessments, exams, and student portfolios.	Measured through direct assessments like exams, projects, portfolios, and indirect methods like student self-assessment and surveys.
Other	Assessed by a combination of students, faculty, program leaders, peer reviewers, and external evaluators using surveys, feedback forms, and reflective essays.	Assessed using qualitative feedback, focus groups, external reviews, and additional surveys tailored to specific concerns.

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval Data:

COUNCIL /COMMITTEE	ENGLISH/TRANSLATION DEPARTMENT COUNCIL
REFERENCE NO.	8-1-46
DATE	25 AUGUST 2024

