



Course Specification

(Postgraduate Programs)

Course Title:	Advanced Interpreting Practice
Course Code:	TRA 6111
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

Table of Contents

A. General information about the course:.....	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:	4
C. Course Content:	7
D. Students Assessment Activities:	8
E. Learning Resources and Facilities:.....	8
F. Assessment of Course Quality:	3
G. Specification Approval Data:.....	Error! Bookmark not defined.





A. General information about the course:

1. Course Identification:

1. Credit hours: (2)

2. Course type

A. ☐ University ☐ College ☒ Department ☐ Track

B. ☐ Required ☒ Elective

3. Level/year at which this course is offered: (3/2)

4. Course general Description:

The Advanced Interpreting Practice course offers advanced, practice-based training in interpreting, with a primary focus on simultaneous interpreting and supplementary practice in sight and consecutive modes. Students will develop interpreting skills in both Arabic and English through regular lab sessions using professional equipment such as booths, headsets, and microphones. The course emphasizes practical application, guided by interpreting theories and strategies to address linguistic, cultural, and ethical challenges. Students will also explore the interpreter's roles across different settings, strengthen their listening, memory, and note-taking abilities, and gain insight into cross-cultural communication. By the end of the course, students are expected to demonstrate greater self-reliance, confidence, and competence in real-world interpreting contexts.

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

NA

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

NA

7. Course Main Objective(s):

This course aims to:

- Provide students with advanced, hands-on training in interpreting between Arabic and English.
- Develop the ability to accurately interpret authentic audio materials using the three main modes: sight, consecutive, and simultaneous.
- Strengthen students' application of core interpreting skills, including active listening, memory retention, and note-taking.
- Introduce and reinforce professional strategies and techniques used to manage linguistic, cultural, and ethical challenges in interpreting.
- Promote the use of interpreting theory and frameworks to guide practice and improve performance across various interpreting contexts.
- Familiarize students with the use of industry-standard interpreting equipment in a language lab environment.
- Enhance students' confidence, self-reliance, and problem-solving abilities through regular reflective practice and performance feedback.

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 	27 3	90% 10%
4	Distance learning		

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

No	Activity	Contact Hours
1.	Lectures	5
2.	Laboratory/Studio	25
3.	Field	
4.	Tutorial	
5.	Others (specify).....	
	Total	30

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

Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding: After completing this course successfully, learners will be able to:			
1.1	Demonstrate an in-depth understanding of the modes of interpreting (sight, consecutive, and simultaneous), including their principles, processes, and appropriate contexts of use.	K2, K3	<ul style="list-style-type: none"> Hands-on practice Simulated interpreting sessions Instructor-led demonstrations Recorded performance analysis Peer collaboration and feedback 	Practical interpreting assignments Mid-term exam & Final exam
1.2	Explain key theoretical concepts and strategies in	K2, K3	<ul style="list-style-type: none"> Interactive lectures 	Mid-term exam & Final exam



Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
	interpreting, and evaluate their relevance to real-world interpreting tasks between Arabic and English.		<ul style="list-style-type: none"> • Case Study analysis • Group discussions • Guided reflection • Theory-to-practice tasks 	
1.3	Identify and demonstrate critical understanding of the linguistic, cultural, and ethical factors that influence interpreting performance and decision-making in various professional settings.	K1, K3	<ul style="list-style-type: none"> • Case-based learning • Role-playing and simulations • Ethical scenario discussions • Cross-cultural analysis activities • Reflective practice 	<p>Assignment (Simulated Interpreting Task with commentary)</p> <p>Mid-term exam & Final exam</p>
2.0				
2.1	Demonstrate advanced mastery of simultaneous interpreting, alongside proficient command of sight and consecutive interpreting, by employing context-sensitive strategies and professional judgment in complex, multilingual settings.	S1, S2	<ul style="list-style-type: none"> • Advanced simulated interpreting sessions • Mentored lab practice • Performance analysis and peer review • Scenario-based training • Reflective seminars 	Assignments (simulated interpreting exams, portfolio of interpreting performances, & Oral defense or viva assignment)



Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
2.2	Apply advanced listening, concentration, and memory skills, alongside structured note-taking techniques, to support accurate and efficient interpreting performance across various modes.	S1, S2	<ul style="list-style-type: none"> • Guided listening and recall exercises • Note-taking workshops • Memory training activities • Live practice with immediate feedback • Audio segmentation and retelling tasks 	<p>Assignments (Note-taking accuracy tests & in-class listening drills with performance review)</p> <p>Examination - Mid-term & final exam</p>
2.3	Address linguistic, cultural, and psychological challenges in interpreting by applying relevant linguistic theory, professional strategies, and effective use of advanced interpreting technologies across all modes and language directions.	S2, S3	<ul style="list-style-type: none"> • Problem-based learning • Technology-integrated practice sessions • Case study discussions • Applied linguistics workshops • Strategy-focused simulation tasks 	<p>Assignments (case-based written analysis & strategy application reports)</p> <p>Mid-term & final exam</p>
3.0				
3.1	Demonstrate self-reliance, professional confidence, and effective problem-solving skills in managing interpreting tasks and challenges independently.	V3	<ul style="list-style-type: none"> • Ethics and professional conduct seminars • Cultural awareness workshops • Role-playing with culturally sensitive scenarios 	<ul style="list-style-type: none"> • Observation checklists during live practice





Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
			<ul style="list-style-type: none"> Guided reflection and group discussions 	
3.2	Maintain an impartial and culturally respectful stance toward all parties involved in the interpreting process, demonstrating sensitivity to diverse backgrounds and perspectives.	V2	<ul style="list-style-type: none"> Problem-based learning (PBL) Independent interpreting tasks Real-time simulation exercises Peer and self-evaluation activities 	Participation in cultural competency activities
3.3	Demonstrate proficient command of both working languages, including awareness of their regional, social, and contextual variations.	V1	<ul style="list-style-type: none"> Contrastive language analysis sessions Exposure to diverse language varieties through authentic materials Vocabulary and register expansion activities Bilingual discussions and language-specific exercises 	Assignments (oral and written translation tasks across registers, Language variation analysis , and in-class discussions and performance reviews)

C. Course Content:

No	List of Topics	Contact Hours
1.	Introduction to Interpreting studies: concepts and principles.	2
2.	Issues in interpreting practice (e.g. interpreting professional skills, interpreting ethics, difficulties and strategies, and quality and assessment, settings of interpreting).	4
3.	Sight interpreting practice.	8
4.	Consecutive interpreting practice.	8





5.	Simultaneous interpreting practice.	8
Total		30

D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Multiple assignments	Ongoing evaluation	30%
2.	Mid-term exam	6	30%
3.	Final examination	16	40%

*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 from:</p> <ul style="list-style-type: none"> - Gillies, A. (2019) Consecutive Interpreting: A Short Course, London: Routledge. - (2014) Conference Interpreting: A Student's Practice Book, London: Routledge. - (2017) Note-taking for Consecutive Interpreting. London: Routledge. - Mikkelsen, H. (2016). Introduction to court interpreting. Routledge. - Approved audio material for interpreting practice provided by the course instructor.
Supportive References	<ul style="list-style-type: none"> - Gile, D. (2009). Basic Concepts and Models for Interpreter and Translator Training, Revised Edition. John Benjamins Publishing Company. - Jones, R. (2002). Conference Interpreting Explained. Routledge. - Masduki, M. (2020). A Textbook of Interpreting. - https://www.researchgate.net/publication/355040768_A_TEX_TBOOK_OF_INTERPRETING - Mikkelsen, H. (2016). Introduction to court interpreting. Routledge. - Mikkelsen, H., & Jourdenais, R. (2015). The Routledge handbook of interpreting. Routledge. - دموكي، مراد (2015). الترجمة الشفوية: الأنواع والأساليب: الترجمة التتبعية - نموذجاً.
Electronic Materials	Sources available online via:





	<ul style="list-style-type: none"> - https://interpretertrainingresources.eu - https://orcit.eu - https://webgate.ec.europa.eu/sr/ - https://ec.europa.eu/info/education/skills-and-qualifications/develop-your-skills/language-skills/interpretation-training-toolbox/scitrain-training-modules-interpreting-students_en
Other Learning Materials	

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



Assessment Areas/Issues	Assessor	Assessment Methods
		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

