



## Course Specification — (Bachelor)

**Course Title:** **Simultaneous Interpreting**

**Course Code:** **TRN3342-3**

**Program:** **Bachelor of Arts in Translation**

**Department:** **Department of Translation**

**College:** **College of Languages and Translation**

**Institution:** **King Khalid University**

**Version:** **1**

**Last Revision Date:** **20 Jan 2025**



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## A. General information about the course:

### 1. Course Identification

1. Credit hours: (3)

### 2. Course type

A. <input type="checkbox"/> University	<input type="checkbox"/> College	<input checked="" type="checkbox"/> Department	<input type="checkbox"/> Track	<input type="checkbox"/> Others
B. <input checked="" type="checkbox"/> Required	<input type="checkbox"/> Elective			

### 3. Level/year at which this course is offered: (Semester 6 - Year 3)

### 4. Course General Description:

TRN3342-3 Simultaneous Interpreting is designated **3** credit hours, as indicated in the parentheses above. In Section 3, 'CONTACT HOURS', a detailed breakdown of the course's contact hours is provided, specifying lectures, tutorials, laboratory sessions, and other forms of student-teacher interaction. Meanwhile, Section C, 'COURSE CONTENT', elucidates the primary topics, themes, and sub-areas that the course will cover, ensuring students are aware of the academic terrain they will navigate throughout the term. It is essential to refer to these sections for a comprehensive understanding of the course's structure and content.

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

TRN2331-3

### 6. Co-requisites for this course (if any):

N/A

### 7. Course Main Objective(s):





This course aims to equip students with preparatory interpreting skills in simultaneous interpreting, so that they can be able to reproduce interpreting tasks of authentic audio materials between English and Arabic, and vice versa, and apply fundamental skills and strategies of simultaneous interpreting.

**2. Teaching mode** (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	40.5	90%
2	E-learning	4.5	10%
3	Hybrid <ul style="list-style-type: none"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>	-	-
4	Distance learning	-	-

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

No	Activity	Contact Hours
1.	<b>Lectures</b>	25
2.	<b>Laboratory/Studio</b>	20
3.	<b>Field</b>	-
4.	<b>Tutorial</b>	-
5.	<b>Others (specify)</b>	-
<b>Total</b>		<b>45</b>

**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
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	Acquire basic knowledge about simultaneous interpreting concepts, principles and techniques	K2 & K4	<p><b>Lecture:</b> Introduce students to the roles interpreters play in simultaneous interpreting mode. Introduction to Simultaneous Interpreting, Roles of the Interpreter</p> <p><b>Class Discussion:</b> Help students think critically about how interpreters adapt their roles based on the interpreting mode, Pose a Scenario, Discussion Questions</p>	Formative Assessment 1 (5 marks)





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			<p><b>Group Activity:</b> Provide students with hands-on experience in identifying and adopting appropriate interpreter roles</p>	
1.2	Identify different roles of the interpreter according to the mode of simultaneous interpreting	K3	<p><b>Lecture:</b> Teach students the fundamental roles interpreters assume in different simultaneous interpreting contexts (e.g., conferences, courtrooms, media) and explain its relevance in professional settings</p> <p><b>Class Discussion:</b> Enable students to critically think about and articulate the various roles based on specific interpreting situations, present scenarios (e.g., A court interpreter translating testimony in a trial)</p> <p><b>Group Activity:</b> Provide hands-on experience in identifying and applying the appropriate interpreter roles in specific scenarios, Divide Students into Groups, Each group role-plays as interpreters (e.g., Medical interpreter in a doctor-patient consultation, Legal interpreter translating testimony in a high-profile trial)</p>	Midterm Exam (30 marks)
1.3	Recognize cross-cultural differences that influence and are reflected in the use of language	K3	<p><b>Lecture:</b> Define cross-cultural communication and its relevance in simultaneous interpreting, highlight key areas where cultural differences manifest (e.g., idiomatic expressions, non-verbal communication, formality and politeness levels, use of silence)</p> <p><b>Class Discussion:</b> Facilitate critical thinking and collaborative discussion about the challenges interpreters face due to cultural differences</p>	Assignment 1 (5 marks)





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			<b>Pair Activity:</b> Help students practice recognizing and navigating cross-cultural differences in interpreting through hands-on simulations (e.g., you are interpreting for a business negotiation between an American and a Saudi Arabian team)	
2.0	<b>Skills</b>			
2.1	Demonstrate proficiency in advanced simultaneous interpreting from Arabic into English and vice versa	S1	<p><b>Lecture:</b> Introduce students to advanced strategies and techniques for high-level interpreting, emphasize the complexity of simultaneous interpreting and the need for proficiency in both source and target languages, highlight the importance of quick processing, cultural sensitivity, and accuracy.</p> <p><b>Class Discussion:</b> Encourage students to reflect on and analyze the practical challenges of advanced interpreting (e.g., you are interpreting a live televised press conference where the speaker switches between formal and colloquial Arabic. How do you handle maintaining tone and accuracy?)</p> <p><b>Individual Interpreting Practice:</b> Enable students to apply advanced simultaneous interpreting techniques in a controlled environment.</p>	Formative Assessment 2 (5 marks)
2.2	Demonstrate effective listening, concentration and memory skills, and note-taking techniques	S2	<p><b>Lecture:</b> Teach students the importance of listening, concentration, memory skills, and note-taking techniques in simultaneous interpreting, explain why interpreters need sharp listening and concentration skills to process information in real time, emphasize the role of memory in bridging short pauses</p>	Assignment 2 (5 marks) Final Exam (40 marks)





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			<p>or retaining long sentences, highlight how effective note-taking complements memory and ensures accuracy.</p> <p><b>Class Discussion:</b> facilitate collaborative brainstorming on common interpreting challenges and strategies for improvement (e.g., you are interpreting a fast-paced speech with dense information. How do you manage listening, processing, and note-taking without falling behind?)</p> <p><b>Individual Interpreting Practice:</b> give students hands-on experience in improving their listening, memory, and note-taking skills while interpreting</p>	
2.3	Overcome potential linguistic, cultural and psychological issues that interpreters may face, applying professional strategies and techniques	S1	<p><b>Lecture:</b> Equip students with professional strategies to overcome common challenges in simultaneous interpreting related to language, culture, and psychology, define the key issues:</p> <p><b>Linguistic Issues:</b> Differences in vocabulary, syntax, idiomatic expressions, and false cognates. <b>Cultural Issues:</b> Nuances of politeness, context-specific terms, non-verbal communication, and cultural references, <b>Psychological Issues:</b> Stress, fatigue, anxiety, and loss of confidence that may affect performance.</p> <p><b>Class Discussion:</b> encourage students to reflect on potential challenges and brainstorm strategies for overcoming them in realistic interpreting situations, <b>Present a Realistic Scenario</b> (e.g., “<i>You are interpreting for a high-level diplomatic meeting. The speaker switches between formal language and local dialects. They mention a culturally specific historical event that is unknown</i></p>	Quiz (10 marks) Final Exam (40 marks)





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			<p><i>to your audience. Meanwhile, you start feeling anxious because the speech is very fast-paced. How would you handle the linguistic, cultural, and psychological challenges you're facing?"</i></p> <p><b>Pair Activity:</b> allow students to practice overcoming linguistic, cultural, and psychological challenges in a safe, controlled environment through pair work</p>	
3.0	<b>Values, autonomy, and responsibility</b>			
3.1	Reflect on your own learning experience and explore options to continuously develop your competence as interpreters and communicators	V1	<p><b>Class Discussion:</b> Encourage students to share and reflect on their experiences, challenges, and progress in the course so far (e.g., <i>"What is the most valuable lesson you've learned in this course so far? or "What challenges have you faced, and how have you addressed them?"</i>)</p> <p><b>Observation:</b> develop critical thinking and self-awareness by observing professional interpreters and identifying techniques they can apply to their own development</p> <p><b>Group Activity:</b> encourage students to collaboratively brainstorm strategies for continuous improvement and develop actionable personal goals</p>	The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured.
3.2	Communicate appropriately, accurately and effectively while involved in group tasks	V2	<p><b>Individual Consultation:</b> Provide individual feedback on students' communication skills during group tasks and set personal improvement goals, explain the purpose of individual consultations: to review communication effectiveness and identify areas for improvement, emphasize the importance of self-assessment and personal reflection in group tasks</p> <p><b>Observation:</b> help students identify effective communication strategies by</p>	The course coordinator will decide the specific details of this assessment, including the format, criteria for





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			<p>observing professional interpreters in group settings</p> <p><b>Group Work:</b> practice effective communication, coordination, and role management in a simulated group interpreting task</p>	evaluation, and how the results are measured.
3.3	Display a commitment to the learning process by consistently attending classes, actively participating in discussions and activities, and showing respect for diverse opinions and perspectives.	V3	<p><b>Attendance Tracking:</b> encourage students to reflect on the importance of consistent attendance and active participation in the learning process, explain the role of attendance in a learning environment, emphasizing that consistent attendance not only impacts individual growth but also contributes to a more dynamic, collaborative learning experience, highlight how actively participating in discussions and activities fosters mutual respect and enriches learning</p> <p><b>Observation:</b> help students understand the importance of commitment and respect for diverse perspectives by observing professional interpreters at work</p> <p><b>Group Work:</b> foster commitment, respect, and active participation through collaborative interpreting tasks in a group setting</p>	The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured.

#### C. Course Content

No	List of Topics	Contact Hours
1.	Introduction to simultaneous interpreting	5
2.	Issues in simultaneous interpreting practice (e.g. interpreting professional skills, interpreting ethics, difficulties and strategies, and quality and assessment).	6





3.	Strategies & techniques of simultaneous interpreting	6
4.	Settings of simultaneous interpreting (international conferences, live broadcasts, business meetings, educational seminars, legal proceedings)	6
5.	Consecutive interpreting practice in various fields (medical, tourism, business, legal, and political)	22
<b>Total</b>		<b>45</b>

This schedule accounts for the complexity of the tasks and the time required for teaching and practice and includes additional time for review and assessment. The distribution may need adjustments depending on the students' progress and the actual time each topic requires. Always be ready to adapt and change according to the needs of the students. Remember that it's important to have interactive activities, engage students in discussion, and incorporate real-life context into teaching to help students better understand and apply what they've learned.

#### D. Students Assessment Activities

Outlined below are the student assessment activities for this course, each mapped to an overarching course-level learning outcome. While this mapping provides a broad framework for understanding the intended skills and competencies to be gained, it is worth emphasizing that it does not fully encapsulate the evaluation spectrum. Beyond the scope of course-level learning outcomes, assessments also capture unit-specific and lesson-specific objectives integral to evaluating the full spectrum of student academic achievement and growth. Hence, these assessments are not confined solely to the learning outcomes to which they are mapped; they also evaluate the nuanced objectives specified in individual units/chapters and lessons within the course. **Please note that the Midterm is cumulative in nature, covering the course materials until that point in time, whereas the final exam encompasses the entire course.** Although all assessments are mapped to specific learning outcomes, this should not be considered a limitation. In the table below, you'll find a quiz listed among various assessments. If only one quiz is indicated, it may be divided into two parts at the discretion of the course teaching team, with the original grade allocation being proportionally adjusted.

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	<b>Formative Assessment 1 (5 Marks)</b> <b>CLO Measured: 1.1</b>	3	5%
2.	<b>Formative Assessment 2 (5 Marks)</b> <b>CLO Measured: 2.1</b>	5	5%
3.	<b>Assignment 1 (5 Marks)</b> <b>CLO Measured: 1.2</b>	5	5%
4.	<b>Assignment 2 (5 Marks)</b> <b>CLO Measured: 2.2</b>	9	5%
5.	<b>Quiz (10 Marks)</b>	11	10%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	<b>CLO Measured: 2.3</b>		
6.	<b>Midterm Exam (30 Marks)</b> <b>CLO Measured: 1.3</b> <b>While aligned with a specific CLO for measurement purposes, this comprehensive exam covers all course materials and assesses the knowledge, understanding, and skills up until this point in time.</b>	7	30%
7.	<b>Final Exam (40 Marks)</b> <b>CLO Measured: 2.3</b> <b>Although aligned with a certain CLO for measurement purposes, this comprehensive final exam evaluates the knowledge, understanding, and skills across all topics covered throughout the course.</b>	16	40%
<b>Overall Total</b>			<b>100%</b>

## E. Learning Resources and Facilities

Please note that the textbook(s) listed as required for each course are intended to be used as primary resources for course content. Instructors are expected to use these books as a foundation for their teaching materials while having the flexibility to adapt and supplement content from available sections or online versions.

The semester coordinator will ensure that the materials align with the learning outcomes and maintain the highest educational experience. The required textbook list serves as a starting point, and the actual course content may include additional or adapted resources. We appreciate your understanding and trust in our commitment to delivering an engaging and comprehensive educational experience.

### 1. References and Learning Resources

Required Textbooks	<b>A notebook approved by the Translation Department</b> , offering practical guidance and essential insights into simultaneous interpreting, including key strategies, ethics, and field applications.
Essential References	Instructors and students are, however, recommended to refer to the following textbooks and dictionaries: <ul style="list-style-type: none"> <li>Mikkelsen, H., &amp; Jourdenais, R. (2015). <i>The Routledge handbook of interpreting</i>. Routledge.</li> </ul>





	<ul style="list-style-type: none"> <li>Mikkelson, H. (2016). Introduction to court interpreting. Routledge.</li> <li>Carol J. Patrie. (2005) Simultaneous Interpreting from English (Effective Interpreting Series) Dawn Sign Press.</li> <li>Gillies, A. (2014) Conference Interpreting: A Student's Practice Book, London: Routledge.</li> <li>Gillies, A. (2017) Note-taking for Consecutive Interpreting, London: Routledge.</li> </ul>
<b>Electronic Materials</b>	<ul style="list-style-type: none"> <li><a href="https://interpretertrainingresources.eu">https://interpretertrainingresources.eu</a></li> <li><a href="https://orcit.eu">https://orcit.eu</a></li> <li><a href="https://interpretertrainingresources.eu/simultaneous/">https://interpretertrainingresources.eu/simultaneous/</a></li> </ul>
<b>Other Learning Materials</b>	<ul style="list-style-type: none"> <li>Saudi Digital Library: <a href="https://sdl.edu.sa/sdlportal/en/publishers.aspx">https://sdl.edu.sa/sdlportal/en/publishers.aspx</a></li> </ul>

## 2. Required Facilities and equipment

Items	Resources
<b>FACILITIES</b>	<ul style="list-style-type: none"> <li>Specialized labs (Capacity 24 students)</li> <li>Multimedia rooms</li> <li>Study areas</li> </ul>
<b>TECHNOLOGY EQUIPMENT</b>	<ul style="list-style-type: none"> <li>Computer and internet connection for instructors</li> <li>Projectors</li> <li>Smart boards</li> <li>Subject-specific softwares</li> <li>Audio-visual devices</li> </ul>
<b>OTHER EQUIPMENT</b>	<ul style="list-style-type: none"> <li>Textbooks</li> <li>Reference materials</li> <li>Subject-specific learning resources</li> <li>Supplementary materials</li> </ul>
<b>ADDITIONAL RESOURCES</b>	Optional: Mobile Charging Station

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Efficacy of Pedagogical Approaches	<ul style="list-style-type: none"> <li>Principal Instructor</li> <li>Academic Peer Review Panel</li> <li>Student Evaluation Subcommittee</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Observations Utilizing Standardized Rating Instruments</li> <li>Peer Review Assessments Following Institutional Guidelines</li> </ul>





Assessment Areas/Issues	Assessor	Assessment Methods
		<ul style="list-style-type: none"> <li>❖ Triangulated Student Feedback Mechanisms Including Anonymized Surveys and Focus Groups</li> </ul>
Integrity and Effectiveness of Student Assessments	<ul style="list-style-type: none"> <li>❖ Principal Instructor</li> <li>❖ Independent Academic Auditors</li> <li>❖ Extern Advisory Board</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assessment Tool Validation through Quantitative and Qualitative Methods</li> <li>❖ Employing Rubric-Based Evaluations With Inter-Rater Reliability Measures</li> </ul>
Quality and Relevance of Educational Resources	<ul style="list-style-type: none"> <li>❖ Principal Instructor</li> <li>❖ Student Curriculum Feedback Panel</li> <li>❖ Educational Technology and Resources Committee</li> </ul>	<ul style="list-style-type: none"> <li>❖ Utilizing Resource Evaluation Metrics and Checklists</li> <li>❖ Student Resource Utilization Surveys</li> <li>❖ Comparative Analysis with Nationally and Internationally Recognized Educational Standards</li> </ul>
Achievement Level of Course Learning Outcomes (CLOs)	<ul style="list-style-type: none"> <li>❖ Principal Instructor</li> <li>❖ Deanship of Academic Development and Quality</li> <li>❖ Program Level Quality Committee</li> </ul>	<p><b>1. Semester-End Learning Outcome Mapping:</b> Systematic mapping of all questions on all assessments to course and program learning outcomes is conducted at the end of each semester. This process involves the use of a specialized Excel sheet from the Deanship of Academic Development and Quality, which operates at two levels:</p> <ul style="list-style-type: none"> <li>❖ <b>First Level:</b> An assessment blueprint is created, in which each question on all assessments is mapped to a specific Course Learning Outcome</li> </ul>





Assessment Areas/Issues	Assessor	Assessment Methods
		<p>before the assessments are conducted.</p> <p>❖ <b>Second Level:</b> After the assessments are administered, the results for each question are inputted to evaluate the alignment and performance against the predetermined Course Learning Outcomes.</p> <p><b>2. Program Learning Outcome Surveys:</b> Rigorous surveys are designed and implemented to quantitatively and qualitatively measure the attainment of program-specific learning outcomes.</p>

#### G. Specification Approval

COUNCIL /COMMITTEE	COLLEGE COUNCIL
REFERENCE NO.	15
DATE	FEBRUARY 12, 2023

