

COURSE DESCRIPTIONS

Faculty	Arts & Languages				
Department	English Language & Translation			NQF level	7
Course Title	Simultaneous & Consecutive Interpretation 2 A-E	Code	103491	Prerequisite	Simultaneous & Consecutive Interpretation E-A (1)
Credit Hours	3	Theory	3	Practical	-
Course Leader	Dr. Duaa Talafha	email	d.talafha@jadara.edu.jo		
Lecturers	Dr. Duaa Talafha	emails	d.talafha@jadara.edu.jo		
Lecture time	Monday/ Wednesday 10:00-11:30	Classroom	C305	Attendance	Fulltime
Semester	Second Semester 2025-2026	Production	2022	Updated	2026
Type of Teaching	<input checked="" type="checkbox"/> Face to Face <input type="checkbox"/> Blended <input type="checkbox"/> Online				

Short Description

This course is designed to help students improve their skills in simultaneous and consecutive interpreting from Arabic into English. It also seeks to introduce students to training tools and technique, such as shadowing and storytelling, develop their note-taking skills and strengthen their short-term, long-term and working memory. Additionally, the course will expose students to different interpreting contexts such as press conferences, national and international conventions, and will cover disciplines such as business, trade, politics, film, law and medicine.

Course Objectives

1. Introducing students to simultaneous and consecutive interpreting across languages.
2. Introducing interpreting and training techniques used in simultaneous and consecutive interpreting such as note-taking, shadowing and storytelling.
3. Familiarizing students with concepts and expressions relevant to translation in general and interpreting in particular.
4. Develop students' abilities to interpret simultaneously and consecutively from Arabic into English.

Learning Outcomes

A. Knowledge - Theoretical Understanding

a1. Understand theories of interpretation, types of interpretation and understand the methods and techniques of interpretation. (K1)

B. Knowledge - Practical Application

a2. Practice simultaneous, consecutive, sight and whispered interpreting from Arabic into English. (K2)
C. Skills - Generic Problem Solving and Analytical Skills
b1. Analyze how language is mentally processed and analyze the interpreting process. (S1)
D. Skills - Communication, ICT, and Numeracy
b2. Use Arabic TV texts, speeches, YouTube videos as exercises for interpreting. (S2)
E. Competence: Autonomy, Responsibility, and Context
c1. Acquire good knowledge and skills (professional skills, cognitive skills and interpreting skills) to develop an efficient approach to interpreting process. (C1)
Teaching and Learning Methods
<input checked="" type="checkbox"/> Face to Face Lectures <input checked="" type="checkbox"/> Brain Storming <input type="checkbox"/> Synchronous remote <input type="checkbox"/> Asynchronous remote <input checked="" type="checkbox"/> Using Video <input checked="" type="checkbox"/> Discussions <input checked="" type="checkbox"/> Research Project <input type="checkbox"/> Case Study <input type="checkbox"/> Field visit <input checked="" type="checkbox"/> Problem solving
Assessment Methods
<input type="checkbox"/> Formative Assessment <input checked="" type="checkbox"/> Quiz <input type="checkbox"/> Lab Exam <input checked="" type="checkbox"/> Homework <input type="checkbox"/> Project Assessment <input checked="" type="checkbox"/> Oral Presentation <input checked="" type="checkbox"/> Midterm <input checked="" type="checkbox"/> Final Exam

Course Contents					
Week	Hours	CLOs	Topics	Teaching & Learning Methods	Assessment Methods
1.	3	a1 a2	Introduction to interpreting.	Lecture and discussion.	Observation and class participation.
2.	3	a1 a2	Types/Modes of Interpretating. Practice consecutive, simultaneous and whispered interpreting using role-playing (beginner level dialogue) to get a taste of interpreting.	Lecture, discussion, PowerPoint slides/presentation, role-playing and group work.	Observation, assignment, class participation and in-class interpreting performance.
3.	3	a1 a2 b1 c1	Sight-Interpretation. Practice consecutive, simultaneous and sight interpreting using role-playing.	Lecture, discussion, PowerPoint slides/presentation, role-playing and group work.	Observation, class participation and in-class interpreting performance.
4.	3	a1 a2 b1 c1	Preparing for interpretation tasks – training and interpreting techniques (shadowing and storytelling). + Eid Alfitr break	Lecture, discussion, PowerPoint slides/presentation, and group work.	Observation, class participation and assignments.
5.	3	a1 a2 b1 c1	Note-taking. Practice consecutive interpreting.	Lecture, discussion, PowerPoint slides/presentation,	Observation, class participation, in-class interpreting

				and in-class activity.	performance and assignments.
6.	3	a1 a2 b1 c1	Memory (short-term, long-term and working memory). Exercises to train one's memory. Practice consecutive interpreting.	Lecture, discussion, PowerPoint slides/presentation, in-class activity, role-playing and group work.	Observation, class participation and in-class interpreting performance.
7.	3	a1 a2 b1 c1	Practice - simultaneous interpreting (using headsets and a microphone if possible).	Lecture, discussion, in-class activity, role-playing and group work.	Observation, class participation, assignments and in-class interpreting performance.
8.	3	a1 a2 b1 c1	Field trip (if possible).	Shadowing and discussion.	Observing and participation.
9.	3	a1 a2 b1 c1	Students' presentations. Revision (preparing for the midterm exam).	Discussion.	Observation and testing students' knowledge of the presented material through questions.
10.	3		Midterm Exam		
11.	3	a1 a2 b1 b2 c1	Remote interpreting. (Practice the common mode/type of interpreting used which is consecutive).	Lecture, discussion, PowerPoint slides/presentation, in-class activity, role-playing and group work.	Observation, class participation and in-class interpreting performance.
12.	3	a1 a2 b1 b2 c1	Interpreting services for film and production. (Practice- interpreting using relevant material).	Lecture, discussion, PowerPoint slides/presentation, in-class activity, role-playing and group work.	Observation, class participation, in-class interpreting performance and assignments.
13.	3	a1 a2 b1 b2 c1	Ethics, interpreting culture, interpreters' physical and mental health and general tips.	Lecture, discussion, PowerPoint slides/presentation,	Observation, class participation,
14.	3	a1 a2 b1 b2 c1	Revision	General discussion.	Performance.
15.			Final exam		

Infrastructure	
Textbooks	Nolan, J. (2005). Interpretation: Techniques and Exercises. Baker, M., & Saldanha, G. (2009). Routledge encyclopedia of translation studies.
References	- Gillis, A. (2013). <i>Conference Interpreting: A Student's Practice Book</i> . London: Routledge.
Recommended reading	1- Gillies, Andrew (2005). Note-taking for consecutive interpreting . Manchester, St Jerome Publishing 2- Myers, Laura (1985) Introduction to consecutive interpreting . New York: Hill House. 3- Newmark, Peter. (1989). A textbook of translation . New York: Prentice Hall 4- Patrie, Carol (2009) Consecutive interpreting from English . London: Longman. 5- Pochhacker, Franz. (2004). Introducing Interpreting Studies . New York: Routledge. 6- Riccardi, Alexandre. (2003) Translation Studies . Cambridge: Cambridge university press 7- Roderick, Jones (2002) Conference interpreting explained . Detroit: Saint Jerome Publications
Electronic materials	Specialized journals such as Translation, Babel, Perspectives and META . Practical audio resources such as SPEECH REPOSITORY .
Other	-

Course Assessment Plan								
Assessment Method		Grade	CLOs					
			a1	a2	b1	b2	c1	
First (Midterm)		30	10	10	10			
Second (if applicable)								
Final Exam		50	10	10	10	10	10	
Coursework								
Coursework assessment methods	Assignments	10				5	5	
	Case study							
	Discussion and interaction	10				5	5	
	Group work activities							
	Lab tests and assignments							
	Presentations							
	Quizzes							
Total		100	20	20	20	20	20	

Plagiarism

Plagiarism is claiming that someone else's work is your own. The department has a strict policy regarding plagiarism and, if plagiarism is indeed discovered, this policy will be applied. Note that punishments apply also to anyone assisting another to commit plagiarism (for example by knowingly allowing someone to copy your code).

Plagiarism is different from group work in which a number of individuals share ideas on how to carry out the coursework. You are strongly encouraged to work in small groups, and you will certainly not be penalized for doing so. This means that you may work together on the program. What is important is that you have a full understanding of all aspects of the completed program. In order to allow proper assessment that this is indeed the case, you must adhere strictly to the course work requirements as outlined above and detailed in the coursework problem description. These requirements are in place to encourage individual understanding, facilitate individual assessment, and deter plagiarism.