

Identification	Subject (code, title, credits)	TRN 423 Consecutive Translation and Note- taking 3KU/6ECTS
	Department	English Language and Literature Department
	Program (undergraduate, graduate)	Undergraduate
	Term	Fall, 2023
	Instructor	Zamira Gurbanova
	E-mail:	zqurbanova@khazar.org
	Phone:	(+994 12) 421-10-93
	Office hours	08:00- 16:00, Monday-Friday
Prerequisites	Introduction to translation, Written translation	
Language	English	
Compulsory/Elective	Compulsory	
Required textbooks and course materials	<ol style="list-style-type: none"> 1. Szabó, C. (2006). Language choice in note-taking for consecutive interpreting. <i>Interpreting: International Journal of Research & Practice in Interpreting</i>, 8(2). 2. Chen, S. (2016). Note taking in consecutive interpreting: A review with special focus on Chinese and English literature. <i>The Journal of Specialised Translation</i>, 26(1), 151-171. 3. Gillies, A. (2019). <i>Consecutive interpreting: A short course</i>. Routledge. 4. Agrifoglio, M. (2004). Sight translation and interpreting: A comparative analysis of constraints and failures. <i>Interpreting. International Journal of Research and Practice in Interpreting</i>, 6(1), 43-67 5. Yazılı mətnin şifahi tərcüməsi, F, Abdullayeva, Ə. Gül, N.Əliyeva, 	
Course website		
Course outline	<p>This course enables students to practice consecutive translation of diversified texts (oral speeches), talks, etc. in both directions (Azerbaijani and English). The focus will be placed on acquiring various translation techniques and skills which such as listening comprehension, analysis of meaning, analytical thinking, note- taking, short-term memory, arranging information, managing challenges(linguistic and ethical), as well as non- verbal factors that are of great importance in comprehension of the message transferred.</p>	
Course objectives	<p>This course aims to:</p> <ol style="list-style-type: none"> 1. Introduce students to the practice of sight translation from English into Azerbaijani and vice versa; 2. Provide students with the opportunities to develop their note- taking and consecutive interpreting skills; 3. Familiarize students with non- verbal factors influencing the comprehension of the message transferred ; 4. Equip students with the basic techniques in performing bilateral 	

	interpreting ;		
Learning outcomes	Upon successful completion of the course, the students will be able to : <ol style="list-style-type: none"> 1. Develop skills such as listening, memory retention, note- taking etc. to perform consecutive translation; 2. Catch the main idea in texts. 3. Acquire strategies for handling challenges which can occur during oral interpreting; 4. Students will be able to apply effective note-taking techniques 		
Teaching methods	Lecture		
	Group discussion		+
	Experiential exercise		+
	Case analysis		
	Simulation		
	Course paper		
	Others		+
Evaluation	Methods	Date/deadlines	Percentage (%)
	Midterm Exam		35
	Case studies		
	Attendance		5
	Activity		5
	Assignment and quizzes		
	Project		20
	Presentation/Group Discussion		
	Final Exam		35
	Others		
	Total		100
Policy/ Assessment	<p>Attendance is required for the entire course for the student to receive credit. Partial attendance is considered as an absence and will affect the final grade. <u>25 percent</u>, will result in a failure of the course.</p> <p>Activity: During each class, students will practice different types of interpreting (sight, consecutive, simultaneous). They will listen recorded texts and translate them by taking- notes. Though students are generally not allowed to use mobile phones in class, while interpreting, they can record their own voices so that the teacher together with them can check errors later and emphasize the strength of their translation. Also, mobile phones can be used to look up for a word in electronic dictionaries while working on the new vocabulary.</p>		

		For the project work , students will be asked to prepare simultaneous interpretation of some four texts on significant latest events. The volume of the part to be interpreted from the text should not be less than 350-400 words. However, the student must be familiar with the content of the entire text be able to interpret consecutively any part of the material randomly selected by the teacher. Deadline for submitting the projects will be defined later.	
Tentative Schedule			
Week	Date/Day (tentative)	Topics	Textbook/Assignments /Reading
1		Expansion of the students’ knowledge about interpreting on the basis of the translation courses taught in previous semesters. Discussion of the Assessment Criteria for Quality Translation/Interpreting;	Gillies, A. (2019). <i>Consecutive interpreting: A short course</i> . Routledge
2		What is sight translation? Elements of sight translation? Practical assignment	Agrifoglio, M. (2004). Sight translation and interpreting: A comparative analysis of constraints and failures. <i>Interpreting. International Journal of Research and Practice in Interpreting</i> , 6(1), 43-67 Yazılı mətnin şifahi tərcüməsi, F, Abdullayeva, Ə. Gül, N.Əliyeva
3		Skills required for sight translation Process of sight translation Practical assignment	Agrifoglio, M. (2004). Sight translation and interpreting: A comparative analysis of constraints and failures. <i>Interpreting. International Journal of Research and Practice in Interpreting</i> , 6(1), 43-67 Yazılı mətnin şifahi tərcüməsi, F, Abdullayeva, Ə. Gül, N.Əliyeva,
4		General viewpoint to consecutive interpreting Skills required for consecutive interpreting Combating stress	Gillies, A. (2019). <i>Consecutive interpreting: A short course</i> . Routledge
5		Listening comprehension skills General Listening Activities Recognizing and Splitting Ideas Practical assignment: Interpreting of an English Text;	Yazılı mətnin şifahi tərcüməsi, F, Abdullayeva, Ə. Gül, N.Əliyeva,

6	<p>Introduction to Notetaking Skills</p> <p>Noting Names and Numbers</p>	<p>Szabó, C. (2006). Language choice in note-taking for consecutive interpreting. <i>Interpreting: International Journal of Research & Practice in Interpreting</i>, 8(2).</p> <p>Chen, S. (2016). Note taking in consecutive interpreting: A review with special focus on Chinese and English literature. <i>The Journal of Specialised Translation</i>, 26(1), 151-171.</p>
7	<p>Techniques of note- taking</p> <p>Note- taking exercises</p> <p>Practical assignment: Interpreting of an English Text</p>	<p>Yazılı mətnin şifahi tərcüməsi, F, Abdullayeva, Ə. Gül, N.Əliyeva</p>
8	Midterm exam	
9	<p>Practical assignment: Consecutive Interpreting of the English Speaker's Social and Political Presentation</p> <p>Breathing Exercises;</p>	<p>Yazılı mətnin şifahi tərcüməsi, F, Abdullayeva, Ə. Gül, N.Əliyeva</p>
10	<p>Overcoming lexical challenges in interpreting</p> <p>Practical assignment: Interpreting of the Social and Political Speech of the Head of the Republic of Azerbaijan</p>	<p>Gillies, A. (2019). <i>Consecutive interpreting: A short course</i>. Routledge</p>
11	<p>The Impact of Cultural Difference on Speech Comprehension.</p> <p>Overcoming lexical challenges in interpreting</p>	<p>Gillies, A. (2019). <i>Consecutive interpreting: A short course</i>. Routledge.</p>
12	<p>Challenges in Translation of Aphorisms and Phraseological Units</p> <p>Practical assignment: Consecutive Interpreting of a Literary Text</p>	<p>Gillies, A. (2019). <i>Consecutive interpreting: A short course</i>. Routledge.</p>
13	<p>Terminological Challenges in Interpreting</p> <p>Practical assignment: Interpreting of English and</p>	<p>Gillies, A. (2019). <i>Consecutive interpreting: A short course</i>. Routledge</p>

	Azerbaijani Economic Texts;	
14	Terminological Challenges in Interpreting Practical assignment: Simultaneous Interpreting of a Randomly Selected Text	Gillies, A. (2019). <i>Consecutive interpreting: A short course</i> . Routledge
15	Holding discussions on studied topics and working on errors. Review.	
16	Final exam	