



2023

TP-153



Course Specification — (Bachelor)

Course Title: Consecutive and Bilateral interpretation

Course Code: LANT1413

Program: English language

Department: Language and Translation

College: Education and Arts

Institution: University of Tabuk

Version: 10. 2023

Last Revision Date: 2022



Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
C. Course Content	4
D. Students Assessment Activities	5
E. Learning Resources and Facilities	5
F. Assessment of Course Quality	5
G. Specification Approval	6





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 type="checkbox"/> Required		<input checked="" type="checkbox"/> Elective		

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

4. Course General Description:

The course aims to train students in English to Arabic interpretation skills. It focuses on various contexts in social sciences, humanities, economics, and medicine, including global and local issues. The training is provided through weekly language lab classes where students are taught to use interpretation facilities such as booths, recording headsets, and microphones.

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

LANT1207 Introduction to Translating and Interpreting Studies

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

N/A

7. Course Main Objective(s):

Upon completion of this course, students will have acquired the necessary skills and strategies to accurately interpret audio material between English and Arabic. They will be able to apply fundamental techniques in interpretation and reproduce the interpretation of authentic audio material in various contexts such as the social sciences, humanities, economics, and medicine. The course will provide students with ample opportunities to practice using interpretation facilities including booths, recording headsets, and microphones during weekly language lab classes.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning		
	Hybrid		
3	<ul style="list-style-type: none"> • Traditional classroom • E-learning 		
4	Distance learning		





3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	15
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		45

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

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Recognize strategies, terminology and acronyms in bilateral and consecutive interpreting of social, medical, environmental, and educational audio material.	K2	1. Lectures 2. Debates and class discussions 3. PowerPoint Presentations 4. Collaborative and peer technique teaching 5. Self-learning exercises 6. Audio-visual materials	Exams In-class discussions
1.2	Identify factors involved in oral interpretation in a variety of settings (legal, medical.) and use various modes of interpretation.	K2	1. Lectures 2. Debates and class discussions 3. PowerPoint Presentations 4. Collaborative and peer technique teaching 5. Self-learning exercises 6. Audio-visual materials	Exams In-class discussions
2.0	Skills			
2.1	Interpret bilaterally and consecutively texts from English into Arabic and vice versa accurately.	S2	1. Lectures 2. Debates and class discussions 3. PowerPoint Presentations 4. Collaborative and peer technique teaching 5. Self-learning exercises	Exams Project Written Assignments In-class discussions





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			6. Audio-visual materials	
2.2	Apply interpretation strategies and techniques to interpret short segments of audio materials bilaterally and consecutively from English into Arabic and vice versa.	S1	1. Lectures 2. Debates and class discussions 3. PowerPoint Presentations 4. Collaborative	Exams Project Written Assignments In-class discussions
3.0	Values, autonomy, and responsibility			
3.1	Adhere to academic and research values and ethics.	V1	1. Lectures 2. Debates and class discussions 3. PowerPoint Presentations 4. Collaborative and peer technique teaching 5. Self-learning exercises 6. Audio-visual materials	Project Written Assignments
3.2	Achieve tasks autonomously, promoting self-learning.	V2	1. Lectures 2. Debates and class discussions 3. PowerPoint Presentations 5. Self-learning exercises 6. Audio-visual materials	Written Assignments
3.3	Complete collaborative tasks with responsibility.	V3	1. Lectures 2. Debates and class discussions 3. PowerPoint Presentations 4. Collaborative and peer technique teaching 5. Audio-visual materials	Project Written Assignments

C. Course Content

No	List of Topics	Contact Hours
1	Theoretical Part: Introducing the differences between interpretation and written translation.	3
2	Theoretical Part: Introducing the differences between interpretation and written translation.	3
3	Terminology and acronyms in bilateral and consecutive interpreting of social, medical, environmental, and educational audio material	3
4	Terminology and acronyms in bilateral and consecutive interpreting of social, medical, environmental, and educational audio material	3
5	Identifying the characteristics of Consecutive and Bilateral Interpretations	3





6	Identifying the characteristics of Consecutive and Bilateral Interpretations	3
7	Discuss the strategies of the following: Consecutive and Bilateral Interpretations	2
8	Strategies of the following: Consecutive and Bilateral Interpretations	3
9	Approaches of the following: Consecutive and Bilateral Interpretations	3
10	An assortment of texts in various interpretation fields: Global issues material and Sustainable Development Goals 1	3
11	An assortment of texts in various interpretation fields: Global issues material and Sustainable Development Goals 2	3
12	An assortment of texts in various interpretation fields: Women Empowerment	3
13	An assortment of texts in various interpretation fields: Health	3
14	An assortment of texts in various interpretation fields: Education	3
15	An assortment of texts in various interpretation fields: Diplomacy and business	3
Total		45

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	1st Midterm exam	7	20%
2.	2nd Midterm exam	12	20%
3.	Assignments	ongoing	10%
4.	Presentation of Team Project	14-15	10%
5.	Final Exam	16-17	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	Nolan, J. (2012) Interpretation: Techniques and Exercises (Professional Interpreting in the Real World, 4)
Supportive References	United Nations website. UNESCO website. WHO website. CNN/ BBC video and audio material
Electronic Materials	Recording device
Other Learning Materials	Audio lab.

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Lecture rooms Library





Items	Resources
Technology equipment (projector, smart board, software)	Laptop computer Projector system and internet connection
Other equipment (depending on the nature of the specialty)	None

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	<p>1. Direct method: Looking at actual samples of student work in the course such as assignments, projects...etc.</p> <p>2. Indirect method: Faculty-student meetings to get students' oral feedback.</p> <p>Surveys: Confidential (anonymous) completion of a course evaluation questionnaire</p>
Effectiveness of Students assessment	Faculty	Assessment of the Course Reports and the Program Annual Report
Quality of learning resources	Faculty / Students	Assessment of the Course Reports and the Program Annual Report
The extent to which CLOs have been achieved	Coordinators / Program Leaders	Assessment of the Course Reports and the Program Annual Report
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	DEPARTMENT COUNCIL
REFERENCE NO.	MEETING NO. 9/45
DATE	15.04.1445

