

**DEVELOPING A COURSE IN CONFERENCE INTERPRETING:  
UKRAINIAN EXPERIENCE**

*International Humanitarian University,  
Odessa, Ukraine*

**Abstract.** *The article presents a new course program in conference interpreting designed especially for the needs of the local Ukrainian market. The program is aimed at students of the fifth and sixth year of education who would like to obtain a Master degree in I&T. The concept was developed during a special international course in Translation Didactics that was delivered by the Higher School for Translation and Interpretation of the Lomonosov Moscow University and the Working Group of CIUTI in June 2012.*

**Keywords:** *conference interpreting, simultaneous and consecutive interpretation, special drills, glossary, LSP, Bloom's taxonomy, Ukrainian interpretation market, language combination, Ukrainian- English*

The need for professional conference interpreters has never been so crucial in nowadays Ukraine. Critical reforms at all levels of the state, preparation for European integration and military hostilities in the east of the country bring quite a number of international missions and organizations to Ukraine. They, therefore, demand professional interpreters. Professional conference interpreting training is an important constituent contributing to the improvement in social and political situation in the country. The overall lesson plan we are about to present is an updated version meant to be a final part of a 3- term course in Conference Interpreting designed for the needs of Ukrainian interpretation market, Odessa region. The first course was delivered in the International Humanitarian University, Odessa, Ukraine at the Department of Linguistics and Translation to the Master level students of the Department. They had to take an initial testing to be placed into the special group of Intensive Interpretation Studies, as the students must have certain psychological abilities to perform simultaneous interpretation. The previous course showed great results as the students and trainer had access to the booths and simultaneous interpreting equipment and the final session of simultaneous interpreting was a success. The students were able to interpret native speakers into Ukrainian and Russian working in pairs in the booths. The best students are now employed in a number of international organizations.

The course is designed so that the would-be interpreters could master two language combinations, in particular, Russian-English and Ukrainian-English interpreting in both directions. Odessa region factually has three working languages at the international conferences held in the area due to its local

peculiarities and the demand on bilingual interpreters with good command of English, Russian and Ukrainian is quite high.

The course combines both consecutive and simultaneous modes of interpretation starting with the consecutive one and gradually leading the students to the simultaneous mode with the help of special drills offered by such outstanding professionals like Lynn Visson, G. Miram, S. Maksimov, and others. We have decided to combine a number of theoretical themes dealing with practical aspects of conference interpretation regardless of the fact that the students would have had a number of courses in the Theory of Translation at their Bachelor level program. The problems arising during the process of interpreting are sometimes quite difficult to deal with and the students must be aware of the existing ways of coping with such issues as word order, precise information, compression and expansion, etc. The theory we offer for considering by students has practical value. The course comprises a number of different subject fields not to narrow the students' marketability in the Ukrainian interpretation ambience. The subject fields chosen for the final term comprise Human Rights and Politics, Law, Banking, Health Care, Peacekeeping. The course is build up around international organizations working in these fields. Placing a student in a real-life conference environment is as crucial for their personal development as working with real conference videos and recordings. We have designed a number of mock conferences and role-plays that is fun for both students and a trainer.

Home assignments include memorizing poetry, excerpts from public speeches of well-known orators and fiction. During the course the students develop their memorizing skills, improve phonemic listening and comprehension, enlarge their cultural background and develop their public speaking skills.

It is also absolutely crucial for the students to have an opportunity to record their own interpretations and work over their mistakes at home.

Each term finishes with an exam, where the students perform a 3-3-3 min consecutive interpretation with intermittent English, Ukrainian, Russian languages and a 20 min simultaneous interpretation into Russian (10 min) and into Ukrainian (10 min). The students' answers must be recorded and listened to by the Examination Board. The Examination Board consists of interpreters and interpreter trainers. The final exam welcomes perspective employers, such as directors of translation agencies, tour agencies, etc.

One term has 90 classroom academic hours and 135 hours dedicated to self-development and self-study that will equal to 225 hours.

## CONFERENCE INTERPRETING: TRAINING FOR THE LOCAL MARKET

A case-based course for MA students

3 terms/ 4-6 h per week/Term 3

**Language combinations:** English-Russian; Russian-English; English-Ukrainian; Ukrainian-English

**Course Description:** A course in conference interpreting from and into English for 2 mother tongues.

**General Objectives**

- To prepare students (SS) for a competitive functioning in the professional environment of Ukraine
- To master simultaneous interpretation skills
- To improve consecutive interpretation skills

**Specific Objectives**

- To urge students to increase their background knowledge in different subject fields: Human Rights and Politics, Law, Banking, Health Care, Peacekeeping.
- To prepare students for performing real simultaneous interpretation using proper booth equipment
- To improve students' understanding different English accents

**Course Concept (Bloom's taxonomy)**

We have used Bloom's taxonomy while developing the course. We think that arranging the lesson activities according to the levels of cognition is a rather effective tool for efficient knowledge acquisition. Each activity in the Overall lesson plan corresponds to the level of taxonomy. Tasks to achieve according to the above-mentioned classification are given below:

**1. Knowledge acquisition. Level 1**

- To be aware of the Internet terminological databases, audio sources, names of the newspapers, magazines and dictionaries
- To get acquainted with different modes of interpretation and proper equipment used for it (if any)
- To learn how to establish glossaries for every project and for each subject field
- To get acquainted with the key concepts in each subject field covered in the course and the sources for acquiring additional information for the course
- To learn the language for special purposes (LSP) for the fields covered in the course in three languages

**2. Comprehension. Level 2**

- To be able to memorize samples of speeches and official international documentation
- To be able to comprehend and explain the key concepts from the subject fields covered in three languages
- To be able to read and summarize newspaper and magazine articles, listen and render BBC, CNN and local TV programs as well as lectures in three languages and reflect on them

**3. Application. Level 3**

- To apply the theory of skopos while the target public is predetermined and think how to interpret the same audio fragments or reports for the narrow specialists in the fields and for broader audience
- To learn how to search for information in parallel texts to find proper glossary and background information
- To learn how to use metaphors within the subject fields covered in the course
- To learn how to perform interpretation in different modes (whispered, sight translation, two-way dialogue, consecutive, simultaneous)

#### 4. Analysis. Level 4

- To single out possible difficulties in the audio fragments or reports during preliminary listening and suggest solutions
- To analyze the subject of the audio fragment and its position in the framework of background knowledge of the subject field
- To single out the accent for the given fragment and find similar samples in YouTube
- To reflect on the key concepts mentioned in the audio fragment

#### 5. Synthesis. Level 5

- To interpret as close to the professional standards as possible in the way demanded by the interpretation mode
- To adapt the style and language register to the target public (the whole interpretation should sound stylistically homogeneous)
- To be able to interpret with and without preparation in a given mode

#### 6. Evaluation

- To make critical statements about the choice of certain language and register using proper meta- language
- To evaluate the quality of interpretation according to the precise criteria
- To judge if the interpretation is relevant for the potential client as for its function

### Overall Lesson Plan Term 3 (46 ac. hours + 80 self- study hours)

Week	Lesson	Activities	Taxonomy Level	Teaching Method	Teaching materials	Hours
1	1	<i>Trainer's instructions:</i> Course introduction <b>Basic approaches to Translation and Interpretation</b> <b>Key milestones in the theory and practice of conference interpretation</b>	1, 2	Lecture	<a href="http://www.unmulti-media.org/radio/russian/archives/211243/#.VxsduU-OLGh">http://www.unmulti-media.org/radio/russian/archives/211243/#.VxsduU-OLGh</a>  Chernov, 1987, Maksimov, 2007	2

		<p>Bibliography</p> <p>Teaching methods (special drills introduced),</p> <p>Audio sources available</p> <p>SS and Trainer discussion</p> <p><b>Evaluation Criteria (message conveyed and presentation)</b></p> <p>Importance of mother-tongue fluency for qualitative interpretation (special drills introduced)</p> <p>SS presentations</p> <p>SS introduce themselves in three languages (English, Ukrainian, Russian)</p> <p><i>Role-play</i>: an American rock star press-conference in Kyiv, her interpreter speaking English, Russian, Ukrainian, other students- journalists</p> <p>Self- assessment (discussion)</p> <p><b>Home assignment</b></p> <p>Starting Simultaneous Interpreting</p> <p><a href="https://www.youtube.com/watch?v=OI552QC_zhE">https://www.youtube.com/watch?v=OI552QC_zhE</a></p> <p>(for shadowing and interpreting at home)</p>	4,5,6	<p>Seminar</p> <p>Individual</p> <p>Teamwork</p> <p>CNN News</p>	<p><a href="http://WWW.AIIC.NET">WWW.AIIC.NET</a></p> <p><a href="http://aiic.net/page/pdf/56">http://aiic.net/page/pdf/56</a></p> <p><a href="http://www.youtube.com">www.youtube.com</a></p> <p><a href="http://www.bbc.com">www.bbc.com</a></p>	
2	<p><i>Trainer's instructions:</i></p> <p><b>Motivation in Learning process</b></p> <p><b>Interpreting as cross-cultural communication</b></p> <p>SS and Trainer discussion</p> <p><i>SS presentations</i></p> <p>Individual presentations of challenges in simultaneous interpreting</p> <p><i>Preliminary listening</i> to the You tube video followed by discussion (min 1-10), singling out possible difficulties for interpretation</p> <p><i>Consecutive Interpretation</i> of the above mentioned piece (English-Russian) with recording (3min-3min-4min)</p> <p>ADL Client Memo 1, shadowing, summarizing</p>	1, 2  3,4  1,2  5  6	<p>Lecture</p> <p>Seminar</p> <p>Individual</p> <p>Teamwork</p> <p>Individual</p> <p>Individual Teamwork</p>	<p>Lynn Visson, 1997</p> <p><a href="https://www.youtube.com/watch?v=-asPimzYo6c">https://www.youtube.com/watch?v=-asPimzYo6c</a></p> <p>History of simultaneous interpreting</p>	2	

		Self-assessment: Listening to your recordings and evaluating the quality <b>Home Assignment:</b> 30 min Ukrainian and Russian shadowing daily Learning a 1-page excerpt (fiction) by heart				
3 4		<i>Trainer's instructions:</i> Interpretation Modes: Consecutive/Whispered/Sight Translation/Simultaneous <b>Key differences between consecutive and simultaneous interpretation</b> The Inner Speech of an interpreter. Understanding the sense <i>Transcript analysis</i> for possible difficulties in interpretation <i>Consecutive Interpretation</i> into Russian (10 min) and into Ukrainian (10 min) without the typescript <i>Simultaneous Interpretation</i> with recording. Reflection. Self-assessment applying evaluation criteria (logbook) <b>Home Assignment:</b> Ukrainian and Russian for shadowing to perform at home (no less than 30 min) Learning an excerpt from a public speech by heart Searching information about different international organizations. Further reading: <a href="http://www.coe.int/">http://www.coe.int/</a>	1,2  5 6	Lecture  Teamwork  Individual  Teamwork	Maksimov, 2007 pp.52-56   Myram, 2007 Steve Job's Speech transcript (T.6.1)  Myram, 2007 Steve Jobs' Motivational Speech at Stanford University (10 min audio) T. 6.1	2
3	4	<b>Brainstorming. Associations game "Human Rights and Politics"</b> <i>SS presentations</i> <b>European International Organizations:</b> Council of Europe: PACE, Committee of Ministers, Secretary General of the CoE, European Court on Human Rights, <i>Shadowing in English</i> (20	1, 2  3,4 5	Individual  Individual Teamwork	  A video about the history of the Council of Europe (BBC program from	

		min)  <i>Discussion. Resuming in English</i>  <i>Simultaneous interpretation from English into Russian Disintegration of Revival of EU ( 2015) ( 20 min)</i> <i>Role-play: Member of PACE, an interpreter, Russian and Ukrainian journalists</i> <i>Self-assessment (discussion)</i> <b>Home Assignment:</b> Learning a 1-page excerpt (fiction) by heart Read information from the site <a href="http://www.coe.kiev.ua/">http://www.coe.kiev.ua/</a> 20 min English shadowing	6  6	Individual  Teamwork	<a href="http://www.youtube.com/watch?v=h3lUR8LiniY">www.youtube.com ) https://www.youtube.com/watch?v=h3lUR8LiniY</a>  Official sites of international organizations
5	<i>Trainer's instructions:</i> <b>Text, Context and Discourse. Types of Contexts</b> <i>SS define the type of context for the texts on the site of the Council of Europe</i> <i>Shadowing in English (20 min) Resuming in Russian</i>  <i>Consecutive Interpretation into Russian and into Ukrainian (15 min) without the typescript</i>  <i>Consecutive Interpretation with recording</i> Sight translation Ukrainian/English: the documentary study. Simultaneous interpreting Reflection Self assessment applying evaluation criteria (logbook) <b>Home Assignment:</b> English, Ukrainian and Russian shadowing Learning a 1-page poetry by heart <a href="http://www.classicpoetryload.com">www.classicpoetryload.com</a> Documentary Study	1,2  3,4, 5		Maksimov, 2007 pp. 69-72  Video from the COE Conference upon 2 May events <a href="https://www.youtube.com/watch?v=3yQxwi0xTCQ&amp;feature=youtu.be">https://www.youtube.com/watch?v=3yQxwi0xTCQ&amp;feature=youtu.be</a> 38 min. Documents: IAP of CoE investigating 2 May events Ukrainian <a href="https://wcd.coe.int/ViewDoc.jsp?Ref=DC-PR155%282015%29&amp;Language=lanUkrainian&amp;Ver=original&amp;Site=DC&amp;BackColorInternet=F5CA75&amp;BackColorIntranet=F5CA75&amp;BackColorLogged=A9BACE">https://wcd.coe.int/ViewDoc.jsp?Ref=DC-PR155%282015%29&amp;Language=lanUkrainian&amp;Ver=original&amp;Site=DC&amp;BackColorInternet=F5CA75&amp;BackColorIntranet=F5CA75&amp;BackColorLogged=A9BACE</a> English <a href="https://wcd.coe.int/">https://wcd.coe.int/</a>	

		OSCE website <a href="http://www.osce.org/what">http://www.osce.org/what</a> <a href="http://www.youtube.com/oscepa">http://www.youtube.com/oscepa</a>			<a href="#">ViewDoc.jsp?Ref=DC-PR155%282015%29&amp;Language=lanEnglish&amp;Ver=original&amp;Site=DC&amp;BackColorInternet=F5CA75&amp;BackColorIntranet=F5CA75&amp;BackColorLogged=A9BA CE</a>	
6	European International Organizations: European Union institutions <i>Shadowing in English</i> (20 min) Resuming in Russian <i>Sight translation</i> Ukrainian/English: the documentary study. <i>Consecutive Interpretation</i> into Russian and into Ukrainian (15 min) without the transcript Simultaneous interpreting with recording Reflection Self-assessment applying evaluation criteria (logbook)		Lecture  Individual Teamwork  Individual	EUphoria – What is the European Union? <a href="https://www.youtube.com/watch?v=HvqYnZJFrBk">https://www.youtube.com/watch?v=HvqYnZJFrBk</a> <a href="https://europa.eu/european-union/index_en">https://europa.eu/european-union/index_en</a> <a href="https://www.youtube.com/watch?v=qfnhUKGKXoc">https://www.youtube.com/watch?v=qfnhUKGKXoc</a> Soros Disintegration or revival of EU (2015)		
7	European International Organizations: European Commission vs European Parliament <i>Shadowing in English</i> (20 min) Resuming in Russian <i>Sight translation</i> Ukrainian/English: the documentary study. <i>Consecutive Interpretation</i> into Russian and into Ukrainian (15 min) without the transcript Simultaneous interpreting with recording Home Assignment: Ukrainian and Russian (no less than 30 min for Shadowing to perform at home) Learning a 1-page excerpt (fiction) by heart			<a href="http://ec.europa.eu/index_en.htm">http://ec.europa.eu/index_en.htm</a>  <a href="http://www.euronews.com/live">http://www.euronews.com/live</a>		
8	<i>SS presentations</i>					



		OSCE, OSCEPA, OSCE activities, OSCE Election mission observation to Ukraine 2012 <i>Preparing for sight translation</i> Reading aloud a Final OSCE/ODIHR report in English and then in Ukrainian  <i>Compiling Elections glossary Sight Translation</i> into Ukrainian and into English with recording Role-play: OSCE long term observer, interpreter, journalists Self- assessment (discussion) Home Assignment: English, Ukrainian and Russian shadowing Learning a 1-page public speech by heart Record your simultaneous interpreting from English into Russian and then compare with the video in Russian. <a href="https://www.youtube.com/watch?v=UV3659YaIvY">https://www.youtube.com/watch?v=UV3659YaIvY</a> 14 th session English <a href="https://www.youtube.com/watch?v=KZf1bKE4FXs">https://www.youtube.com/watch?v=KZf1bKE4FXs</a> Russian	1,2,  3  4,5 5 6	Individual    Teamwork	<a href="http://www.osce.org/ukraine/192456">http://www.osce.org/ukraine/192456</a> Local Elections in Ukraine 2015 Preliminary findings <a href="http://www.osce.org/odihr/elections/ukraine/194406?download=true">http://www.osce.org/odihr/elections/ukraine/194406?download=true</a> English <a href="http://www.osce.org/uk/odihr/elections/ukraine/194456?download=true">http://www.osce.org/uk/odihr/elections/ukraine/194456?download=true</a> Ukrainian Video OSCE ODIHR <a href="https://www.youtube.com/watch?v=qcxPeUokps">https://www.youtube.com/watch?v=qcxPeUokps</a>  <a href="http://www.osce.org/odihr/98578">http://www.osce.org/odihr/98578</a>  <a href="http://www.osce.org/uk/odihr/elections/98746">http://www.osce.org/uk/odihr/elections/98746</a>	2
9	<i>Trainer's instructions:</i> Semantic structure of the oral message and its main components Discussion  Simultaneous Interpretation from English into Ukrainian (23 min)  Simultaneous Interpretation from Ukrainian into English (33 min) with recording Reflection Self assessment applying evaluation criteria (logbook) Home Assignment: English, Ukrainian and	1,2  3 4,5  4,5 6  1,2 1,2	Lecture  Seminar  Individual  Individual  Team work	Maksimov, 2007 pp. 89-94 (Inside Story: an uneven playing field) <a href="http://www.youtube.com/watch?v=nUI3E5tI7h4">http://www.youtube.com/watch?v=nUI3E5tI7h4</a> <a href="http://www.youtube.com/watch?v=x58cmDcj-Yw">http://www.youtube.com/watch?v=x58cmDcj-Yw</a> (33 min Press Conference)	2	

		Russian shadowing Learning a 1-page excerpt (fiction) by heart Documentary Study: UN--- Central system Structure of UN. International Court of Justice				
	10	<i>SS' presentations</i> UN--- Central system. Structure of UN. International Court of Justice. Singling out key words ( 20) comparing the site page in English and in Russian Sight Translation into Russian BBC program about the history of UN (BBC program) 30 min shadowing. Discussion Role-play: UN interpreter (English-Chinese), interpreter, journalists Self- assessment ( discussion) Home Assignment: English, Ukrainian and Russian shadowing Learning a 1-page excerpt (poetry) by heart Documentary search about Syria	1,2, 3 4,5 3 5 6	Semina Seminar    Individual  Team work	Documentary study  <a href="http://www.un.org/en/mainbodies/index.shtml">http://www.un.org/en/mainbodies/index.shtml</a>  <a href="http://www.un.org/en/mainbodies/index.shtml">http://www.un.org/en/mainbodies/index.shtml</a>	2
5	11	<i>Trainer's instructions:</i> Semantic Redundancy of oral messages Discussion <i>SS' presentations:</i> Talking about Syrian conflict  Consecutive Interpretation of a video from the official site of UN with recording Reflection Self assessment applying evaluation criteria (logbook) Home Assignment: Search for audio in Ukrainian and Russian (no less than 30 min for Shadowing to perform at home) Learning a 1-page excerpt (public speech) by heart	1,2 3 4,5 6	Lecture Seminar  Individual  Teamwork Individual Teamwork	Maksimov, 2007 pp.102-106 Documentary study <a href="http://www.un.org">www.un.org</a> <a href="http://www.youtube.com/watch?v=WK6lUr_XaEY&amp;feature=related">http://www.youtube.com/watch?v=WK6lUr_XaEY&amp;feature=related</a> (Syrian Conflict) Shadowing <a href="http://www.youtube.com/watch?v=4FJq6QB6p_w">http://www.youtube.com/watch?v=4FJq6QB6p_w</a> Interpretation (Syrian Prime Minister <a href="https://www.youtube.com/watch?v=yiC4w7Erz8I">https://www.youtube.com/watch?v=yiC4w7Erz8I</a>	2

	12	<p><i>Trainer's instructions:</i>          "Gaps" in Oral Discourse          Perception and Ways of          Filling them in          Simultaneous Interpretation          of a video from the official          site of UN with recording          Reflection          Self assessment applying          evaluation criteria (logbook)          Home Assignment:          Search for audio          in Ukrainian and Russian          (no less than 30 min for          shadowing to perform at          home)</p>	4,5 6	Individual	<p>Maksimov, 2007          pp. 147-154   <a href="http://www.youtube.com/watch?v=4FJq6QB6p_w">http://www.youtube.com/watch?v=4FJq6QB6p_w</a>          Interpretation          (Syrian Prime          Minister  <a href="https://www.youtube.com/watch?v=7p5YjXNAT2s#t=454">https://www.youtube.com/watch?v=7p5YjXNAT2s#t=454</a>          ( UN Security          council on          Debal'tsevo 17 Feb)</p>	2
6	13	<p><i>Trainer's instructions:</i>          Interpreter's Note- Taking          SS' presentations          Consecutive interpretation          Reflection          Self assessment applying          evaluation criteria (logbook)          Home Assignment:          English, Ukrainian and          Russian shadowing          Learning a 1-page excerpt          (fiction) by heart          Documentary study          International Monetary Fund          site <a href="http://www.imf.org">www.imf.org</a></p>	1,2, 3  5, 6	Individual  Teamwork	<p>Maksimov, 2007          pp.107-113          Rebryy, 2006          Maksimov , 2007          T 7.1          Pp 156-161</p>	2
7	14	<p><i>SS' presentations</i>          Banking and finance IMF          Financial Times. Global          World and Recession          Key vocabulary acquisition          (English-Ukrainian/ English –          Russian)          Drill (shared attention,          watching 1 min news)          Role-play: IMF head          conference, interpreter,          journalists          Self assessment applying          evaluation criteria (logbook)</p>	1, 2  5 6	Individual  Teamwork	<p>Video from          Financial times          official site          International          Monetary Fund site  <a href="http://www.imf.org">www.imf.org</a>  <a href="https://www.youtube.com/watch?v=zEXqZmzgKgw">https://www.youtube.com/watch?v=zEXqZmzgKgw</a>          IMF Managing          Director conference          2011  <a href="https://www.youtube.com/watch?v=w4qxWub9wxU">https://www.youtube.com/watch?v=w4qxWub9wxU</a>          Bank of England</p>	2
	15	<p><i>Trainer's instructions:</i>          Subject field words (terms).          Practical Transcription.          Transliteration. Loan</p>	Lev el 4,5, 6	Individual	<p>Maksimov, 2007          pp.126-132  <a href="http://www.youtube.com/watch?v=saJ6">http://www.youtube.com/watch?v=saJ6</a></p>	2

		<p>Translation. Descriptive Translation. Set Phrases and Idioms</p> <p>Consecutive interpretation of a video from IMF official site with recording into Russian ( 15 min) and into Ukrainian ( 15 min)</p> <p>Reflection</p> <p>Self assessment applying evaluation criteria (logbook)</p> <p>Home Assignment: Ukrainian and Russian (no less than 30 min for Shadowing to perform at home)</p> <p>Learning a 1-page excerpt (fiction) by heart</p>			<p><a href="https://www.youtube.com/watch?v=w4qxWub9wxU">3WJgqes</a></p> <p>Davos 2013</p> <p><a href="https://www.youtube.com/watch?v=w4qxWub9wxU">https://www.youtube.com/watch?v=w4qxWub9wxU</a></p> <p>Bank of England Financial report 2015</p>	
	16	<p><i>Trainer's instructions:</i></p> <p>Dealing with Precise Information: ways of interpreting numbers, proper names, etc.</p> <p><i>SS' presentations</i></p> <p>Financial problems of Ukraine. Banking. (20 min)</p> <p>Sight Translation</p> <p>A TV program. Drill: rendering gist in 3 languages</p> <p>Simultaneous from Ukrainian into English</p> <p>Role-play: Minister of Finance of Ukraine, interpreter, foreign journalists</p> <p>Reflection</p> <p>Self assessment applying evaluation criteria (logbook)</p> <p>Home Assignment: Ukrainian and Russian (no less than 30 min for shadowing to perform at home)</p> <p>Learning a 1-page excerpt (poetry) by heart</p> <p>Documentary Study</p> <p>Healthcare WHO, its structure and key agreements.</p>	<p>1,2</p> <p>3</p> <p>5</p> <p>5</p> <p>5</p> <p>6</p>	<p>Lecture</p> <p>Individual</p> <p>Individual</p> <p>Teamwork</p> <p>Teamwork</p> <p>Individual</p>	<p>Maksimov, 2007 pp.132-136</p> <p>Magazine TYZH DEN</p> <p><a href="http://www.youtube.com/watch?v=1j39GxmysI">http://www.youtube.com/watch?v=1j39GxmysI</a></p>	2
11	17	<p><i>SS' presentations:</i></p> <p>Healthcare WHO, its structure and key agreements.</p> <p>Discussion</p>	<p>1,2,</p> <p>3</p>	<p>Individual</p> <p>Seminar</p>	<p><a href="http://www.who.int/countries/ukr/en/">http://www.who.int/countries/ukr/en/</a></p> <p>Melinda Gates 2014</p>	2

		30 min shadowing from an official WTO site. A video about WTO Paraphrasing English Listening for gist: NBCC Summit Plenary: Making an End to Breast Cancer a National Priority Role- play: An official from WHO, interpreter, Russian and Ukrainian journalists Self assessment (discussion) Home Assignment: Ukrainian and Russian shadowing to perform at home Learning a 1-page excerpt (fiction) by heart. Watching at home:	4 4 5 6	Individual	<a href="https://www.youtube.com/watch?v=OyVFLPbxUXM">https://www.youtube.com/watch?v=OyVFLPbxUXM</a>  <a href="http://www.youtube.com/watch?v=Cqdaeb0FyDA">http://www.youtube.com/watch?v=Cqdaeb0FyDA</a>  Healthcare & Life Sciences Summit - David Redfern, GlaxoSmithKline  <a href="http://www.youtube.com/watch?v=8mmZ7pJGw0">http://www.youtube.com/watch?v=8mmZ7pJGw0</a>	
	18	Consecutive interpretation of a video Healthcare & Life Sciences Summit (English into Russian and Ukrainian) (22 min) with recording Reflection Self assessment applying evaluation criteria (logbook) Home Assignment: Ukrainian and Russian shadowing to perform at home) Learning a 1-page excerpt (poetry) by heart. Watching at home:	4,5 6	Individual	Healthcare & Life Sciences Summit video: <a href="http://www.youtube.com/watch?v=UO7tM-vJOb8&amp;feature=relmfu">http://www.youtube.com/watch?v=UO7tM-vJOb8&amp;feature=relmfu</a>  A Lecture about Breast cancer with Slides  <a href="http://www.youtube.com/watch?v=5ueO4qcKIY&amp;feature=relmfu">http://www.youtube.com/watch?v=5ueO4qcKIY&amp;feature=relmfu</a>	2
12	19	<i>Trainer's instructions:</i> Functional System of Simultaneous Interpretation. Anticipation in Simultaneous Interpretation Simultaneous Interpretation with recording (English into Russian and Ukrainian) Reflection Self assessment applying evaluation criteria (logbook) Home Assignment: Ukrainian and Russian shadowing to perform at home)	1,2,3 4,5 6	Lecture  Individual	Maksimov, 2007 pp.196- 204  A Lecture about Breast cancer with Slides <a href="http://www.youtube.com/watch?v=5ueO4qcKIY&amp;feature=relmfu">http://www.youtube.com/watch?v=5ueO4qcKIY&amp;feature=relmfu</a>	2

		Learning a 1-page excerpt (public speech) by heart				
20		<i>SS' presentations:</i> A Professional Simultaneous Interpreter. Definition. "Interpreter friendly speakers" and "Listener friendly interpreters." Revision Home Assignment: English, Ukrainian, Russian shadowing to perform at home Learning a 1-page excerpt (poetry) by heart	1,2, 3 4,5 6	Team work	Maksimov, 2007 pp. 171-176	2
21		Term pass/fail examination 3min-3min-3min CI interpretation (monologue). (Recorded) 15 min SI interpretation (dialogue) (Recorded) The Board listens to the recordings, analyzes mistakes and assesses interpretations	Level 5, 6	Individual / Seminar	Subject field and time to prepare provided (1 hour)	6

A number of hours for individual home assignments ----135 hours: 80 hours to do home shadowing in 3 languages, 55 hours to study sample speeches, fiction and poetry by heart.

Total for the term-----90 + 135 is 225 hours, 7.5 credits

*References translated and transliterated*

1. Visson L. (1999) *Sinhronnyj perevod s russkogo na anglijskij [Simultaneous Interpreting from Russian into English]*. Moscow: Valent [in Russian]
2. Visson L. (2002) *Audio-kurs k posobiju Sinhronnyj perevod s russkogo na anglijskij . Teksty dlja otrabotki navykov s kommentarijami i pojasnenijami [Audio- Course to complement Simultaneous Interpreting from Russian into English. Texts for Skill Sharprning with commentaries and explanations]*. Moscow: Valent [in Russian]
3. Korunec' I. (2000) *Teorija i praktyka perekladu [Theory and Practice of Translation]* Kyiv. [in Ukrainian]
4. Maksimov, S. Je. (2007) *Usnyj dvostoronnij pereklad (anglijs'ka ta ukrai'ns'ka movy). Teorija ta praktyka usnogo dvostoronn'ogo perekladu dlja studentiv fakul'tetu perekladachiv ta fakul'tetu zaochnogo ta vechirn'ogo navchannja (+2 kompakt-dysky): Navchal'nyj posibnyk. – Vydannja druge,*

- vypravlene ta dopovnene [Two Way Interpreting (English and Ukrainian languages)]* Kyiv: Lenvit
5. Myn'jar-Beloručev R. (1997) *Zapysy v posledovatel'nom perevode [Note Taking in Consecutive Interpreting]* Moscow. [in Russian]
  6. Myram G.Э. (2007) *Kurs synhronnogo perevoda (anglo-russkaja jazykovaja para)[Course of Simultaneous Interpreting]* / P. V Ampleev, S. V Yvanova, G.Э Myram. Kyiv: Nyka-centr, (with audio addendum).[in Russian]
  7. Myram G. Э. (2009) *Trenyng kurs po synhronnomu perevodu (s audyو prylozhenyem) [ Training Course in Simultaneous Interpreting (with audio addendum) ]/ P. V. Ampleev, V.V. Dajneko, S.V. Yvanova, G. Э. Myram. Kyiv: Aryj.[in Russian]*
  8. Nesterenko N. A (2006) *Course in Interpreting and Translation. – Posibnyk dlja studentiv ta vykladachiv vyshhyh navchal'nyh zakladiv [ a textbook for students and professors of higher educational establishments]* / K. Lysenko, N. Nesterenko. Vinnycja: Nova Knyga, (with audio materials).[ in Ukrainian]
  9. Rebrij O.V. (2006) *Osnovy perekladac'kogo skoropysu: navch. Posibnyk [Basics of Interpreters' Note- Taking]* / O.V. Rebrij; za red. L.M. Chernovatogo i V.I. Karabana. Vinnycja: Nova Knyga
  10. Recker Ja.Y. (2004) *Teoryja perevoda y perevodcheskaja praktyka: očerky lyngvystyčeskoj teoryy perevoda [ Theory and Practice of Translation : esseys of linguistic theory of translation]* Moscow: R.Valent [ in Russian]
  11. Chernov G.V. [1987] *Osnovy synhronnogo perevoda [ Basics of Simultaneous Interpretation]* / G.V. Chernov. Moscow: Vyssh. Shkola [ in Russian]
  12. Chuzhakyn A.P. (2002) *Obshhaja teoryja perevoda y perevodcheskoj skoropysy: kurs lekcyj [ General Theory of Translation and Interpreters' Note-Taking ]/ A.P. Chuzhakyn. Moscow: R. Valent [ in Russian]*
  13. Shyrjaev A.F. (1979) *Synhronnyj perevod [ Simultaneous Interpreting]* /A.F. Shyrjaev. Moscow: Voennoe yzd-vo Myn.oborony SSSR [ in Russian]
  14. Jones R. (1998) *Conference Interpreting Explained* / R. Jones. Manchester: St. Jerome Publishing
  15. Taylor-Bouladon Valerie. (2001) *Conference Interpreting – Principles and Practice* / Valerie Taylor-Bouladon. Adelaide: Crawford House Publishing