



Course Specification

(Bachelor)

Course Title: **Simultaneous Translation**

Course Code: **435 TRA-3**

Program: **BA in Translation**

Department: **Translation**

College: **College of Languages and Translation**

Institution: **Najran University**

Version: **2024**

Last Revision Date: **15/4/ 2026**



Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
C. Course Content	خطأ! الإشارة المرجعية غير معرّفة.
D. Students Assessment Activities	خطأ! الإشارة المرجعية غير معرّفة.
E. Learning Resources and Facilities	خطأ! الإشارة المرجعية غير معرّفة.
F. Assessment of Course Quality	خطأ! الإشارة المرجعية غير معرّفة.
G. Specification Approval	8



A. General information about the course:

1. Course Identification

1. Credit hours: (.....)

3

2. Course type

A. ☒ University ☐ College ☐ Department ☐ Track ☐ Others

B. ☐ Required ☐ Elective

3. Level/year at which this course is offered: (7/ 4th year)

4. Course General Description:

This course builds on theoretical knowledge and skills previously acquired in consecutive Interpreting (338-TRA-3) and allows students to practice interpreting at a more advanced level. It enables students to develop their simultaneous interpreting skills by training them to understand and analyze the discourse, and enhance the role of memorization. The speeches are selected from various sources according to difficulty levels.

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

None

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

None

7. Course Main Objective(s):

Develop students' theoretical and practical skills that enable them to interpret simultaneously different types of English oral messages and speeches accurately and adequately into Arabic and vice versa.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	E-learning		
3	Hybrid - Traditional classroom - E-learning	45	100%
4	Distance learning		

3. Contact Hours (based on the academic semester)

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

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	Identify some basic concepts, techniques, approaches and characteristics of scientific and medical translation.	K2	Lecturing Presentations Discussion Problem solving	Midterm tests Quizzes or/and assignments Final test
1.2	Identify the necessary specific terminology of scientific and medical translation.	K2	Lecturing Presentations Discussion Problem solving	Midterm tests Quizzes or/and assignments



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
				Final test
...				
2.0	Skills			
2.1	Interpret simultaneously & adequately different types of English oral messages & speeches into Arabic and vice versa.	S3	-Lecturing -In class and take-home Interpretation tasks -Instructor's feedback on students' Interpretation -Discussion -Problem solving	Midterm tests Quizzes Final Oral test
2.2	Solve interpretation problems spontaneously in the varied needed situations.	S3	-Lecturing -In class and take-home Interpretation tasks -Instructor's feedback on students' Interpretation -Discussion -Problem solving	Midterm tests Quizzes Final Oral test
3.0	Values, autonomy, and responsibility			
3.1	Bear responsibility for self-study and self-improvement.	V1	Self-learning strategies	Observation Card
3.2	Show self-confidence during the activities and tasks assigned.	V2	Self-learning strategies	Observation Card
3.3	Have ethics of translation and interpreting professions.	V3	Self-learning strategies	Observation Card



. Course Content

No	List of Topics	Contact Hours
1.	Introducing the course (Course Specifications) Definition of simultaneous interpretation. (Theoretical) Difference between interpretation & written translation. (Theoretical)	3
2.	Historical background of interpreting (Theoretical)	3
3.	-The different types and modes of interpreting. (theoretical) The difference between sight, consecutive & simultaneous interpreting (Theoretical)	3
4.	Accuracy, speed & memory training in simultaneous interpreting. Note taking in consecutive interpreting.(theoretical)	3
5.	Practice of simultaneous interpretation of different types of spoken sentences & short speeches (from Arabic into English and vice versa) (practical)	6
6.	Practice of simultaneous interpretation of different types of long speeches. (practical)	12
Total		45

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm Tests	5-6 10-11	40%
2.	Quizzes or/ and assignments	3-11	10%
3.	Final Test	16/17	50%
...			

*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

1. Instructor's handouts & PP presentations are mainly based on the following sources:
2. Hale, Sandra (2007). Community Interpreting. New York: Palgrave Macmillan.
3. Jones, Roderick (1998). Conference Interpreting Explained. Manchester: St Jerome.



	4. Nolan, J (2012). Interpretation: techniques and exercises. Multilingual Matters.
Supportive References	1. Gillies, Andrew (2013). Conference Interpreting. London and New York: Routledge. 2. Taylor-Bouladon, Valerie (2000). Conference Interpreting: Principles and Practice.
Electronic Materials	1. https://www.freetranslation.com/ 2. https://gengo.com/ 3. www.babylon.com 4. www.CNNnews.com 5. www.BBC.com 6. www.NYtimes.com
Other Learning Materials	All learning material is uploaded on the blackboard system in the form of PowerPoint presentations, echo lectures and electronic versions of available textbooks/references.

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Lecture rooms that accommodate a large number of students.
Technology equipment (projector, smart board, software)	Data shows.
Other equipment (depending on the nature of the specialty)	NA

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	Indirect
Effectiveness of students assessment	Faculty Program Leaders Peer Reviewer	Direct Direct
Quality of learning resources	Students	Indirect
The extent to which CLOs have been achieved	Faculty Program Leaders Peer Reviewer	Direct
Other		

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

Assessment Methods (Direct, Indirect)



G. Specification Approval

COUNCIL /COMMITTEE	TRANSLATION DEPT. COUNCIL
REFERENCE NO.	17/2026
DATE	18/4/2026

