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| Subject Code | FH6303 |
| Subject Title | Cognitive Approaches to Interpreting |
| Credit Value | 3 |
| Level | 6 |
| Pre-requisite/ Co-requisite/ Exclusion | N/A |
| Objectives | <p>This subject is designed to foster an in-depth understanding of the cognitive foundations essential to the practice and study of interpreting. Students will gain the knowledge necessary to critically evaluate the dynamics of information processing that occur during interpreting tasks. Students are expected to:</p> <ul style="list-style-type: none"> • Acquire a thorough understanding of the fundamental theories and models of cognitive psychology, applying them to elucidate the cognitive processes specific to interpreting. • Gain comprehensive knowledge of a variety of empirical research methodologies applicable to the study of cognitive processes within the field of interpreting. • Stay abreast of the latest research developments in cognitive psychology as it relates to interpreting, and learn to integrate these cutting-edge insights into their own academic and professional research endeavours. |
| Intended Learning Outcomes <i>(Note 1)</i> | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Describe the cognitive processes that are engaged during interpreting, such as working memory, attentional control, and information processing. b. Analyse the psychological demands of interpreting tasks, including simultaneous and consecutive interpreting, and discuss how these demands affect performance. c. Critically evaluate empirical research studies on the cognitive aspects of interpreting and assess their methodological strengths and weaknesses. d. Conduct basic research in interpreting with the cognitive psychology principles, using appropriate experimental and observational techniques. e. Engage in discussions about the implications of cognitive factors such as cognitive load, expertise, and bilingualism on interpreting practice and training. |

| Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i> | <p>Topics covered:</p> <ul style="list-style-type: none"> • Introduction to cognitive science and interpreting • Empirical research methods for cognitive interpreting studies • Cognitive mechanism of interpreting: memory systems and attention • Cognitive mechanism of interpreting: cognitive load theory • Cognitive mechanism of interpreting: cognitive control and executive functions • Cognitive mechanism of interpreting: expertise development and bilingualism • Psychological factors in interpreting: anxiety and emotions • Psychological factors in interpreting: aptitudes and personal traits • Neurocognitive insights into interpreting • Recent trends and future directions | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Teaching/Learning Methodology <i>(Note 3)</i> | <p>The subject is conducted in the form of seminars. Students are expected to make presentations at seminars that can facilitate exchange of ideas between students. Students are also expected to write argumentative, persuasive, analytical, and critical book reports which enable them to develop critical thinking skills.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i> | <table border="1" data-bbox="536 1021 1390 1429"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>1. Presentation</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Term paper</td> <td>60%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Students' knowledge and thinking abilities can be best assessed by face-to-face presentation/discussion and open-ended essays.</p> | | | | | | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | a | b | c | d | e | 1. Presentation | 40% | ✓ | ✓ | ✓ | ✓ | ✓ | 2. Term paper | 60% | ✓ | ✓ | ✓ | ✓ | ✓ | Total | 100 % | | | | | |
| Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | a | b | c | d | e | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Presentation | 40% | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Term paper | 60% | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Study Effort Expected | <p>Class contact:</p> <ul style="list-style-type: none"> ▪ Seminar <p>Other student study effort:</p> <ul style="list-style-type: none"> ▪ Reading ▪ Research activities <p>Total student study effort</p> | | | | | <p>39 Hrs.</p> <p>58 Hrs.</p> <p>35 Hrs.</p> <p>132 Hrs.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading List and References | <p>Balota, D. A. & Marsh, E. J. (2004). (Eds.). Cognitive psychology: Key readings. Psychology Press.</p> <p>Ericsson, K. A. (2000-2001). Expertise in interpreting: An expert-performance perspective. <i>Interpreting</i>, 5(2), 187–220.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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- Rapp, B. (Ed.). (2001). *The Handbook of Cognitive Neuropsychology: What Deficits Reveal About the Human Mind*. Psychology Press.
- Reisberg, D. (2019). *Cognition: Exploring the Science of the Mind* (7th ed.). W. W. Norton & Company.
- Risku, H. (2023). Cognitive Approaches to Translation. In *The Encyclopedia of Applied Linguistics*, C.A. Chapelle (Ed.).
- Shreve, G., & Angelone, E. (2010). (Eds.). *Translation and Cognition*. John Benjamins.
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