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## DESIGNING STRATEGIES OF TEACHING SIGHT TRANSLATION

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*The present paper deals with the relatively unexplored area of translation – sight translation or interpreting – focuses mainly on the Sight Translation strategies. ST has developed from a supportive teaching method to one of the main type in translating in some professional contexts, such as court, clinic, economy, etc. ST according to the content of the document is one of eight types (Technical, Scientific, Financial, Legal, Judicial, Juridical, Certified, and Literary Translation). But according to the way of translation/interpretation it is double –natured or two-toned – reading a written text in the Source Language silently (sotto voce), and simultaneously voicing the content aloud in the Target Language, i.e. an oral rendition.*

*The objective of this article is to start bridging the knowledge gap in relation to ST practices, attempt to formulate ST activities and train graduates in the Translation Class. A critical review of the methods of describing ST led us to reformulating the steps and the succession of the activities in the linear process:*

*Silent Reading (in the ST) → Comprehension (in the ST) → Content Rendering (the STcontent into the TT content) → Language Transformation (lexical, grammatical, structural, and stylistic) → Content Verbalizing (the TT content with the help of the TT structural-semantic units).*

*The present research explored an efficient algorithm of training Sight Translation differentiating including pre-ST and final ST stages linking shadowing, fast reading, and interpreting. The suggested formula of training ST shows the succession of teaching and self-preparation to solve possible problems in real-world environment. The next paper will focus on professional discourse represented by various texts on humanities, sciences, medical, social and economic areas.*

**Key words:** *sight translation, technology, conversion, simultaneous interpretation, professional discourse, ethnic-cultural.*

**Introduction.** This paper deals with the relatively unexplored area of translation -- sight translation [14, 67] or interpreting focuses mainly on the Sight Translation strategies [3, 43]. ST has developed from a supportive teaching method to one of the main type of translating in some professional contexts, such as court, clinic, economy, etc. ST according to the content of the document is one of eight types (Technical, Scientific, Financial, Legal, Judicial, Juridical, Certified, and Literary Translation). But according to the way of translation/interpretation it is double –natured or two-toned – reading a written text in the Source Language silently, and simultaneously voicing the content aloud in the Target Language, i.e. an oral rendition [22]. Respectfully, Felberg considers ST to be a hybrid form of interpreting, because it relies on both written and spoken discourse [9, 230]. It requires rapid text analysis, rapid conversion of information from one language to another [24, 1-2], while avoiding word for word translation, and public speaking techniques [27, 50]. Reading maybe self-paced, but ST delivery speed depends much on the communicative situation. ST varies between simultaneous interpretation, consecutive

interpretation, and translating [5, 374]. It draws on some of the main skills used in the three other modes of interpretation and translation, without totally eclipsing any of them [6]. For example, a legal or financial firm, or a medical institution may ask a Ukrainian translator to sight translate parts of English documents, rendering the content aloud in Ukrainian so they can identify what there are and whether they are relevant to a case and need to be translated in full [cf 4, 1-2]. The ST translator plays the role of a mediator between two professional communities [11, 12-13; 20, 63]. According to Weber), ST is offered at the beginning phase of training before students take special courses at Monterey Institute of International Studies. Such work is highly skilled and requires a high level of fluency in at least two languages [27], as well as knowledge of the subject matter of the documents (e.g. experience of the legal, banking, medical, economic systems or a technical background) [27, 44]. ST is a quicker way of translating, especially when an interpreter is already on site for an assignment. It helps both the client and the professional tremendously [26, 111], and is incredibly demanding for the interpreter, as it is a

combination of both translation and interpretation. The settings vary from court interpreting [10, 12-14] to medical [22], diplomatic, and community or public ST [1, 112; 27, 44]. There is a requirement: the translator/interpreter must have in-depth knowledge either of two or more legal/judicial systems or health care systems and must be acquainted with the nuances of the law or health care in both countries where these two languages are used.

ST is valued as an important pedagogical tool in the T&I and language classrooms. The teaching of ST in Interpreting programmes is a reality, either as a separate course or a teaching unit in a translation or interpreting course.

The objective of this article is to start bridging the knowledge gap in relation to ST practices, attempt to formulate ST activities and train graduates in the Translation Class.

**STATE OF THE ART.** The literature on ST also distinguishes between ST and Sight interpreting [15, 295; 2, 43]. The question is whether this specialised activity is actually interpreting or translation. Interpreting is regarded as an interaction, with the interpreter performing two functions as a translator and as a mediator. A mediator is a different function an interpreter fulfills, s/he coordinates the dialogue between two conflicting parties. In theory, translating and mediating may be distinguishable activities, but in practice they are intimately intertwined [26, 112].

ST is a method which is often given short shrift in translator/interpreter training programmes, yet it is of vital importance as a training tool [16, 695]. Felbergand and Nilsen base the methodological approach on multimodality. The multimodal approach puts emphasis on the cooperation of different modes in social interaction, and on how different modes may contribute to meaning in communication [9, 233]. The interpreters vary their semiotic resources such as gaze, handling of documents, and body posture, though they are seldom aware of how they use and combine semiotic resources. The mixed nature of ST may be the reason of controversy over its status in the interpreting curriculum [12, 273] and in translation taxonomy as a whole. There is also a debating point either ST proceeds or follows CI. The fact is that the written text may cause some interference of the SL in the oral rendering of the Target Language. Therefore some scholars [see the discussion: 12, 274] recommend ST to follow CI in the interpreting curriculum [7, 616; 16, 370-1]. Of course, this type of translation is even more difficult than other modes of interpreting because focusing on meaning rather than on words is a challenge for many of

them. Nevertheless, Viaggio considers ST to be ‘the most effective and complete prelude to preparation for attacking SI [25, 33]. We believe that the written text helps the students’ perception to find necessary nominations in TL due to the context. And here is a covert danger of interference of the distributional patterns of SL in TL. However, to overcome such drawback the students’ linguistic background must include a contrastive analysis. One more argument supporting the ST precedence is that students in Semesters 1-4 train reading [13] and translation. In practice the order of ST and CI much depends on the students’ linguistic experience. One may distinguish between ST with and without preparation of the text, called ‘unstressful ST’ and ‘stressful ST (proper),’ respectively [15, 298; 9, 232].

**METHODS AND TECHNOLOGIES.** In most interpreting curricula ST is not defined as a separate discipline, primarily, either due to its double nature, or as a pre-SI/CI, or a basic component of special interpreting in court, hospital or in any situation where documents must be interpreted for professionals. Sampaio writes that there is still no full agreement as to when, why, and how to teach ST [23, 64; 7, 616].

Though the consumers of the ST activities put forward their clear-cut requirements to the translator [cf 2, 22]. The skills needed to do sight translation:

1. Reading comprehension/analysis of source text meaning.
2. Fluency of cognitive processing skills and message transfer construction.
3. Ability to accurately work within time limits.
4. Fluency of information rendition in target.
5. Ability to effectively elicit feedback and confirmation of understanding in culturally sensitive ways.
6. Ability to self-advocate for assistance (ex: more time, clarification of meaning, explanation of meaning, etc.) when needed.

To meet the given challenges we have elaborated an algorithm with several variants of Teaching ST guides for the graduates in the Translation Class.

We decided to teach ST in the interpreting class for graduates and postgraduates who aim at specializing in a definite field of translation/interpreting and have a good linguistic background. Sight translation [18, 67] requires quick and accurate reading comprehension, to be prepared to do it a student in translation has to read a wide variety of literature regularly and master fast reading. Additionally some online resources provide exercises to increase students’ comprehension. The fact is to become, for example, a court interpreter in the USA: BA is required,

translation studies and court interpreting must be the field of study, the key skills of speaking, reading, writing, interpersonal, fluency in English and a second language a professional court (legal) interpreter/translator certification through the American National Association of Judiciary Interpreters and Translators [22]. As for becoming a medical interpreter one must have additionally four or five classes with a concentration on medical terminology, professional communication and interpreting; internships or fieldwork may also be required as well as one year's experience in the field, or a high school certificate and completion of an accredited programme. The Ministry of Attorney General of Ontario, Canada elaborated the manual for the students specializing in legal/judicial/court translation/which recommend a three-stage process [19, 49]:

(1) Pre-stage time limit is 3 minutes within which the student is asked to scan and skim a 250-300 word length text to define the topic, main points, to chunk the text into semantic-structural paragraphs, pinpoint the words difficult to render and try to paraphrase them in their context.

(2) Initial sight translation: (the student is asked to start the recorder just to control the timing (4 minutes) of translating a 250-300 word text, translate chunk by chunk.

(3) Comparison of initial sight translation with written source text; (4) Analysis and resolution of problems; (5) Checking scoring units (the units provided for an obligatory translation); (6) Final sight translation (redo the sight translation following the steps of Stage 2); (7) Comparison of final sight translation with source text (Repeat all the steps of Stage 3).

Note: improvements in comparison with the initial sight translation.

No doubt, an individual or peer practice stage must be recommended: Reading a text aloud to a peer for Content Comprehension. Chunking: Choose a text and mark off the units of meaning in it. Focus on whole thoughts and main ideas. Compare your chunking with that done by a peer. Establishing Hierarchy of chunks not to change the semantic continuity. Expanding the text while reading not missing its semantic cohesion – the opposite is compressing or condensing. Adjusting the Register of the original text and the Source text [cf 22].

We shall try to cover the given differences introducing ST in the framework of the Translation Class. Drawing on findings from the previous researches: Ersozlu Elif proposes that sight translating practice includes a number of steps and Akbari suggests differentiating five stages [24,

29-20; 25, 33; 8; 2,22]. We would like to introduce our own algorithm differentiating seven steps in the process which has been verified in the Translation Class for graduates

(1) Learning the professional (for instance, medicine, law, economics, etc.) terminology, mainly phrases;

(2) Interpreting into TL while voice recording to analyse the speaking rate which is often expressed in words per minute (wpm). According to the US National Center for Voice and Speech the average conversation rate for English speakers in the United States is about 150 wpm;

(3) Grading or Self-evaluation technology while listening to the recorded TL rendering;

(4) ST with preliminary reading the text and recording it;

(5) ST without preliminary reading the text and recording it with a further commenting by peers;

(6) Final sight translations for Grading it;

(7) Comparison of the final TText and the SText with a further commenting by a trainer to highlight strong and weak features [19, 49].

The fact is that steps 5-6 require two concurrent activities reading (in the SL) and interpreting (in the TT).

A critical review of the methods of describing ST [18, 67] led us to reformulating the steps and the succession of the activities in the linear process: (i) Silent Reading (in the ST) → (ii) Comprehension (in the ST) → (iii) Content Rendering (the ST content into the TT content) → (iv) Language Transformation (lexical, grammatical, structural, and stylistic) → (v) Content Verbalizing (the TT content with the help of the TT structural-semantic units).

There are three assessment criteria for translation errors: (i) non-sens (lack of sense);

(ii) auxsens (substantial change of meaning of the Source Text); and (iii) changes to the contrary (contresens). The same assessment criteria are used for both oral and written translation tasks.

Sight Translation can be also used to test the English language proficiency [25, 33]. The English text chosen for the sight translation exercise is about 250 words long. It is retrieved from the text typically used in or by the court, such as an indictment, a pre-sentence report, a court form, etc.

(i) The student is allowed 3 minutes to familiarize oneself with the text.

(ii) The student is allowed 4 minutes for sight translating the text.

(iii) His/her sight translation must be recorded for a further grading and highlighting his/her errors.

**FINDINGS AND CONCLUSION.** The present research has explored an efficient algorithm of training Sight Translation including

pre-ST and final ST stages linking shadowing, fast reading, and interpreting. Besides, we have considered a student's individual work, a team work, and student-teacher's cooperation. We have also expatiated on the ST definitions, methods and approaches. The verification of

the methodology has been undertaken at the Chernivtsi Yuriy Fedkovych National University, Bukovyna State University of Finance and Economics, Institute of International Relations and Social Studies (MAUP), and Uzhgorod National University.

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## РОЗРОБКА СТРАТЕГІЙ НАВЧАННЯ ПЕРЕКЛАДУ З АРКУШУ

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У роботі розглянуто недостатньо вивчену у теорії сферу перекладу з аркушу та її стратегії. ПА пройшов декілька етапів розвитку від допоміжного методу викладання до одного з основних типів перекладу в деяких професійних контекстах, як наприклад, суд, клініка, економіка тощо. За змістом документа він є одним із восьми видів перекладу (технічний, науковий, фінансовий, юридичний, судовий, юридичний-сертифікований та літературний). Але відповідно до способу перекладу він є двояким або двоstrateгічним – читання друкованого тексту мовою оригіналу "sotto voce" та одночасно його озвучення мовою перекладу.

Метою нашого дослідження – об'єктивне висвітлення статусу ПА та моделювання процесу діяльності ПА й навчання випускників такому перекладу. Критичний огляд методів опису ПА та методики навчання допоміг нам переформулювати етапи та послідовність дій: Читання про себе (МП) → Розуміння (МО) → Візуалізація змісту (МО → МП) → Мовна трансформація (лексична, граматична, структурна та стилістична) → Вербалізація змісту МО за допомогою структурно-семантичних одиниць МП).

У нашому дослідженні запропоновано ефективний алгоритм навчання перекладу з аркушу, що включає попередній та завершальний етапи, а також імітацію, швидке читання та усний переклад. Отримана формула навчання ST вирізняє послідовність викладання та самопідготовки до вирішення можливих проблем у реальному середовищі. Наступна стаття буде зосереджена на перекладі з аркушу професійних дискурсів, представленими різними текстами з гуманітарних, медичних, соціальних та економічних наук.

**Ключові слова:** переклад з аркушу, технологія, трансформація, синхронний переклад, професійний дискурс, етнокультурний.