

METHODS OF SIGHT TRANSLATION TEACHING

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Sight interpreting (translation) has been considered by a certain number of scholars as a supportive method for simultaneous and consecutive interpretation. However, sight, consecutive and simultaneous interpreting is performed under different conditions. Even though there are similarities in the mental process, the overall process of sight interpreting differs from the other two. In sight translation, the translator reads a written text, whereas the interpreter, in both consecutive and the simultaneous modes, listens to a speaker. Due to the differences in the process, the methods and strategies, that a sight interpreter uses, will also differ from the other kinds of interpretation.

It should be noted that training time is the time to introduce students to the real-life process of translation. They should be made aware of the fact that there are many factors which may act as constraints on the process. Alongside with the skills of sight translation students should be taught to make certain decisions in order to maneuver among those factors.

The first task for students at the initial stage of training is based on a text of 250-300 words in their native language (Ukrainian). They are asked to read the whole text in 20-30 seconds. Then, they are asked questions on the general contents of the text. After this set of questions has been answered, the students are given 10-15 seconds to look through the text again in order to fix in memory more specific information - names, dates, places, etc. - as they will be asked another set of more specific questions. Lastly, the students are given enough time to read the text thoroughly. This time, they are asked comprehension questions.

One of the problems that may discourage students is the presence of unknown words. This obstacle also slows down the students' reading speed and disables them to deal with other problems they face in sight interpretation. However, in a slow and meaningful reading process, they either will be able to guess the meaning of the unknown word by using contextual clues or will realize that the word is not crucial for

understanding the message of the whole text. In some cases, however, the word may be directly related to the message and certain problems in translation may arise if the word is omitted or ignored. Bearing this in mind, the lecturer should choose texts that may help students to deal with unknown words. The following strategies can be applied on the sample texts: focusing on the message of the sentence/paragraph rather than on the meaning of the word; guessing the meaning of the word by using contextual clues.

Another language-specific problem is complex sentence structures. There is a great deal of difference between English and Ukrainian, so it is impossible to interpret word to word. Long, complex and compound structures of English sentences generally slow down the reading speed and increase the risk of wrong interpretation. Using parsing and chunking methods may eliminate this problem. Thus, reformulation can help the interpreter to reorganize the original information according to the convention of the target language and it is the overall strategy in sight interpreting.

Another exercise may be suggested when students are given texts written in their native language and are asked to paraphrase each sentence in 2-3 different ways, using their own words. They are allowed to make additions and omissions, to break a long sentence into smaller sentences, to combine short sentences and make a longer sentence and to change the sentence structure. The only rule is not to change the meaning.

Then the students are given texts in English, in which complex sentence structures are used intentionally. The students are asked to parse each sentence in order to work out what grammatical type each word and clause belongs to. Then, they are asked to determine the smallest semantic units in each sentence. Depending on the sentence structure of the target language, they restructure their sentences. Thus, the aim of this exercise is to analyze the sentence structure and to re-formulate it in the native language.

In conclusion, it should be noted that, in our opinion, sight translation should not be considered as a supportive method for simultaneous and consecutive interpretation but as a sole interpretation method that can be used in various fields.