

MODELLING STRATEGIES OF SIGHT TRANSLATION TEACHING

Summary

This doctoral dissertation attempts to develop a strategic model of sight translation teaching. Devising models of teaching for various types of translation and interpreting is a rare occurrence, especially in reference to sight translation (ST). Professional translators/interpreters point to the fact that ST is a commonly used type of translation/interpreting. Nevertheless, it seldom constitutes a separate course in interpreter/translator training programs at Polish universities. There are no textbooks on ST teaching.

This dissertation recognises ST, according to J. Żmudzki (2015), as a type of interpreting due to the spoken form of the target text and it being performed for oral communication. The main theses of anthropocentric translation studies by S. Grucza (2012) have laid theoretical foundations for this dissertation. Consequently, its primary focus is a translator/interpreter performing sight translation, their competences and knowledge which enable them to accomplish their translation task being an act of communication (J. Żmudzki, 2004).

The primary goal of this doctoral dissertation has been to design teaching guidelines for sight translation as a separate course at the university. In addition, models of sight translation incorporated into teaching of other types of translation/interpreting as well as foreign language teaching have been proposed. The title indicates that the model of teaching is based on strategic analysis instead of intuitive thinking. The process of developing the model has encompassed the stages described in particular chapters (see below).

The first chapter defines the research focus and lists research goals. Most representative opinions of translation/interpreting researchers are presented, e.g. discrepancies concerning classification of sight translation as a type of translation or interpreting.

Chapter two focuses on typical and distinctive features of sight translation. ST process is discussed according to D. Gile's (1995) Effort Models and in reference to J. Żmudzki's concept (2002, 2012, 2013, 2015). Most representative ST research is presented in order to pinpoint the characteristics which sight translation and other types of translation/interpreting share (e.g. S. Lambert, 2004; G.R.L. Sampaio, 2007; J. Żmudzki, 2015). Furthermore, it offers prevailing opinions of researchers and teachers on applicability of sight translation in foreign

language teaching (e.g. C. Schäffner, 2002; A. Carreres, 2006; F. Grucza, 2017). The role of translation (including sight translation) in foreign language teaching is discussed, particularly in relation to various teaching methods.

Chapter three presents and evaluates predominant definitions and concepts concerning translation competences in order to identify key components which constitute ST process. A holistic model of sight translation competence by J. Żmudzki (2015), combined with a model proposed by A. Małgorzewicz (2012), becomes an essential reference point for the development of sight translation teaching in this dissertation.

Chapter four provides an overview of ST research not aimed at characterising this type of translation/interpreting. Moreover, it presents the author's own research tools devised to diagnose and evaluate current state of ST teaching in Poland: as a separate academic course as well as an element of training programs for other types of translation/interpreting and foreign language teaching.

Chapter five focuses on analysis and interpretation of empirical data obtained from author's own surveys (a pilot study among Applied Linguistics teachers at MCSU as well as a survey at Polish universities among translation/interpreting teachers and teachers of foreign languages). The collected data has enabled to draw conclusions and to formulate teaching guidelines for sight translation as: a separate academic course as well as a useful tool in teaching of other types of translation/interpreting and foreign languages at the university level. Moreover, data acquired from a survey among freshmen at Applied Linguistics (AL) MCSU is presented and analysed. ST teaching guidelines are devised for AL-students. They are taken into account while developing a model for ST teaching.

Chapter six provides a critical overview of selected exercises recommended for interpreter training which can be used (after appropriate author's modification) in ST teaching. One of the innovative aspects of this dissertation is presentation of the above mentioned exercises according to the type of ST competences and skills they aim to develop. ST competences are identified in reference to J. Żmudzki's (2015) model combined with a model proposed by A. Małgorzewicz (2012).

Chapter seven presents prevalent concepts concerning quality criteria in interpreting which have laid foundations for devising assessment criteria for L1/L2 sight translation training program at MCSU Applied Linguistics. Findings from research on quality criteria in interpreting as well as rating scales for interpreting performance assessment are taken into account when devising author's own criteria for ST evaluation. Categories used in ST research and those applied during the examination for sworn translators in Poland are also

included. The above mentioned criteria are combined with those strictly related to translation perceived as communication (proposed by J. Żmudzki, 1995).

Chapter eight attempts to develop a strategic model of ST teaching: as a separate academic course as well as a valuable tool in teaching of other types of translation/interpreting (i.e. written translation, consecutive and simultaneous interpreting, audio-visual translation) and foreign language teaching at the university level. Parts of the chapter concerning sight translation as a separate academic course discuss the following stages of the teaching process which incorporate particular phases of ST process: preparation for ST, perception/reception of the source text, transfer, target text production, target text assessment. Applicability of sight translation in other types of translation/interpreting training programs and in foreign language teaching is discussed according to the phase of the teaching process and skills to be developed. The strategic model for ST teaching is devised for students of Applied Linguistics at MCSU.

The appendices constitute an inseparable part of this dissertation. Survey templates proposed by the author of this project are included in appendix 1 and a simultaneous interpreting evaluation sheet in English by A. Schjoldager (1996) – appendix 2.

This doctoral dissertation concludes that sight translation has a promising teaching potential in developing translator/interpreter and linguistic competences at the academic level. The strategic model for sight translation teaching (as a separate academic course as well as an element of other types of translation/interpreting training and foreign language teaching), when modified appropriately, can be used in a different institutional context or inspire teachers of other courses who adopt sight translation elements.

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