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THE PECULIARITIES IN ORGANIZATION OF BILATERAL SIGHT TRANSLATION TRAINING FOR FUTURE INTERPRETERS

The paper deals with the considering of the peculiarities in organisation of the bilateral sight translation training for future translators/interpreters. The bilateral sight translation training may be carried out as a special course or may be integrated into the curriculum. Three domains that need the sight translation are introduced. The definition to the sight translation is given. The language and psychological actions that are important for implementation of bilateral sight translation course are presented. The list of basic knowledge provided during sight translation training to future translators is considered. Two models of the sight translation training are described. The stages of the sight translation training process are highlighted. The examples of exercises that help to expand the vertical and horizontal sight line, the exercises to form deverbalization skills and increase the speed of reading and speaking are provided. The peculiarities in preparatory stage organisation and skills forming stage organisation of the bilateral sight translation training for future translators/interpreters are analyzed. The practical recommendations on the sight translation course implementation are given.

Keywords*: bilateral sight translation, future translators, exercises, models, sight translation training, skills and abilities.*

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ОСОБЛИВОСТІ ОРГАНІЗАЦІЇ НАВЧАННЯ УСНОГО ДВОСТОРОННЬОГО ПЕРЕКЛАДУ З АРКУША МАЙБУТНІХ ПЕРЕКЛАДАЧІВ

Розглянуто особливості організації навчання усного двостороннього перекладу з аркуша (УДПА) майбутніх перекладачів. Вказано, що таке навчання краще проводити із використанням спеціально створеного курсу «Усний двосторонній переклад з аркуша», що дасть змогу систематизувати накопичений теоретичний матеріал і практичний досвід та сформувати у майбутніх бакалаврів-філологів високий рівень фахової компетентності перекладача в УДПА. Однак за відсутності годин для окремого курсу УДПА, навчальний матеріал може бути інтегровано до практичного курсу перекладу або усного двостороннього перекладу для навчання майбутніх бакалаврів-філологів. Здійснення УДПА в науково-технічній сфері вимагає від майбутніх перекладачів здатності виконувати як мовленнєві (аудіювання, говоріння, читання, письмо), так і психологічні (сприйняття, аналіз, синтез, відтворення) дії. Під час навчання УДПА майбутніх перекладачів варто ознайомити з основами теоретичних положень усного перекладу з аркуша, із функціональною системою усного перекладу з аркуша та семантичними аспектами усного і письмового мовлення. Описано дві моделі навчання УДПА. Відповідно до першої моделі навчання УДПА майбутніх перекладачів повинно здійснюватися у три етапи/підетапи. Друга модель містить лише два етапи (формування навичок; розвиток вмінь). Підготовчий етап містить вправи на розширення поля зору, девербалізацію та збільшення швидкості (темпу) читання і говоріння. Розглянуто та проаналізовано особливості організації підготовчого етапу й етапу формування навичок під час навчання УДПА. Надано практичні рекомендації щодо організації впровадження УДПА.

Ключові слова*: вправи, майбутні перекладачі, моделі, навички й уміння, навчання усного перекладу з аркуша, усний двосторонній переклад з аркуша.*

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ОСОБЕННОСТИ ОРГАНИЗАЦИИ ОБУЧЕНИЯ УСТНОМУ ДВУСТОРОННЕМУ ПЕРЕВОДУ С ЛИСТА БУДУЩИХ ПЕРЕВОДЧИКОВ

Рассмотрены особенности организации обучения устному двустороннему переводу с листа будущих переводчиков. Указано, что такое обучение может осуществляться посредством специального курса или как составляющая других курсов по практике перевода. Приведено определение устного перевода с листа. Определены три сферы, которые требует выполнения устного перевода с листа. Представлены языковые и психологические виды деятельности, которые важны для внедрения курса устного перевода с листа. Рассмотрен перечень основных знаний, которые предоставляются будущим переводчикам во время обучения устному переводу с листа. Описаны две модели обучения устному переводу с листа, выделены этапы этого процесса. Приведены примеры упражнений на расширение вертикального и горизонтального поля зрения, девербализацию и увеличение темпа чтения и говорения. Проанализированы особенности организации подготовительного этапа и организации этапа формирования навыков во время обучения устному двустороннему переводу с листа. Предоставлены практические рекомендации по организации внедрения курса устного двустороннего перевода с листа.

Ключевые слова: будущие переводчики, навыки и умения, модели, обучение устному переводу с листа, устный двусторонний перевод с листа, упражнения.

Nowadays the effectiveness of future translators/interpreters training is not only determined by their knowledge level, but also by their level of general intellectual, professional and creative potential that enables future translators/interpreters to solve complex professional tasks confidently. Unfortunately, today, we monitor contradictions between the requirements for future translators/interpreters trainings and their readiness for performance of translation/interpreting activities.

Nevertheless, the methods of bilateral oral translation training is considered by Ukrainian and foreign scientists, such as L. Chernovaty (2013), A. Clifford (2012), E. Davitti (2015), E. Ersozlu (2009), C. Valero-Garcés (2008); F. Griessner (2012), Ch. Hatcher (2009), A. Listiani (2009), A. Martin (2011), and C. Stansfield (2015), the sight translation training is studied less.

Thus, the objective of the paper is to consider the peculiarities in organization of the bilateral sight translation training for future translators/interpreters.

We believe that the bilateral sight translation training is better to carry out within the framework of a specially created course named «The bilateral sight translation» that will enable to systematize the accumulated theoretical material and practical experience. It also gives us a possibility to build a high level of translator's professional competence in the bilateral sight translation for future translators/interpreters. The translator's professional competence in the bilateral sight translation consists of bilingual, extra-linguistic, personal, translation, and strategic competences.

The bilingual competence is considered as a procedural knowledge, skills and abilities required communicating in two languages (source language and target language). The extra-linguistic includes general world knowledge, domain-specific knowledge, bicultural and encyclopedic knowledge. The translation competence is view as a system of knowledge and skills and abilities needed by future translator/interpreter to be able to translate. The personal competence dealing with different types of cognitive and attitudinal components and psycho-motor mechanisms; it includes cognitive components such as memory, perception, attention and emotion; attitudinal aspects such as intellectual curiosity and perseverance, as well as such abilities as critical thinking, creativity, logical reasoning, analysis and synthesis etc. The last, but not least is the strategic competence that may be defined as the knowledge, skills and abilities, which guarantee the efficiency of the translation process and solve problems encountered. In other words it serves to control the translation process [2; 3].

However, if the university doesn't provide the contact hours for the bilateral sight translation training as a special course, proposed practical course can be integrated into curriculum of other disciplines (e.g. oral translation course, consecutive translation course, bilateral translation course, practical translation course etc.). The special course of oral translation or bilateral translation might be the best option for this purpose.

The bilateral sight translation training is organized for future translators/interpreters, namely future bachelor-philologists at the third and fourth year of studying. During the bilateral sight translation training organization must be taken into account the knowledge, skills and abilities that are included in such basic competencies as bilingual, extra-linguistic, translation, personal and strategic. As far as, those five competences are main components of the translator's professional competence.

The sight translation may be required within the context of an interpreting assignment when one of the users produces a document, the content of which needs to be translated at sight [1, p. 74].

There are three domains where the sight translation is used: law, medical, and scientific/technical [1, p. 71]. In the law domain it may be legal letters, personal status certificates, documents to prove identity etc. In the medical domain there are leaflets explaining health precautions or medical advice, doctor's prescriptions etc. The largest one is scientific and technical domain, where translators/interprets deal with excerpts from conference papers, patents, engineering solution etc. The implementation of the bilateral sight translation course in the domain of science and technology requires from the future translators/interpreters performing both language actions (listening, speaking, reading, and writing) and psychological actions (perception, analysis, synthesis, reproduction).

The set of exercises created for the sight translation training in the scientific and technical domain should take into account the phases of the translation/interpreting process. There is perception of the source text, the adoption of the translation decision and the design of the target text.

The sight translation training of the future translators includes the basic knowledge about the theoretical rules of sight translation (situations where sight translation applies, domains, which need sight translation etc.), the functional system of sight translation (sequence of actions) and the semantic aspects of verbal and written registers. The term «register» is used to describe the degree of formality in language use. When talking about sight translation it may be divided into five categories: frozen, formal, informal, colloquial, and intimate. Register is of particular relevance to translators/interpreters when there is a mismatch between the registers used by the people participating in the communication exchange [1, p. 73–74]. This is quite a common occurrence, for instance, during sight translation, when translator/interpret takes a written excerpt from conference paper in source language and interpreting it into oral part of speech into target language. The difference is occurred not only in the way of translation, but in the category of written and spoken register usage.

It is supposed that in the end of the course students will possess such skills and abilities as source text segmentation, reading and speaking synchronization, probabilistic forecasting, identification of key information, application of translation/interpreting transformations, etc.

Taking into account that we provide the sight translation course in the scientific and technical domains for the future translators/interpreters, the designed set of exercises should help students to learn about the ways of transferring quantitative indicators, the ways of transferring the relationship between the lexical units in the scientific and technical texts in source and target languages, and help students to acquire the implicit knowledge necessary for the sight translation performance in the scientific and technical domains, etc.

It is proposed two models that can be implemented into the sight translation training process. The first model of training for the future bachelor-philologists at the third and fourth year of studying supposes three stages/sub-stages. These are preparatory stage and basic (sub-stage of skills formation and sub-stage of abilities development). The second model consists of two stages: skills formation and abilities development.

During the preparatory stage, students receive information about the translation type, the phases of its implementation, and domains. Then students do the set of exercises. The preparatory stage includes exercises that help future translators/interpreters to expand the vertical and horizontal sight line, to form deverbalization skills, to increase the speed of reading and speaking. As far as these exercises do not contain elements of operations connected with the sight translation directly, the task of teacher is to explain to the future translators/interpreters the role, which the above operations played during the sight translation.

It is supposed that future translators possess subject knowledge and terminology in the domain of science and technology (namely computer technologies and nanotechnologies) during translation training at the third and fourth year of studying.

When taking about exercises of the second and third stages/sub-stages, teachers should remember that skills forming and abilities development is taking place simultaneously. Despite the fact that we can distribute the process of translation into phases or stages, the main task of the bilateral

sight translation training method is to train the sight translation as a whole process and not as some separate operations. To train the sight translation as a whole process we should follow the special training organization. When the sight translation training is organized in such a way that future translators/interpreters work simultaneously on all operations that are parts of the sight translation process. Students start with the development of single elements and move to the whole operations development. After all, several operations may be combined. Since the sight translation process consists of those operations, in the end it helps to implement the translation strategy.

Otherwise, after the end of the training the most formed will be those skills and abilities, which were trained recently. And there will be a need to return to the development of skills and abilities formed at the first stage. It leads to difficulties connected with the implementation of several operations at once. Thus, in our opinion, the systematic and parallel formation of skills and abilities, refinement of skills and abilities in various combinations and implementation conditions, allows us to get more efficient results during the sight translation training process.

Below we consider the particular examples of training organization in bilateral sight translation for future translators/interpreters. We analyze the chunks of two lessons. In the first one we pay attention to the tasks of the preparatory stage connected with sight translation training and vocabulary training in computer technology domain (see Table 1).

Table 1

The part of the class in the sight translation (preparatory stage).

Stage. Method.	Class content/procedure
Preparatory Stage. Watching PowerPoint Presentation. **Method:** Active listening and watching.	T: Watch presentation about 10 useful applications of data mining and chose from this presentation at least 5 key unknown terms, share them with your classmates and ask about meaning or definition for unknown terms. **10 USEFUL APPLICATIONS OF DATA MINING** **FUTURE HEALTHCARE** DATA MINING HOLDS GREAT POTENTIAL TO IMPROVE HEALTH SYSTEMS. IT USES DATA AND ANALYTICS TO IDENTIFY BEST PRACTICES THAT IMPROVE CARE AND REDUCE COSTS.

MARKET BASKET ANALYSIS
MARKET BASKET ANALYSIS IS A MODELLING TECHNIQUE BASED UPON A THEORY THAT IF YOU BUY A CERTAIN GROUP OF ITEMS YOU ARE MORE LIKELY TO BUY ANOTHER GROUP OF ITEMS.

EDUCATION
DATA MINING CAN BE USED BY AN INSTITUTION TO TAKE ACCURATE DECISIONS AND ALSO TO PREDICT THE RESULTS OF THE STUDENT.

BIO INFORMATICS
MINING BIOLOGICAL DATA HELPS TO EXTRACT USEFUL KNOWLEDGE FROM MASSIVE DATASETS GATHERED IN BIOLOGY, AND IN OTHER RELATED LIFE SCIENCES AREAS SUCH AS MEDICINE AND NEUROSCIENCE.

….

Preparatory Stage. Method: Pair work – «students-to-student»	T: Present us the terms unknown to you from Data Mining and ask your classmates about their meaning. *Example.* S1: Do you know the definition of the term «dataset»? S2: As far as I understand … S1: What does the word «accurate» mean? S2: Yes, sure. We use the word «accurate» when we talk about… T: You are a trainee in the Translation Agency. Your company sent you to participate in Sight Translation Training Course. Today is your second class. Look at the middle of the line and try to name figures along the edges.
Preparatory Stage. Broadening of the students' vertical sight line. **Method:** Pair work – «students-to-student» Students fix their eyes on the middle of the line and	60 см 84 84 84 84 84 84 84 84 84 84 84 84 57 **25** 72 57 25 72 57 25 72 57 25 72 57 25 72 **57** 2 107 410 741 074 107 410 741 074 107 410 741 074 107 4 70 мм *(After students will have finished work with the first card, they exchange cards, and continue working. One student should*

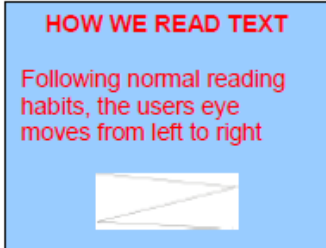| name figures along the edges. | *change the five cards per one lesson.)*

 T: As you are a participant in Sight Translation Training Course your next task is to look at the middle column and read all words written in right and left columns.

 | accessory | equipment | гіпероточення |
 | sequence | bandwidth | пристрій |
 | showcase _____ | _____ source _____ | _____програма |
 | defense | imagery | просторовий |
 | storage | device | джерело |

 S1: Accessory, equipment, гіпероточення …
 (Students work in pairs, when the first student is reading the second one checks the answers). |
|---|---|

The constant hours that are needed for the sight translation training are 72 hours. The individual students' work takes about 18 hours. As far as we can see, time spent on the individual students' work is less than on practical lessons; so, it is good idea to provide a lot of material for the sight translation training in the form of PowerPoint presentations and upload them to Google Drive.
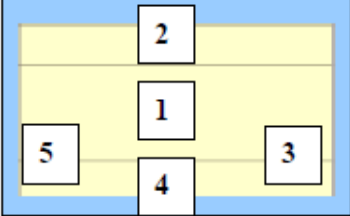
It should also be noted that not all of the exercises of the preparatory stage require the teacher's presence. The most of them are not difficult, and even if students do not fully possess vocabulary (lexical material), some of the exercises can be made by students individually. In classes, the teacher can state the progress of each student.

The examples in second table deal with preparatory stage and skills forming stage in the sight translation training.

Table 2

The chunk of the lesson progress in the sight translation
(preparatory stage and skills forming stage).

Stage. Method.	Class content/procedure
Preparatory Stage. Preparing to watching presentation **Method:** Talking to students about websites and their criteria.	T: We are going to watch a presentation about Web Design. What information you are expected to get on this topic? *Example.* S1: May be we will be shown something about what web design is. S2: We may get the information about where WD is used. S3: … Etc. T1: Let's start watching the presentation. Be ready to explain the main idea of the Presentation in Ukrainian.
Preparatory Stage. Watching PowerPoint Presentation. **Method:** Active listening and watching.	**WEB DESIGN** **HOW WE READ TEXT** Following normal reading habits, the users eye moves from left to right

HOW WE VIEW SCREENS

Looking at a screen, the users' eye scans in a more clockwise pattern

HOW WILL YOUR USERS READ/VIEW?

➢ If a page uses a lot of text, the user will read in a more traditional, left to right manner.
➢ If a page has more graphical elements, the user is more likely to take in the whole page.

ACCEPTED RELATIVE AREAS OF IMPORTANCE

2
1
5   3
4

. . . .

Skills forming stage. Watching comprehension.

T: So, who will be the first to start? Any volunteers?
Example:
S1: Із презентації я зрозумів, що наші очі по-різному сприймають інформацію на папері та на екрані.
S2: Найважливішою частиною, куди спершу потрапляє наш погляд є середина…
S3: …Etc.

Method: Sight translation. **Skills forming stage.** **Method 1:** Abbreviations expansion and their translation.	*(Teacher divides class into two groups.)* T (to G1 and G2): Work in your groups. You all work in the Translation Agency, but in two different departments. And you are not trainees, because your probation period is over. Tomorrow one of the departments will make sight translation in the International Conference. Employees who participate in such conferences usually get bonus to their salary in the end of the month. So, now the task is to expand the abbreviations and translate them into Ukrainian. The group who will be the first to complete the task goes tomorrow to the International Conference. *TASK* *BASIC* *RAM* *OS* G1: BASIC – Beginners All-purpose Symbolic Instruction Code; RAM – Random Access Memory… G2: OS – Operating System; SMTP – Simple Mail Transfer Protocol… T: You work in the Translation Agency. Tomorrow you will do sight translation during conference dedicated to

Method 2: Finding of a target language equivalent to filling the gaps.	Windows OS. So, today you are a little bit nervous and try to fill in the following quiz with missing words to refresh your knowledge. You also try to translate work into target language to train your skills. *QUIZ* 1 Message passing is …… anywhere in modern computer software. 2 Ця робота представляє архітектуру замовленого ….. забезпечення. S1: Message passing is used (використовується) anywhere in modern computer software. S2: Ця робота представляє архітектуру замовленого програмного забезпечення (software) забезпечення. S3: …Etc.

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It should also be noted that not all of the exercises of the preparatory stage require the teacher's presence. The most of them are not difficult, and even if students do not fully possess vocabulary (lexical material), some of the exercises can be made by students individually. In classes, the teacher can state the progress of each student.

The examples in second table deal with preparatory stage and skills forming stage in the sight translation training.

The individual work of the future translators may have different forms (pair, group or individual). If students make exercises individually, the teacher can state the progress of each student. In pair work, students may check each other, and state the progress of each other etc.

Students, as well, can do some of the exercises as home assignment. For instance, compile a list of key words and find definitions for unknown terms in studied topics. These tasks are important, because one of the difficulties students encountered during the sight translation performance is the different level of subject knowledge (or lack of knowledge) in the field of nanotechnology and field of computer technology.

If classes take place in computer or multimedia classrooms, it is relevant to use electronic version of tasks and PowerPoint presentation for the sight translation training.

Summing up the results, it can be concluded that the bilateral sight translation training is organized for future translators/interpreters at the third and fourth year of studying. The knowledge, skills and abilities of translators' professional competence should be taken into account during the organization of the bilateral sight translation training. Such phases of the translation/interpreting process as perception of the source text, the adoption of the translation decision and the design of the target text should be accounted during the creating of the set of exercises for the sight translation training in the scientific and technical domain. The formation of skills and abilities in various combinations and implementation conditions should take place systematically and simultaneously. Hence the results of the sight translation performance will be more effective. The preparatory stage is the obligatory part of the sight translation training. The material for the sight translation training should be provided in the form of PowerPoint presentations.

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ЕД'ЮТЕЙНМЕНТ ЯК ТЕХНОЛОГІЯ ФОРМУВАННЯ МЕТОДИЧНОЇ КОМПЕТЕНТНОСТІ ВИКЛАДАЧА ІНОЗЕМНОЇ МОВИ

Відзначено, що ед'ютейнмент як технологія навчання іноземної мови вже була досліджена щодо різних ступенів навчання – від початкової до вищої школи. Особливістю технології ед'ютейнмент є