

**SIGHT TRANSLATON
IN ITS OWN RIGHT**

By

Changmin Kim

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By

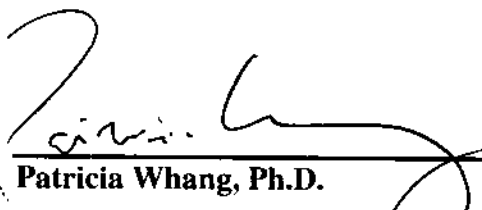
Changmin Kim

**Approved by the Dean of the Center for Collaborative Education and Professional
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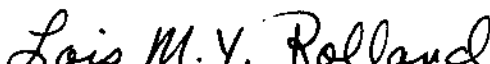


Dorothy M. Lloyd, ED.D. 12/17/01
Date


Approved by the Graduate Advisory Committee



Patricia Whang, Ph.D. Dec. 13, 2001
Date



Lois Rolland, Ph.D. Dec. 17, 2001
Date



Paoze Thao, Ph.D. Dec 14, 2001
Date

Abstract

Sight Translation in its own right

The purpose of this survey-based research was to explore sight translation, as practiced in and outside of class by student professionals at the Monterey Institute of International Studies. Sight translation is assumed to be a tool for practicing interpretation and translation and is being popularly used for pedagogical purposes. This research is unique in that it sheds lights on the perspective of students, the consumers of our education, and not the one-way perspective of instructors. The questionnaire included open-ended and multiple-choice items, thus enabling the researcher to obtain greater insight into the topic. The findings indicate that: (1) even among students, as in the existing literature, there were contrasting pros and cons regarding the value of sight translation; (2) the students thought that sight translation was closer to interpretation than to translation, and therefore suggested incorporating sight translation into interpretation courses. The recommendation made by the researcher is that sight translation should be taught as an independent course rather than as a part of a written translation course.

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Chapter I

Introduction

Briefly, sight translation can be defined as an oral projection in one language from a text written in a different language. For example, if you are bilingual, say, in English and Spanish, and you are holding today's New York Times and reading a piece of news or an article to your Spanish-speaking friend in Spanish, then you are 'sight-translating' the article from English into Spanish.

Sight translation is a mysteriously on-going practice in the area of interpretation and translation. By 'mysteriously,' I mean that the profession adopts the practice without a clear sense of the *raison d'être* of sight translation or any agreement regarding the behaviors involved. Perhaps this is why, when I started to collect literature, I was disappointed by the utter absence of material. ERIC (Educational Resources Information Center) and EBSCO Information Services, as well as other academic search engines, did not offer a single article about sight translation. The CSUMB librarians offered me help in getting hold of some articles, to no avail. About all I could find were some articles and proceedings in the edited and compiled books on translation theory. As far as I know, there are no on-going efforts to determine the origins of sight translation being conducted in the translation community. Nor is there an established theory about sight translation itself. So, if I may exaggerate, sight translation is almost an action without an explanation, like our eating, dressing and sleeping behaviors.

Nevertheless, it is easy to prove the existence and utility of sight translation. When you type 'sight-translation' in a search engine on the Internet, you get a long list of results. For example, Yahoo!, one of the most commonly used search engine on the net,

found 948 search results, which included the word 'sight translation' (as of October 16, 2001). More than two thirds of them were about sight translation of Latin and Greek. I am curious to know the relationship between sight translation and teaching of two classic languages, but it is not in the realm of this research. The remaining one third of the findings, were mainly introductions, either to the curriculum adopted by translation and interpretation schools all over the world or related to an exam for court interpreters. Very few, if any, academic articles on the topic of sight translation appeared as a search result. This very lack of information justifies my research purpose.

Professional interpreters and translators assume that sight translation involves little, if any, prior preview of the original text. That's why it is called 'sight' translation. The process is similar to sight singing, in that the singer is expected to sing from a given written score with little or no prior practice. Just as sight singing is adopted to test the ability of the singer, sight translation is often times used to test the ability of would-be interpreters. This is truest in the case of the examination for court interpreters in the United States. Sight translation is also used for real interpretation and translation. Weber (1990), for example, specifies the use of sight translation in consecutive interpretation and simultaneous translation modes.

This is why many higher education institutes of interpretation and translation take advantage of sight translation for pedagogical purposes. More and more institutes around the world are introducing sight translation in their curriculum (Martin, 1993; Angelelli, 1999). Basically, sight translation is recognized as a tool for mastering interpretation and/or translation, rather than as an end in itself. The Monterey Institute of International Studies (MIIS), for example, has incorporated sight translation into its written translation

curriculum for the Graduate School of Translation and Interpretation (GSTI). In the GSTI, sight translation has been used as a basic tool for teaching students majoring in translation and interpretation.

When it comes to the pedagogy of sight translation, however, there has been no known systematic research on the effectiveness of sight translation. Furthermore, instructors may have their own methods of teaching sight translation. This is reflected in some of the literature I will review in Chapter 2. Yet, no existing research has focused on how students, the customers of our education, feel about the practice of sight translation. Therefore, the main objective of this study was to survey the MIIS GSTI students for the purpose of documenting their experiences and thoughts on sight translation practice.

Research Question

An open-ended and multiple-choice questionnaire (see Appendix A) was used to examine **students' perceptions about sight translation in the context of translation and interpretation pedagogy.**

Definition of Terms

Sight Translation: An oral translation of a written text. To quote Barbara Moscer-Mercer (1991):

Sight translation involves the transfer of a text written in one language into a text delivered orally in another language. As it involves both aural and visual information processing, sight translation could be defined either as a specific type of translation or as a variant of interpretation (p. 159).

Translation Studies: The science that is concerned with translation, translating and translators and with interpreting and interpreters.

Translation: (1) A version, in a particular language, produced from an original in a source language in such a manner as to correspond in meaning to the original. The language in which the version is produced is known as the target language. The version so produced and the original are generally in written form; however, the term 'translation' may also be employed where one or the other or both is/are spoken, displayed on a screen, etc. It should be noted that translations vary in accuracy and that originals differ substantially in legibility, correctness, clarity and intelligibility. (2) The process of producing a version in a particular language from an original in a source language in such a manner that that version corresponds in meaning to the original. The language in which the version is produced is known as the target language.

Translator: A person who, with or without receiving payment or other benefit, undertakes the activity of translation.

Interpretation/Oral Translation: The activity performed by an interpreter/oral translator.

Interpreter/Oral Translator: A person providing a translation service by word of mouth. The circumstances may be very formal (e.g., at a large conference), in which case the interpreter/oral translator may sit in an acoustically screened area and be provided with a microphone and headphones. Alternatively, the service may be provided on a much more informal basis, for example with only two or three speakers present and without any electrical or mechanical equipment.

Source Language (SL): The language from which a translation is to be or has been prepared.

Target Language (TL): The language into which a translation of an original is to be or has been prepared. The language of the original is known as the source language.

A Language: An individual's native language.

B Language: An individual's second language.

Simultaneous Interpretation: This mode of interpretation is the most popular for conference interpretation. As the speaker of the source language delivers his/her speech, the interpreter listens and translates orally into the target language. Usually two interpreters make a team and take turns interpreting. They work in a booth, where an audio system including microphones and earphones are preset.

Consecutive Interpretation: As the name suggests, the interpreter translates the speech orally right after a segment has been delivered. In consecutive mode, the interpreter and speaker can discuss the length and contents of the segments.

Limitations and Delimitations

Limitations of this study include the small number of respondents to the survey, weakness in generalization, and the limited setting.

This research was conducted at the Monterey Institute of International Studies. Though the MIIS is one of the most prestigious institutions of translation and interpretation, one cannot say that it fairly represents all the institutes of its kind. In addition, the respondents were small in number (about 20 percent of the GSTI student population for a total of 30 respondents), thus making it difficult for me to generalize the findings, even when the respondents represent the population proportionately. Lastly, though the wording and design of my questionnaire items were carefully tested and piloted, they may not have been entirely clear to respondents.

I have restricted this study to the model of the MIIS curriculum and mainly focused on the voices of the students. The few studies I know of, have not included student perspectives. Other researchers may choose to study other institutions for comparison.

Organization of Thesis

This thesis is organized into five chapters. Chapter One consists of the introduction and background of sight translation. Chapter Two is a review of the literature, which begins with a section on definitions of sight translation. Chapter Three explains the methodology used in this study. Chapters Four and Five are the main parts of this thesis. Chapter Four is mainly the analysis and interpretation of the survey findings. Chapter Five contains the conclusion with a discussion on the implications and recommendations.

Chapter II

Literature Review

This chapter will provide a brief overview of definitions of sight translation, followed by literature review.

Definition Revisited

The following represent some of definitions of sight translation appearing in the literature.

- Sight translation is an oral translation of a written text. Thus, it is a hybrid of translation and interpretation (Mikkelsen, 1994).

- Sight translation involves the transposition of a text written in one language into a text delivered orally in another language. Since both aural and visual information processing are involved, sight translation could be defined as a specific type of written translation, as well as a variant of oral interpretation (Moser-Mercer, 1991).

- Sight translation is the act of presenting an oral translation of a text after a short period of preparation. Thus it is a curious mixture of media (Winter & Sobieski, 1999).

- Sight translation is the rendering of a written text as an oral presentation, converting one language to another. The “translation” task is done as the text is read, that is, it is not prepared ahead of time (Pappold, 2000).

- Sight translation is rather infrequent in interpreting. It consists of “reading” a source-language text aloud in the target language. It occurs when delegates receive a text and want it translated orally on the spot, or when a speech segment has been read from a text and has to be interpreted consecutively. In sight translation, the Listening and Analysis Effort becomes a *Reading Effort*, and the Production Effort remains, but there

does not seem to be a Memory Effort similar to the one in the simultaneous mode or the consecutive mode, since the information is available at any time on paper (Gile, 1995).

- The process of sight translation assumes the ability to read and comprehend a source language in written form; an ability to do oral rendition (involving public speaking skills) into the target language; an ability to change from a written input to an oral output instantaneously; and an ability to perform all of the above under pressure with minimal preparation time (Angelelli, 1999).

From the summary above, it can be inferred that professionals and instructors conceptualize sight translation share following common ground: (1) sight translation is an improvised action, (2) it is a mixed medium of interpretation and translation, (3) it has its own uniqueness, as shown in Gile's proposed model.

Sight Translation in Literature

The most important articles I have obtained were authored by Trahan (1978), one of the strongest proponents of sight translation, and Weber (1990). From my knowledge, both Trahan and Weber were the Deans of the Graduate School of Translation and Interpretation at MIIS. Though they both praise sight translation as a pedagogical tool, their foci and perspectives are different. While Trahan emphasizes the importance of sight translation practice for general language acquisition, Weber asserts that sight translation mode needs to be taught separately from the other modes of interpretation (e.g., simultaneous interpretation and consecutive interpretation), because sight translation is both an integral part of the interpretation process and a basis for developing more difficult interpretation skills. More specifically, according to Weber, students learn through sight translation how to conduct themselves in front of an audience. They also

acquire the basic reflexes required to transpose a message into another language. Moreover, they develop a swift eye-brain-voice coordination, which becomes vital in the process of simultaneous interpretation of speeches that have been prepared beforehand and are read at top speed by the speaker. Finally, it is a little easier to analyze a message that is presented visually than one that is presented orally.

I found it strange that Weber is quoted a lot by later researchers while Trahan is not. For me, Trahan is more informative in proposing detailed guidelines for sight translation practice. That is why I usually hand out the copy of Trahan's article to the incoming students when the semester begins when introducing the concepts of sight translation. I point out to them Trahan's eight methods. The methods address (1) sight translating aloud, (2) materials, (3) pace, (4) unknown words, (5) review of terms and expressions, (6) self-listening, (7) register and style, and (8) summarization skills. Each of these is described as an important point in sight translation by Trahan. In a nutshell, they are very practical for those who have no experience in sight translation and therefore can serve as a starting point.

Later researchers I will visit soon were not unanimous in praising sight translation. Rather, they pointed out some specific pitfalls or raised doubts about the alleged close relation between sight translation and (simultaneous) interpretation. Before I go on to the other writers, I need to mention that even here Trahan (1978) had already juxtaposed the merits and demerits of sight translation some 20 years ago. Again, her points are relevant to my question in this investigation.

Trahan warned that:

Sight translation is frequently considered an unpardonable sin, an unmentionable outrage against the canons of psychologically sound language teaching methodology. If practiced without supervision, sight translation usually results in clumsy, literal translation with atrocious syntax and abominable style, full of gaps and approximations. If undertaken with the teacher's assistance, it tends to become a tedious, time-consuming process, a laborious and frustrating search for the right word or word order, in the course of which all one's carefully hidden linguistic sins -- long forgotten grammatical and syntactical rules or never properly understood words -- come to the fore. (p. 29)

So, according to Trahan, sight translation has pitfalls even with and without the guide of the teacher.

Moser-Mercer (1991), Viezzi (1991), Martin (1993) and Angelelli (1999) share a common position. They pointed out some possible dangers of sight translation or at least tried to explode the myth of the close relationship between sight translation and the other interpretation modes. Martin argued that:

Although the 'instant comprehension' factor and the need for instant analysis of cognitive content present in interpreting is similar in sight translation, the hybrid nature of the latter requires more effort to be put into attaining independence from the source language text than is the case with translation and interpreting. This increased effort is necessary in order to mitigate the negative effects of the physical presence of the source language text. This difficulty is compounded by the fact that the original is normally characterized by the elements of written style it includes, whereas the final rendering must be convincingly oral (p. 404).

Martin is very insightful in that she saw the act of sight translation not as a mere hybrid of translation and interpretation but an independent entity, which has its own characteristics: the presence of text serves as a necessary evil, just like a note taken by the interpreter in consecutive interpretation.

Moser-Mercer (1991) does not relate sight translation to pedagogical methodology. She concentrates on the types and processes of sight translation for professionals and the students. Her article is valuable and unique since it based its findings on empirical data of her own, as well as that of other people such as Viezzi (1990). In her study, she set up a transcontinental experiment involving translation and interpretation students and professional interpreters from Europe and North America. Concluding her research in terms of human information processing, Moser-Mercer agrees with Viezzi (1990) that information retention rates after sight translation were lower than after simultaneous interpretation. By the same context, she raises some questions about the old adage that "sight translation is one of the best preparations for simultaneous interpretation. (p. 54)" Viezzi's (1990) findings relevant to sight translation were that information retention rates after the sight translation and simultaneous interpretation are lower than those observed after the reading and listening tests. The retention rates after sight translation were lower than after simultaneous interpretation. Based on such findings, Viezzi (1990) concludes that sight translation and simultaneous interpretation are by no means parallel processes. Similarly, Angelelli (1999) articulated the complexity involved in reading in sight translation, and then called for a reconsideration of the quantity of time allocated to sight translation in the curricula, the quality of instruction provided, and the specific assessment. She said that more research is needed to

demonstrate the benefits of explicit and strategy-based instruction in sight translation. This point justifies the purpose of my research, which is to find out how the students conceive the practice of sight translation in the context of institutional pedagogical practices.

Other writers are either neutral to or lean toward the value of sight translation as a pedagogical tool. Winter and Sobieski (1999) wrote about sight translation as a pedagogical tool at the MIIS, where they teach sight translation. They proposed four variables upon which the pedagogical value of sight translation primarily depends: (1) the direction in which the student is working; (2) the context in which the student is working; (3) the degree of syntactical differences between the source language and the target language; and (4) the differences between the spoken and written language. Gile (1995) proposed an “effort” model and said that in sight translation and simultaneous interpretation with text, the short-term memory component and vulnerable segments disappear, but texts have a higher density, and there is increased danger of interference, as suggested and emphasized by Martin (1993). When interpreting simultaneously with text, which is regarded as one practical type of sight translation, it is important to give precedence to the speaker’s voice rather than to the text. In this case, the text should not and therefore could not interfere the speed of performance. Relying on a literature review, Mikkelsen (1999) and Rappold (2000) introduced the basic concept of sight translation and proposed methods of practice. Mikkelsen wrote in the capacity of a teacher while Rappold contributed as a student and exemplified her experience at the MIIS. Mikkelsen introduced down-to-earth guide in practicing sight translation; Rappold described her personal experience in practicing it.

The literature I analyzed above did not address students' overall perspectives with regard to the practice of sight translation. Some conducted case studies, others described personal teaching and application, but none of the researchers identified all possible pros and cons. My survey aimed at finding out how students are doing and feel about sight translation.

Chapter III

Methodology

General Research Design

This study utilized mainly qualitative research methodologies to examine the students' conceptions of sight translation in the context of the pedagogy of interpretation and translation at higher education settings. Surveys, with both multiple-choice and open-ended questions, were the primary means of data collection. In analyzing the data, I depended on both statistical methodologies (e.g. parametric statistics, using Excel software) and qualitative ones. Involving multiple methods and multiple data sources helped to triangulate the data, thus lending support to the findings of the current study.

Research Question

The central question of this research is, **“how do the students who practice sight translation feel about sight translation in the context of translation and interpretation pedagogy?”**

Setting

The Graduate School of Translation and Interpretation (GSTI), Monterey Institute of International Studies (MIIS), is located in downtown Monterey, California. The GSTI, a world-famous institute of higher education in the field of translation and interpretation, is respected for its leading role in teaching professional interpreters and translators. It offers Master of Arts degrees in three professional fields: Translation and Interpretation (T&I), Conference Interpretation (CI), and Translation (T). Each degree track is designed

to be a four-semester, 60-credit course of study. Currently, it has seven language programs: Chinese, French, German, Japanese, Korean, Russian, and Spanish.

Survey with the MIIS students

The questionnaire was used for the on-line survey. The survey (see Appendix A) was conducted once and was not repeated. The questionnaire was sent on May 8, 1999 and received by email attachment for the next two weeks, by using the Institute's email system (FirstClass). Those who did not want to reply, simply did not reply.

Data Analysis

All data were interpreted with respect to the research question. More specifically, the survey contained demographic questions, categorical questions, rating scales and related qualitative items as following:

- Demographic data (i.e., year of birth, sex, nationality, language combination, degree track, etc.) will be counted and reported using a table with relevant percentages.
- Categorical data (i.e., material used for sight practice, challenges, etc.) will be grouped and reported in the same manner as above.
- Rating questions (i.e., the extent to which participants have a clear definition of sight translation, language fluency, one regarding language fluency, etc.) will be translated into (quasi-) interval data for ease of comparison.
- Nominal questions (i.e., time spent) will be translated into comparable quantities.
- Both (quasi-) interval and nominal questions will be reported using descriptive statistics. Where appropriate, frequency charts will also be used to illustrate and demonstrate overall patterns more clearly.

- Qualitative data (i.e., comments and open ended questions) will be classified, grouped and analyzed for overall patterns.
- One of the ramifications of the survey was to compare the responses from different categories, e.g. European vs. non-European languages (specifically, Korean and Japanese). Using the above procedures makes this comparison possible.

This chapter explained the methods that I used in this survey-based research. I described the setting and the methods of analysis. Chapter Four will discuss the result of survey findings using these methods.

Chapter IV

Survey Analysis and Results

General

Thirty-two responses to the email survey were received in May 2000. Owing to an unexpected technical problem, several email attachments did not open. When asked to send the response again by copy and paste it in the message box, all but two complied. Only two failed to send their attachment successfully. A total of 30 GSTI students responded from a population of 160 students. All of the responses were properly analyzed.

At the time of the survey, the Graduate School of Translation and Interpretation, Monterey Institute of International Studies had 160 students of which 30 were males and 130 were females; 65 were second year students and 95 were first year students. In general, the respondents were found to be good sampling, representing the whole population of the overall students at MIIS.

1. Demographic Data

1.1. Name. Though the names of the respondents were readily obtained by the practice of using real names in the Institute's email system, they will be strictly withheld in this analysis. One exception is a French major student named Tressa Rappold. She responded to my survey very eagerly and accepted my offer of an interview. She provided me a copy of a paper she wrote on the topic of sight translation for her coursework. When signing the consent form (Appendix C), she gave permission for me to reveal her identity for the purpose of this study.

1.2. Age. The respondents' average age at the time of survey was 28, which is typical for a professional graduate school.

1.3. Sex. Of the 30 respondents, 5 were males and 22 were females. The other three did not reveal their gender. This ratio is also in proportion to the total population and therefore is a very good sampling of the MIIS student body.

1.4. Nationality. The various nationalities of respondents are shown in the following table.

Table 1. Respondents' Nationality

Nationality	Number	Remarks
US (citizens and permanent residents)	12	21 from European language speaking countries
Russian	1	
Australian	1	
Spanish	2	
Czech	1	
Argentine	1	
Polish	1	
German	2	
Korean	2	9 from Asian language speaking countries
Chinese	3	
Japanese	3	
Taiwanese	2	
Total	30	30

1.5. Language Combination. Fifteen respondents were native speakers of English and the other fifteen spoke English as a second language. Thus the result of this survey represents both perspectives.

1.6. Major. The GSTI has three degree tracks: Master of Translation, Master of Conference Interpretation, and Master of Translation and Interpretation. Among the respondents, 6 were majoring in translation, 3 in conference interpretation, and 19 in translation and interpretation. The number means that the survey result fairly represents

the two division of translation vs. interpretation, in that the response group included three degree tracks.

1.7. Entrance Year. At the time of the survey, nineteen students were in the second semester of their first year. The other eleven were in their fourth semester and close to graduating from the institute.

1.8. Language Program. The following table shows what programs the respondents belonged to.

Table 2. Respondents' Language Program

Program	Number	Remarks
Spanish	9	18 in European language program
German	4	
French	3	
Russian	2	
Japanese	6	12 in Asian language program
Chinese	4	
Korean	2	

2. Familiarity with sight translation prior to entrance into MIIS

When asked if they had any idea or experience with sight translation, five students answered in the affirmative, 19 in the negative, six answered 'a little'. From this, it was clear that most of the students did not clearly understand the concept of sight translation. Instructors usually adopt a careful approach in their first few sessions of sight translation, since most of the students are "taken aback" when they are told that sight translation is a prerequisite subject for their future degree track (Winter & Sobiesky, 1999).

3. Sight translation practice

3.1. Regular vs. Irregular practice. Ever since they entered the Institute, approximately half of the students have practiced sight translation on a regular basis.

Fourteen students said that they were practicing regularly. Five practiced more than an hour a day; nine said less than an hour per day. Three of them answered that they were practicing sight translation all alone; two said that they always make a team with colleagues; and six respondents answered they did both.

Among the sixteen students who answered that they did not practice sight translation on a regular basis, three said they practiced quite often, eleven answered that they practiced both in class and outside of class; and two answered that they practiced sight translation only in class.

This half-and-half tendency of students in terms of regularity of practice can be interpreted in many ways. In a nutshell, it shows that sight translation both positive and negative perspectives even among students. I will support this interpretation later when I quote “voices” of the students.

3.2. Which courses teach sight translation? This question was designed to find out in which course(s) sight translation is incorporated. The GSTI has no independent course of sight translation. Technically, it is incorporated in basic written translation in the first semester and again in science/technology translation in the second semester. However, through an informal survey and classroom observation, I found that the teaching mode of sight translation varies greatly with language programs and individual instructors. Some language programs did not seem to teach sight translation very seriously, while other programs were apparently emphasizing the importance of sight translation. Furthermore, some instructors allocated as much time to the teaching and practice of sight translation as to written translation, while others simply introduced the concept at the beginning or at the end of the semester.

So, in a sense, how to teach sight translation was at the discretion of each program and every instructor. Therefore, I was not very surprised when I found from the survey that sight translation was being taught even in interpretation courses. Nineteen out of thirty students answered that sight translation was incorporated in translation classes, but ten students confirmed that sight translation was incorporated in both translation and interpretation classes. One student said that sight translation was taught in interpretation classes only. An interpretation of this finding is that sight translation is closer to the interpretation mode than to the translation mode. It is being taught in interpretation courses. It is possible that the interpreter instructor has adopted the sight translation method in her/his own interpretation class as a pedagogical tool. I will come back to this in the following analysis.

3.3. Material used for sight translation teaching. The most popular text used for sight translation practice is speeches (25) and magazines (26), followed by economic/business texts (23), science/technology texts (10), interviews (9), and other texts (e.g., literature and periodicals, 3).

4. Challenges

4.1. Direction. The respondents reported practicing into-A (native language) sight translation more than into-B (second language). More specifically, seventeen students answered that they practiced into-A more, while ten said that they practiced both into-A and into-B. Only three students answered that they were practicing into-B sight translation more than into-A.

This finding seems to have something to do with the follow-up question about the challenges that students experienced while engaging in sight translation. When asked

which of the two directions was a greater challenge, a great majority (22 students) answered that into-B practice was more difficult, while three answered that both of them were challenges; and five said that into-A was a greater challenge. In my view, students in general could not and did not practice the more challenging direction.

Another possible interpretation is that the teaching of sight translation is more popular in into-A translation and interpretation courses. This is natural considering the fact that into-A is generally felt easier than into B both in translation and in interpretation. Therefore the finding in turn suggests that into-B sight translation is harder to teach than into-A sight translation.

4.2. Challenges. I also asked the respondents to describe challenges. Though this was an open-ended question (See 4.2 in Appendix A), most of the respondents (29 out of 30 respondents) briefly mentioned their own challenges experienced during the practice of sight translation. The challenges most frequently quoted by the respondents included:

- coping with different language properties,
- fluency/speed/hesitation,
- terminology/word-choice/collocations,
- reading-ahead/anticipation,
- public speech skills,
- background knowledge, and
- grammar.

A large majority of students are positive of the effect of sight translation practice, saying that in time, with practice, these difficulties subside fairly quickly.

Some answers are specifically based on the characteristic of the individual language combination, which I believe merits comparison. For example, Japanese shows a strong discrepancy of written and spoken style in the same language, which creates a great challenge when it comes to Japanese/English sight translation. One student in Japanese program further explained it this way:

I have challenges with the hierarchy of the Japanese language. There are several different levels of speech in Japanese, and I often use terminology and grammar that do not fit the register. The structuring of complex sentences in Japanese is also a problem for me.

The response backs up two of the four variables identified by Winter and Sobiesky (1999): the degree of syntactical differences between the source language and the target language; and the differences between the spoken and written language. Most languages have different register and style in written and spoken language, but it is so true to Japanese that it affects the performance of sight translation.

Moreover, unlike Japanese and Korean, the Chinese language shares the S-V-O order (i.e., subject – verb – object) with English and other European languages. Still as the next quote makes clear, challenges exist arising from ‘patterns,’ or structures:

I think the greatest challenge in doing sight translation is the different patterns for Chinese and English. And sometimes it is not that easy to apply the skills we’ve learned in the class to simultaneous interpretation. (I believe sight translation is for the preparation of simultaneous interpretation.)

The following quote from a German program student shows that the problematic language differences exist not only between European vs. non-European languages but also between European languages.

I found keeping a steady flow difficult, as well as putting the text into idiomatic English. Sight translation from German requires a lot of restructuring, because the word order is very difficult (I believe it is somewhat similar in Korean.)

Again, even between European languages, structure-related problems exist. A Spanish program student emphasized the innate difference between English and Spanish, which seemed to make into-B performance more difficult than into-A delivery, this way:

In general, hesitation is a problem because the desire to speed up delivery makes you backtrack at some points. Speeches are usually easy to anticipate, but technical texts can be a real challenge into my A (Spanish) because of the compact nature of the English phrasing and the longer, more explanatory nature of Spanish.

All the responses above show that innate cross-linguistic properties of each language combination can be an important issue when it comes to sight translation practice.

4.3. Influence of different word order. The majority of the responses (23) conceded that differences in word order give rise to challenges in sight translation. Opinions vary, however, on the conception of the seriousness of this problem. Some said that such differences affected the speed/fluency of the sight translation performance, while others said that the influence will fade with practice. Only three students believed that the difference is 'not a big deal' in their performance. Four respondents did not reply to this question.

Two responses are noteworthy in that they each compared a different language combination. (Most of the students were two-language majors, while these two students were majoring in three languages.)

Student 1: From German to English, it poses a challenge, as the verb often comes at the end. From French to English, it is less of a problem, because the word order and other grammatical features are relatively similar.

Student 2: In Spanish I seemed to be able to grasp this much better, although sentences are very long, and syntactic paradigms are different. But from German to English you have to do a lot of anticipation, restructuring, and cutting, which was difficult at times. Sentences have to be completely turned around.

The responses strongly suggest that a distinct discrepancy according to language combination occurs in terms of sight translation performance even with the same performers. For Student 1, German-English combination was more challenging than French-English; for Student 2, German-English was more difficulty than Spanish-English. This supports the finding in 4.2, that even between European languages innate linguistic properties may affect the performance of sight translation.

4.4. Korean and Japanese. Item 4.4 asked GSTI Japanese and Korean students whether the language properties of their native language are a major challenge when it comes to sight translation between Japanese/Korean and English. Six out of nine respondents answered that they are; three answered that the challenges can be overcome by adopting proper tactics. Their assumption that the challenges do exist, supports the findings in 4.2 and 4.3.

5. Contribution to professional skills

Almost all of the respondents believed that sight translation contributes to interpretation and translation skills. Twenty-three answered 'a lot' and seven answered 'a little.' No one answered in the negative. At the same time, most of them believed that

sight translation contributes to interpretation more than to translation. Eighteen respondents said sight translation contributes to interpretation; seven answered that it helps both interpretation and translation. One student responded that sight translation is helpful to both, but more to interpretation than to translation. Only three thought that sight translation contributed to translation. One respondent did not answer this question.

This finding, along with that in Item 3.3 above, may have some important meaning. Since a large majority of respondents believe that sight translation is closer to interpretation than written translation, I suspect that the students are not very happy with the sight translation being incorporated in written translation in curriculum. This will lead to my recommendation in Chapter V.

6. Contribution to language acquisition

Thirteen respondents answered that they believe sight translation contributes to general language fluency and acquisition. Four answered in the negative. Another twelve answered 'a little.' All in all, the responses showed an even split between positive and negative perceptions. In retrospect, I found that it would have been better if I had used the term 'language fluency' rather than 'language acquisition,' which connotes a natural process involved in native language acquisition. The possible misleading effect of the wording may have contributed to the following responses.

Student 1: In my opinion, if you don't already have the language skills, you can't possibly sight translate. Sight translation may help you to acquire certain words as part of your vocabulary, but I think it's probably rare. When you are sight translating, you are purely focused on meaning and style: making sure you are conveying the message clearly and correctly, and ensuring that your speech flows naturally. There is no time to be concentrating on acquiring new/interesting words. You are more a "medium" than a sponge.

Student 2: I think you probably already need to have strong language skills before doing sight translation and I think the spontaneity doesn't help "acquire" words.

Student 3: I think you need to use the language skills you already have in order to perform sight translation successfully. Practicing sight translation into a language that is not your native language, you may be practicing awkward sentence structure. It may improve source language skills, but it would be just as helpful to sit and read the source language text without trying to reproduce it in another language if you wanted to improve vocabulary and sentence pattern knowledge.

7. Plan to use sight translation after graduation

Twenty-one respondents answered that they would practice sight translation for their profession; seven said that they would not. This response shows that sight translation has generally positive effects on their professional practice.

8-10. Methodology of sight translation

The three question items (from 7 to 10) were designed to find the most popular pedagogical methods for the teaching and practicing of sight translation. A large majority (24) responded. Most respondents described the order sight translation is performed. To quote Rappold (2000) in her survey response:

We'd have a moment to look over the text and get acquainted with the topic. Then we began sight translating it with as few pauses as possible. After a paragraph or so, we'd stop for feedback. Sometimes, we'd do several versions of the same paragraph, trying to improve each time and avoid using the same solutions twice. This was to increase speed, accuracy, and flexibility.

While most of the responses share commonalities with Rappold (i.e., Short preparation, public-speech style performance, peer critique, the instructor's feedback), some other words that propped up for describing their own method were: chunking/slicing/parsing, paraphrasing, reorganizing, reading ahead, repetition of subject words, smooth rhythm, control of nerves and no back-tracking.

What should be noted here is that some instructors presented students with well-organized detailed methods while others imposed “sink-or-swim” methods. By sink-or-swim, it is meant that the instructor did not give detailed step-by-step tactics but rather imposed on random practice. Most students seemed satisfied with the detailed approach. For the latter, however, two extreme opinions existed. To quote:

Student 1: ‘Practice makes perfect,’ ‘No royal road!’ These phrases are very frustrating, when they are repeated by an instructor. We need solid, promising methodology!!!!

Student 2: I would describe the method as “sink or swim,” something that intimidated most of us [in our program], but that helped us enormously in the long run. I do not mean to say that they did not encourage us, or help when we encountered difficulties – they very much did. However, I agree with what I assume to be their philosophy (not to put words into their mouths, but...) regarding sight translation, that the only way to learn it is to DO it, in a supportive environment. This is what both my instructors taught us to do. To dive right in and work it out the best we could.

The extreme responses notwithstanding, I found the general sequence of the instruction in class as follows: (1) short preparation, (2) student performance (randomly appointed), and (3) peer critique and instructor’s feedback.

11. Students’ opinions of sight translation

This final item highlights my survey findings, not only in that I could get hold of the voices from the field (the respondents were very cooperative with this open-ended question), but also it eventually leads me to make a very confident recommendation to the GSTI, MIIS. Out of thirty respondents, twenty-seven spoke about the value of sight translation itself and the desired improvements of the class. Twenty-four praised sight translation as a tool for interpretation and translation. The other three respondents did not seem to like sight translation very much, mentioning (1) ‘a little helpful’, (2) ‘poor teaching methods’ and (3) the doubtful necessity of sight translation class.

For a purely analytical purpose, I divided the respondents into three sub-groups: pro-translation group (7 respondents), pro-interpretation group (10), and a third group (7).

11.1. Pro-translation group. The name given to this group can be misleading, since this group as a whole praises sight translation not only as a tool for written translation, but also as one for oral interpretation. In fact, translation in a broader sense includes both written and oral translation, the latter of which is generally known as interpretation (see the definitions in Chapter I). So this group says that sight translation is helpful for both written translation and interpretation. Accordingly, they like the status quo of the curriculum. In order to have their voices heard, I would like to quote as many of them as possible. More quotations appear in Appendix B.

Student 1: The sight translation classes can be highly beneficial if done correctly. I think it is important to begin sight translation by doing one sentence at a time and gradually work up to multiple paragraphs. For me, the classes are an intermediate stage between translation and interpretation. When translating, I can use sight translation to create a rough draft of the translation in my head. For interpreting, especially consecutive, sight translation is very similar to interpreting from your notes, so it is a useful skill to develop. In our program, we deal with medium length passages. We are generally given about 5 minutes to go over the passage and then we stand in front of the class and do sight translation. This has been helpful for developing public speaking skills, as well as a certain savvy when performing in front of a crowd. The sight translation classes, particularly the into-English class, has been indispensable and has really helped both my translation and interpretation skills.

Student 2: I think it is a very useful tool for improving speed in translation; it is also useful particularly for consecutive interpretation, since notes taken in this process essentially need to be sight translated. My classmates and I found the classes to be quite stressful in the beginning, but now I don't mind them at all.

11.2. Pro-interpretation group. As the title suggests, this group opts for sight translation specifically as a great tool for interpretation, rather than for translation. Some of them suggest that sight translation be incorporated into interpretation or at least be

independent from translation. This analysis came directly from the voice of the students.

See more in Appendix B.

Student 1: I think that they [sight translation and sight translation class] are useful for interpreting classes, but less so for translation. I think this is a skill that is best taught in first year, so that we can practice it on our own later, rather than using class time for it in second year. It is quite a time consuming skill to practice in class time.

Student 2: I highly suggest the future sight translation class could be incorporated in interpretation rather than translation class. I believe the approaches adopted in the two fields (translation and interpretation) are quite different or even contradictory sometimes.

11.3. Third group. This third group did not specify their positions regarding whether sight translation is useful for interpretation and/or translation, but they too raised their voices about the usefulness of sight translation. Most of them had positive views on sight translation. A few had negative ones.

Student 1: I am told that MIIS used to have a sight translation class for GSTI, but I can't substantiate that information. You would need to ask one of the professors. For me, an actual sight translation class would have been very helpful, although I would have hated it because sight translation is so difficult for me at times. But it would have forced me to practice and get better. As it was, I really only did sight translation in class, although I do sight translation from B to A (Spanish to English) sometimes when I am studying religious scriptures, just to see how close I can get to the original or the other language version (kind of like back-translating, I guess).

Student 2: [They are] A little helpful.

This open-ended question and the responses thereto were very important in the overall findings of this survey. Along with the responses to the other questions previously analyzed, the voice of the students from the field gave me some insight into the current practice and desirable course of sight translation. I listed all the answers to the last item in Appendix B.

In this chapter I have analyzed the survey using parametric and qualitative methodology. It was found that the response group could fairly represent the whole population of the GSTI, MIIS, in terms of its composition. It was also found that the students in general favored the practice of sight translation, though they share both positive and negative views of it as was witnessed in the literature review. I will discuss the implications of the finding in the next chapter.

Chapter V

Implications and Recommendations

In this chapter I would like to recap the findings from the analysis of my survey with the MIIS, GSTI students.

Implications

It was intriguing to see in the survey results a replica of both positive and negative views of sight translation, which I read in the literature. The MIIS students majoring in translation and interpretation seemed to opt for sight translation. That is, most of them seemed to enjoy their own practice of sight translation. Apparently, they were, on average, satisfied with their courses that they participated in sight translation where used. A few did not like the courses very much. Just like the professional interpreters and translators, specifically Trahan (1978) and Martin (1993), who praised and warned against the possible pitfalls, the students' response reflected their own empirical advantages and disadvantages in practicing sight translation. Praise centered around sight translation being a useful tool for interpretation and translation, as well as for language learning. Warnings against and disadvantages of the practice tended to focus on factors that might lead practitioners to unexpected or undesirable side effects, such as bad habits and clumsy performance. This coincidence is only too natural, considering that both professionals and students are pursuing their profession by practice.

Trahan's identified handicaps and efficacies with regard to the sight translation practice, as reviewed in Chapter Two, were consistent with the voiced conceptions of the students. The methods Trahan proposed for students, namely a combination of self-study and supervised performance, are typically practiced by the students. The survey revealed

that instructors adopt different approaches, namely either a carefully designed pedagogical or a sink-or-swim approach. This comparison is again based on the voices of the students. With one exception, the students found the detailed approach most effective for their improvement. Even though the students were pursuing a professional, not academic, degree, they were found to prefer a step-by-step approach. This signifies the importance of the instructors' role in teaching sight translation and guiding the self-study of the students.

Martin's case study (1993) suggested that sight translation should not be taught until students have mastered the basic skills of consecutive interpretation. I personally believe in her proposal, since written text often times blocks the natural flow of oral performance. The text is always there to be sight translated, but it is also there to interfere with the process word-to-word. When instructors teach sight translation, they need to emphasize the importance and instill the techniques of distancing oneself from the written text if possible. As one student said,

It [sight translation] is also useful for consecutive interpretation, since notes taken in this process essentially need to be sight translated.

The assumption here is that the notes should not contain the interpreter, but serve as a prompter.

The survey is meaningful in that it elicited the students' concepts of sight translation from the field. It is important for instructors of sight translation, as well as future students of sight translation, to consider their voices.

Recommendations

In the process of analyzing the survey, it was found that the GSTI, MIIS, did not have a common philosophy with regard to the teaching of sight translation. The portion of sight translation in the overall coursework of written translation varied from language program to language program, at the discretion of instructors. Teaching methods were different from each other according to instructors who led the course. If sight translation is a good enough pedagogical tool for teaching interpretation and translation, it is high time that philosophy should be defined at an institutional level.

As revealed in the analysis of the survey, the MIIS used to have sight translation as an independent course. For some reason unknown to me, sight translation was incorporated into written translation for first year students. I believe that it should return to its former status. My findings in Chapter IV justify the reinstatement of sight translation. Though some students suggested that it should be incorporated into interpretation since sight translation is closer to interpretation than to translation, it would lose its link with translation. Sight translation has a lot to contribute to written translation, though to a lesser degree than to interpretation. This is true to some European language combinations. That's why I believe that sight translation will be better off as an independent course. By being independent, each language program can hire a qualified instructor who can lead the course either for interpretation or for translation, or for both.

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Appendix A.

Questionnaire on Sight Translation

This is basically to ask you about how you have learned and practiced Sight Translation (ST) so far at GSTI, MIIS. Please take a few moments to answer. Your response will be reflected in my research on the topic of ST. You will not be identified in any way unless you allow me to. In the parenthesis, you may want to tick 'x', or 'v'

1. Your general background (Please skip the items you would prefer not to answer.)

Name in full (optional):

Date of birth (optional):

Sex:

Nationality:

Your language combination is, A:

B:

C:

Others:

Your (expected) major area is (tick one): CI (), T&I (), T ()

You entered the T&I program: in 1999 (), in 1998 (), in 1997 (), before ()

To which T&I program do you belong? Chinese (), German (), French (),

Japanese (), Korean (), Russian (), Spanish ()

2. A brief definition of ST for the purpose of my dissertation is any kind of oral projection (including summary) from a written text.

Did you have any idea of what ST as defined here was about before you entered the T&I program?

Yes () A little () No ()

3. Have you practiced ST (relatively) regularly on your own since you entered the program?

Yes () No ()

- 3.1.If 'yes', would you please specify?

On average () hours a day, () days a week,

I did it by myself () / with other students ().

- 3.2.If 'no', please tick one or more of the following.

() I practiced ST quite often but not on a regularly basis.

() I practiced ST in the class and to a lesser degree by myself too.

() I practiced ST during the class only. When I had no course work, I almost never did it.

- 3.3.Were your ST courses incorporated in

Translation classes (), Interpretation classes (), both ()

- 3.4.What type of material have you practiced for ST. (please number if you want.)

Speeches (), Interviews (), General Texts (magazine) (),
 technology/science ()
 Business/economy (), Other (): please specify.

4. Which have you practiced more, into-A or into-B?
 Into-A (), into-B (), both ()
- 4.1. Which has been a greater challenge?
 Into-A (), into-B (), both ()
- 4.2. Please describe the challenge below in a few sentences. (You may want to use the words such as 'different word order', 'public speech', 'fluency', 'hesitation', 'terminology', 'background knowledge', 'anticipation' etc.)
- 4.3. How the difference of word-order or other syntactic paradigms between languages influence the performance in ST? Please give a brief description.
- 4.4. For T&I Japanese and Korean Program students only, do you think that the inherent properties of your language (e.g. the difference in word order from English) is a major challenge for ST?
 Yes (), No with proper tactics (), Not at all ()
5. Do you think ST contributes a lot to interpretation and translation skills?
 Yes () A little () No ()
- 5.1. If 'yes' or 'a little', to which do you think ST contributes more?
 Interpretation (), translation (), both ()
- 5.2. If 'interpretation', which one? (You may number from 1 to 4 starting from the most.)
 Simultaneous interpretation (), Consecutive interpretation (),
 Whispering (), Liaison interpretation ()
- 5.3. If interpretation, which activity does ST contribute most?
 Conference interpretation (), Court/Community interpretation ()
 Telephone interpretation (), Business negotiations ()
 Others (): please specify.
6. Do you believe that ST contributes to language acquisition?
 Yes () A little () No ()
- 6.1. If 'yes' or 'a little', which area do you think ST contributes the most? (You may number from 1 to 3.)
 General fluency (), vocabulary building (), sentence patterns ()
- 6.6. If 'no', please brief your reason.
7. Do you think you are going to practice ST for your profession after your graduation?
 Yes () No ()

8. Could you please name one or two instructors/professors in your program who guided you most in ST? (The motivation of this question is that the researcher is planning an extensive interview with instructors and students on the basis of the findings from this survey. Your recommended persons will be high on the priority list.)

9. Could you please describe the method which either your instructor(s) demonstrated or you adopted most? (You may be brief, but a detailed description will be highly appreciated.)

10. If you were asked to demonstrate your ST practice by this surveyor for short passages, would you do that? Yes (), only if time permits (), No ()

11. Lastly, please give me your own opinion of ST and ST classes. (Again, you may be as brief as you want, but a detailed description will be highly appreciated.)

* Thank you very much for your time and cooperation. – Changmin Kim, Visiting Research Scholar

Appendix B.

Voice of Students on Sight Translation

1. Pro-translation group

Student 1: The sight translation classes can be highly beneficial if done correctly. I think it is important to begin sight translation by doing one sentence at a time and gradually work up to multiple paragraphs. For me, the classes are an intermediate stage between translation and interpretation. When translating, I can use sight translation to create a rough draft of the translation in my head. For interpreting, especially consecutive, sight translation is very similar to interpreting from your notes, so it is a useful skill to develop. In our program, we deal with medium length passages. We are generally given about 5 minutes to go over the passage and then we stand in front of the class and do sight translation. This has been helpful for developing public speaking skills, as well as a certain savvy when performing in front of a crowd. The sight translation classes, particularly the into-English class, have been indispensable and has really helped both my translation and interpretation skills.

Student 2: I think it is a very useful tool for improving speed in translation; it is also useful particularly for consecutive interpretation, since notes taken in this process essentially need to be sight translated. My classmates and I found the classes to be quite stressful in the beginning, but now I don't mind them at all.

Student 3: I believe sight translation is extremely helpful for both translators and interpreters and should be taught as part of the T&I curriculum. I have mainly practiced sight translation because of my simultaneous interpretation classes but I found it very useful for consecutive interpretation as well. Many translation majors complain about having to do sight translation in translation classes even though "they do not need" since they don't study interpretation. I think that sight translation helps translators to be able to translate faster, which saves them a lot of time and enables them to be more productive.

Student 4: Sight translation helps me to improve my translation rate, plus to reconstruct original written languages into the spoken ones, which are easy to understand.

Student 5: I absolutely LOVE sight translation, which I believe makes me a bit of an anomaly in my class. However, I feel it is a very important skill, one which helps translators and interpreters not only to further develop their analytical skills, but also to become aware of what their analytical weaknesses and strengths are (of utmost importance in both professions). Also, I think sight translation is an interesting blurring of the line between "translation" and "interpretation." As a translator, sight translation give me the opportunity to develop my public speaking skills in a non-threatening way. For all of these reasons, I adored our

sight translation classes, in which each student took a passage to sight translate, and then we discussed our performance as a group. I think our professors trained us very well.

Student 6: I think sight translation is basis of both translation and interpretation. It surely helps enhance one's vocabulary building and fluency in presentation.

Student 7: I think it [sight translation] is extremely important. It helps acquire more fluency and build vocabulary. I find it very useful to sight translate material related to the topic right before going into the booth. In translation, I also find it useful to do some sight translation before I start translating while I am reading the text for the first time. If you get really good at it, it's also great for voice recognizer systems.

Student 8: We did not have a separate sight translation course. It was incorporated into our translation courses. I enjoy sight translation. I tend to be a fast translator (less detail oriented, if you will), so I sometimes sight translate a text and then write down what I come up with.

Student 9: I know that sight translation had its own class in the past, and I think that might be a little overkill. But I STRONGLY feel that sight translation should be a part of both translation and interpretation classes, and that students should practice it regularly on their own. Sight translation has made me faster in translation (which in the end, means I'll make more money per unit of time if I'm paid by the word), and it has made me better in interpretation, because I can think on my feet better. After researching sight translation (let me know if you want a copy of my paper), I became a full believer in sight translation. In addition to enhancing translation and interpretation skills, it helps general language knowledge and is a good way to prep a topic.

2. Pro-interpretation group

Student 1: I think that they [sight translation and sight translation class] are useful for interpreting classes, but less so for translation. I think this is a skill that is best taught in first year, so that we can practice it on our own later, rather than using class time for it in second year. It is quite a time consuming skill to practice in class time.

Student 2: I highly suggest the future sight translation class could be incorporated in interpretation rather than translation class. I believe the approaches adopted in the two fields (translation and interpretation) are quite different or even contradictory sometimes.

Student 3: I have found them [sight translation and sight translation class] very useful to gain speed. Again, I think it's a great warm-up for simultaneous translations, especially if you discipline yourself to do it in short chunks because

it mimics the oral text in which you can't know what comes next and you are forced to restructure/rephrase fast. I thought it was a very good idea to introduce sight translation in the first semester because it's the first step to enter interpretation.

Student 4: I think it is very useful when we first start to practice simultaneous interpretation, because it helps to improve our reading speed and our reaction. Your "ready version" may come out faster after you practice sight translation.

Student 5: More emphasis should be given to sight translation as an introductory/transitional skill to simultaneous interpretation at a later stage. It should also be assigned as a routine practice to enhancing language-conversion skills.

Student 6: Sight translation has helped me with the skills involved in my interpretation classes, especially for simultaneous interpreting. Thinking of quick solutions to complicated passages is a valuable skill for interpreters to develop. I haven't taken any sight translation specific classes, but the time we've spent on sight translation classes has been valuable. It trained me how to practice outside of class and how to develop that skill.

Student 7: When focused on professorial guidance toward practical application of presentation skills (information transfer, performance in front of an audience, etc.), the sight translation classes were VERY helpful for improving skills we will apply in interpreting. However, I was less impressed when the instructor focused more on language usage items. While all of us are still learning (and probably will till the day we die), the majority of class time ought not to be devoted to nitpicky word choice issues – as long as the meaning is conveyed, I believe the purpose has been accomplished. But of course, this is said from my aspiring interpreter's viewpoint, and not from a more word-happy translator's viewpoint...!

Student 8: Sight translation should be taught in the first year to CI (Conference Interpretation) or T&I students only. (I don't think sight translation is particularly important for T students since the focus in translation is on details, whereas speed is essential for interpretation.) Sight translation improves the speed and the ability to think "on your feet." After the first year, interpretation students will hopefully see the merit of sight translation so that translation classes are not wasted by long hours of sight translation with only one student performing at a time.

Student 9: I do not think it is necessary to keep the class. Or, if we do need to keep it, then I suggest MIIS hire sight translation professionals, which means professional interpreters, instead of translation professors. In my opinion, sight translation should be taken as the pre-course of interpretation; therefore, it is a bit strange to integrate the class into translation courses.

Student 10: I think the Japanese program's sight translation instruction is the most focused in GSTI. We have four hours of sight translation class every week [independent of written translation classes], so I think we get pretty good at sight translation. We also do limited sight translation in simultaneous interpretation classes into English. I have learned the most from my sight translation classes – about public speaking, character readings, vocabulary, and most importantly, more natural Japanese expression. I will admit that at times I hated my English-Japanese sight translation class, but I learned the most from it. I am glad I learned sight translation.

3. Third group

Student 1: I am told that MIIS used to have a sight translation class for GSTI, but I can't substantiate that information. You would need to ask one of the professors. For me, an actual sight translation class would have been very helpful, although I would have hated it because sight translation is so difficult for me at times. But it would have forced me to practice and get better. As it was, I really only did sight translation in class, although I do sight translation from B to A (Spanish to English) sometimes when I am studying religious scriptures, just to see how close I can get to the original or the other language version (kind of like back-translating, I guess).

Student 2: [They are] A little helpful.

Student 3: 'Practice makes perfect,' 'No royal road!' These phrases are very frustrating, when they are repeated by an instructor. We need solid, promising methodology!!!! [This respondent referred this answer to item #9 in the questionnaire.]

Student 4: There is not enough time for sight translation with everything else we had to do and that was too bad because it would have been useful to practice more often – even though I really don't like doing it!

Student 5: They were very positive and I learnt a method: sight translate to myself with no dependence on timetables or other people.

Student 6: I think that overall, they were rather useful – they helped me develop my vocabulary, both in English and in Spanish and they helped me loosen my tongue a bit.

Student 7: I think sight translation is highly useful as a method of speeding up translation, and a valuable tool for improvement of our B languages. I believe the Spanish department should offer sight translation as a separate class rather than including it within the translation classes, so that students would be forced to practice it more, the same way we have to practice interpretation. In this way it would become easier, not such a chore.

Student 8: They differ between the two departments. In the [X-language] program, the instructor really focused on strategy and it was a very formal environment. In the [Y-language] department sight translation seems to be viewed as more of a secondary skill, and they do not place so much emphasis on it. I preferred the [X-language] class, because I really felt we made progress. The instructor gave us the skills and strategies necessary. In the [Y-language] department we hardly received any strategies. We sort of just did it.

Appendix C. CSU Monterey Bay M.A. in Education
Consent Form

Project Title: Survey with professional/student translator/interpreters for the research topic "Sight Translation in Its Own Right" conducted by the investigator about Sight Translation and Teaching Sight Translation at higher education

General Description of the Project: The interview and questionnaire will start with open-ended questions such as personal background and move on to the interviewee's and/or respondent's general view and further on to technical issues with regard to the project title above. With permission or consent of the subjects, performances of Sight Translation and/or in-class activities may be observed and recorded. This project will serve as data for the investigator's thesis. The information and data acquired from the interview/questionnaire/observation will be used at his own discretion. The interview itself may be audio-taped or video-taped with permission from the interviewee. The interviewee has the right to withdraw himself or herself whenever he or she wants to during the interview. The interviewee can also address the discomfort in the course of the interview or survey. Along with the analysis in retrospect, this interview and survey will be reported to Professor Paoze Thao, the investigator's thesis advisor, at CSUMB. In the future, the interviewee will be informed in due course of whatever findings the investigator will have acquired through his research project.

I, _____ (Name of the participant), state that I am over eighteen (18) years old and I wish to participate in a research project conducted by Changmin Kim.

I acknowledge that Changmin Kim has fully explained to me the risks involved and the need for the research; has informed me that I may withdraw from participation at any time without prejudice; has offered to answer any inquiries which I may make concerning the procedures to be followed; and has informed me that I will be given a copy of this consent form.

In the event that I believe that I have suffered any physical injury as the result of participation in the research program, I may contact the Director for the Advanced Studies Program, Dr. Christine E. Sleeter at (831) 583-3641.

I freely and voluntarily consent to my participation in the research project. I (please check one)

DO want to reveal my identity and hereby give my permission for the investigator to quote my name in his thesis or project.

DO NOT want to reveal my identity and hereby give my permission for the investigator to quote my name in his thesis or project.

Signature of Participant

Signature of Investigator

Date

Date