
Definition: a hybrid of translation and interpreting that consists on the oral rendering of a written text from one language into another.
Good for ...

- Weber: to prepare for the conference + during the conference.
- Viaggio: good but CHEATING + easy way out when no electric equipment for teaching+ students choose speed of delivery.
- Haddad: improves lack of confidence and used to screen candidates for courses.
- Syysnummi: as difficult as SI
- Angeleli: overlapping of reading and speaking. Internally controlled.
SI with texts and through texts

- A mode in itself.
- To prepare for a conference
- Sometimes interpreters sight translate.
- Sight translation enhances the ability to work with a text.
“In many schools of interpreters the teaching method appears roughly to run on the following lines. First, a class is introduced to a subject. A written text is examined, the vocabulary is studied and the problems of translation are discussed. Next, the text is split up into paragraphs or even sentences, and these are translated simultaneously but separately. Finally, the same text, or a similar text is translated in full, without interruption, and the result is commented on by the teacher” (1971)

Why?
No speeches available.
To make assessment more objective and easier.
No electronic equipment and great number of students.
Problems and solutions

• Problems:
  • 1. The pace.
  • 2. Cheating: reading ahead.

• Solutions:
  • Subtitles: because they are read at the same time as the voice. Students don’t know what is ahead.
Simultaneous interpreting of subtitles

- Enhances confidence in students since there is written support.
- It follows the same pace as the speaker.
- Enhances the ability to pay attention to three activities at the same time: reading, listening and speaking.
SEE HEAR

Still got my dimples, though.
Still got them!
How is it practiced?

• 1. The students know about the topic in advanced for documentation.
• A. Advance stages. Playing audio+subtitle: makes understanding easier, students anticipate the audio, it helps with names and dates.
• B. Play only the audio and later the subtitle: the students can tell where they have been wrong.
• C. First the subtitle and later the audio. For first stages in training.
Problems. Split attention

- At first stages of training:
- Ignore either of the two inputs.
- Tendency to do a word for word interpretation.
- Longer to process the input therefore lagged delivery of oral output.
When to introduce students to SI with subtitles

At intermediate stages when students have mastered split attention.

Thank you!

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