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Necessitated Strategies and Skills in Learning Sight Translation

Gailan Mahmoud Hussein (PhD Student) *

College of Arts/ University of Mousel

gailan.21arp177@student.uomosul.edu.iq

&

Prof. Dr. Hala Khalid Najim

College of Arts/ University of Mousel

hala.k.n@uomosul.edu.iq

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Abstract

This paper studies Sight Translation (SiT) and how this type of translation is conducted to render a written text into a spoken message in the target language. It also highlights the most frequent strategies and skills that students need to perform SiT successfully. This paper focuses on the most significant stages of SiT, which are conducted sequentially. This paper reviews categories of SiT that can be seen in different contexts. This descriptive study presents details to illustrate the significant effectiveness of these strategies and how the students can employ their skills to overcome SiT problems. This paper explains this challenging task and the basic perspectives that are needed by the students to improve their performance in SiT.

Keywords: Sight Translation, SiT Stages, SiT Strategies, SiT categories, SiT Skills

* **Corresponding Author** : Gailan Mahmoud, **Email:** gailan.21arp177@student.uomosul.edu.iq

Affiliation: Mousel University - Iraq

الاستراتيجيات والمهارات اللازمة في تعلم الترجمة البصرية

كيلان محمود حسين (طالب دكتوراه)

كلية الآداب / جامعة الموصل

و

أ.د. هالة خالد نجم

كلية الآداب / جامعة الموصل

المستخلص

تدرس هذه الورقة البحثية الترجمة البصرية و كيفية يتم هذا النوع من الترجمة لتحويل نص مكتوب الى رسالة شفوية في اللغة المصدر. و كذلك تسلط الضوء على الاستراتيجيات و المهارات المتكررة المستخدمة من قبل الطلبة اثناء ادائهم لعملية الترجمة البصرية. اذ تركز هذه الورقة البحثية ايضا على المراحل التي يتم من خلالها تحويل الرسالة في الترجمة البصرية و التي تحدث بشكل متسلسل. و تستعرض الورقة البحثية انواع الترجمة البصرية المختلفة و التي تحدث في سياقات مختلفة. ان هذه الورقة البحثية الوصفية تقدم تفاصيل لإظهار التأثير المهم لهذه الاستراتيجيات و كيفية توظيفها من قبل الطلبة لغرض التغلب على مشاكل الترجمة البصرية. و كذلك توضح بشكل واسع هذه المهمة المحفوفة بالتحديات و جوانبها الاساسية التي يحتاجها الطلبة لتطوير ادائهم في الترجمة البصرية.

الكلمات الدالة: الترجمة البصرية، مراحل الترجمة البصرية، استراتيجيات الترجمة البصرية، انواع الترجمة البصرية، المهارات .

1. Introduction

This paper presents a comprehensive description of Sight Translation (SiT) and how this category can be learned efficiently. SiT is considered a hybrid form of communication used to transfer a written source text in SL into an oral product in TL, and many scholars investigate it concerning its process, skills needed, strategies and categories. SiT requires high accuracy and fluency to get an understandable message in TL.

This paper helps both students and teachers grasp the most significant information about this challenging task conducted to reformulate the written message into spoken in the TL. It also describes the most significant strategies that can be employed to overcome the expected difficulties that students may face in rendering the message from one language into another.

Sight Translation

This type of translation is defined differently by different scholars and how it is conducted perfectly. Shuttleworth and Cowie (1997:154) define SiT as an unprepared process of oral translation of ST in a written form, and a summary of the ST content is delivered concerning the clarity of the TT message. They emphasize the skills and

competencies the sight translator must have to reformulate the message properly. In more specific terms, Lambert(2004) argues that SiT is defined as a category of translation and a variant of interpreting. He also emphasizes this definition shows its intermediacy or betweenness. For Lambert, SiT is sometimes called "sight translation" or "sight interpreting" interchangeably because it is a hybrid mode that lies between these two types of communication, and the nature of the mechanism in the process is represented as reformulating a written ST into an oral message.

In the same context, Sampaio(2007:64) mentions that SiT has a significant place in Translation Studies because it lies between two types of communicative activities through which SiT translators can practice their language skills, whether as receptive or productive skills. Because of this, there is no unanimous opinion to consider SiT as a translation or interpreting mode. In her study, Sampaio says that the students who participated in a study conducted by the Monterey Institute of International Studies consider that SiT is closer to interpreting mode than translation mode. She adds that SiT is a basic step towards improving students' skills in other interpreting modes, such as simultaneous and consecutive interpreting.

Moreover, Sadkhan (2014) mentions that SiT starts with reading a written ST in one language and reformulating it in another. As such, SiT depends on two basic language skills, including reading and speaking. In other words, This process is represented by reading the written text silently and speaking it loudly. For Sadkhan, two significant skills are involved in this process to perform such a challenging task perfectly and accurately render the message in TL. In the same vein, Sadkhan(2014) clarifies that SiT is conducted in three stages including (sight reading) as a translator reads with her/his eyes the text, then (comprehension) as s/he renders it with their minds, and as a final point (delivering) as s/he orally reformulates that text into the TL.

Sight Translation Stages

Translation and interpreting share common stages in which the written or spoken message in TL is rendered into a written/spoken message in TL concerning certain factors. Aissi (1987) describes the translation process as a complex process of communication that consists of certain stages and presents various interactive operations creating the basis of the translational activity starting from perceiving the message of SL into re-expressing it in TL, taking into account all factors influencing these stages.

In SiT, cognitive efforts are the initial steps the sight translator takes to manage the text and give an accurate rendition in TL. Maksyutina and Frash (2010:3) emphasize that SiT is a challenging mode of communication during which the sight translator has to possess the skills of both tasks: translation and interpreting. This task starts when the sight translator perceives a written SM in the SL and attempts to comprehend exactly what it means to express its meaning in the TL. For them, SiT has four significant stages in which the sight translator renders the written ST into the TL. These stages include:

1. Source Text Perception

The translation process requires highly cognitive processing of the information inside the translator's mind to find an appropriate association of the lexical item, written or spoken, and allocate its meaning in TL. This operation is more complicated in SiT because the nature of the input message is in written form while the output message is in spoken form, necessitating a high degree of information processing and concentration to perceive it by the translator.

In her study, Dwinata (2017) highlights that perception in the language is a way through which learners attempt to perceive the world. Through perception, the meaning is added to the sensory inputs, including the vision. This process is seen as subjective because learners can identify what it means around them. Furthermore, perception allows learners to take information from the environment to interact with it, and the perceptual-cognitive processing in the learner's mind identifies, associates, interprets and searches for the information to determine the meaning.

Setiawan and Axelina (2023) clarify that perception has two meanings. In a narrow sense, it refers to vision. In the broader sense, it is a view or understanding as someone views or interprets something and it is recognized as a process of receiving, selecting, organizing, interpreting, testing, and giving a reaction to an object, event, or problem.

2. Source Text Comprehension

This cognitive process is highly significant in the translation task because when the translator completely comprehends the ST, s/he reformulates the ST perfectly. Syntactic complexity is a critical factor affecting the translator's comprehension of the text because it relates to many syntactic aspects such as tenses, agreement between the subject and verb and sentence punctuation.

Ageli(2003:37) emphasizes that immediate comprehension is the basic aim of the translator. In comprehension, the value of the message transferred is only of value if it is comprehended immediately. For Ageli, comprehension is directly related to reading skills and to what extent the translator can read the text comprehensibly to render the ST accurately. This process is influenced by many syntactic, semantic or cognitive factors, which may affect the quality of the final product in TL.

For Pochhacker(2004:9), different processes in the comprehension stage are identified. They are done by either translators or interpreters to reformulate the SM, whether in written or spoken form, into the TL. These processes include phoneme identification, word recognition, lexical disambiguation and sentence parsing, experienced in the sequenced information processing to reach a comprehensible message in the TL.

3. Source Text Analysis

This stage is seen as an important one in the translation process because the translators need to analyze the text perfectly because it overlaps with other stages, and the translation depends on how these translators see these texts and how to handle them. When a specific problem is encountered, the translator s/he starts to figure out a solution and analyze the text because this analysis gives them a general view of the text components and how to deal with them.

For Frey et al. (1999), text analysis is seen as a way of communication that students, translation teachers and scholars employ to describe and explain the features of the ST message, whether in written or spoken form. This analysis aims to determine the content, structure and functions of the ST message to adopt a specific translation method, technique or strategy to analyze it in the TL. Moreover, text analysis is needed to fully understand what text is about and how to deal with its context to select an appropriate translation of ST. For them, this analysis facilitates the last stage of expressing the meaning and gives fluent translation in the TL.

Nord(2005) mentions that text-oriented analysis is not only to confirm complete comprehension and correct clarification of the text or to expound its linguistic and textual structures and their relationship with the system and norms of the SL. This analysis must also offer a reliable basis for each decision presented by the translation in a specific translation process.

4. Re-expression of Target Message

Ageli(2003) states that this stage is the translation process's final product and re-expresses the same idea in the TL. It occurs when the translator comprehends the message content and analyzes it into its components to give an understandable meaning in the TL. The translation process involves more than text comprehension and analysis. Still, it also includes ways of re-expressing this message to conform with the context in which it is written or uttered.

Categories of Sight Translation

There are several categories of SiT employed by the translators according to the setting in which the task is conducted and the nature of mission that these translators need to accomplish. All these categories require two basic language skills to perform this task perfectly as well as translator's memory and other extra-linguistic factors influence translator's performance. Sadkhan(2014) sets different categories of SiT that can be employed by the translator based on the settings in which the communicative activity occurs and complexity of the task. These categories are

1. **Proper SiT:** This type refers to the process of reformulating ST that is seen for the first time. In this type, time is restricted and it is not given for the translator to be prepared.
2. **Prepared SiT:** It is seen easier than proper SiT because in which translator is allowed to prepare before s/her sight translates.
3. **Consecutive SiT:** This type gives a summary of translation and it can be used in round-table meeting. In this type, rendition is assumed for a written text for a short time. It lies between SiT and sight interpreting.
4. **SiT in Consecutive Interpreting:** This category pertains to the practice of verbally expressing a written text through direct and audible speech by the translator. This particular format is extensively employed during formal press conferences.

5. **SiT in simultaneous interpreting with text:** It is totally different from previous types because during which the translator is allowed to have a copy of ST in order to have an idea about the text. This type is considered as the most difficult one in SiT because the translator has to sight translate the ST simultaneously.

Sight Translation Strategies

In any communicative or translational activity, the translator transfers the source text from one language to another and attempts to make the textual material of the source language equivalent to that of the target language. This transfer requires strategies to convey the meaning successfully or efficiently cope with the communicative or translational problems. In SiT, the translators always employ communicative strategies to make each part of the text clear in the target language and avoid translation problems and challenges. A sight translator needs to be aware of these linguistic or cognitive strategies to overcome SiT problems and convey a meaningful message that the listeners easily understand. Ellis(1985) mentions that learners employ the communication strategy when they lack knowledge of grammar or vocabulary in communicative events. Different strategies are used to communicate interlingually and provide the intended meaning when learners cannot access their linguistic, semantic or syntactic repertoire.

Krings(1986) sees translation strategy as a translator's hypothetical functional plan for solving a definite translation problem in a concrete translation task context. Krings adds that translation strategy is a translator's prerequisite when s/he initiates the task to reveal all the ambiguities that can be seen in the translation.

1.Avoidance

Avoidance is one of the strategies that can be used by second language learners when they produce textual or spoken material in the second language. In SiT, translators tend to employ this strategy to avoid difficult syntactic structures and certain lexical items when they cannot find an appropriate meaning of that lexical item in TT. Ellis (1985:293) emphasizes that avoidance strategy can occur once particular TL structures are produced in an incomplete form by the learner compared with the way that a native-speaker can produce them. These learners avoid the difficult linguistic, syntactic or semantic structures because of the need for correspondence of these structures in the TL. Thus, their strategic plan helps them manage the communication process efficiently.

For Maleki(2010:3), avoidance strategy is significant in translation and communicative situations by which specific lexical items are avoided when finding their appropriate meaning in TL is difficult. Maleki(2010) explains that this strategy is seen as learner-centered and employed when the learners cannot find appropriate rendering in TL. Two sub-categories of avoidance are used as communication strategies to overcome difficult language structures. These subcategories are: These subcategories are:

1. **Topic avoidance:** It used when the learners avoid certain concepts and language structures that are unknown to them. During this sub-strategy the whole topic is avoided.

2. **Message abandonment:** It is used in communication when the learner becomes unable to continue because of the knowledge lack of the meaning of that language structures and stops in the middle of utterance.

2.Omission

The omission strategy is a significant communication and translation strategy translators employ to omit certain lexical items in TL. This strategy is commonly used when the translator fails to reach a lexical item's meaning and cannot render it in the TL. Most translation scholars and linguists consider omission an economic strategy through which the translator or learner omits what they need help understanding and re-express it in the TL.

For Baker (1992), omission strategy is considered a main source of changing the information content in the ST and when the TL lacks a specific grammatical category that can be found in the ST but may not exist in TL. As a result, the information in TL is omitted when the category is not found. Baker asserts that this strategy has two significant forms and doesn't harm the translation. It can be represented by omitting a word or an expression in a certain context. With lengthy explanations, the translator can omit words or expressions, and this omission is justified to meet the requirements of an accurate translation.

Abdullatif(2020) says that the major purpose of omission is rhetorical: to reduce repetition and improve the information's clarity and conciseness. The ellipsis used to symbolize omission creates a coherent textual link that enables the speaker to interpret and recover some hidden meaning.

3.Addition

The addition strategy is another substantial strategy in communicative and translational activities that is considerably used to overcome certain translation problems and bridge communication gaps faced in communication situations. Many translators tend to employ this strategy when they convey the SL's meaning into the TL to provide a certain lexical item and give a complete message.

In her study, Schäffner (2004) mentions that the addition strategy is considered necessary because additional information added to the TT clarifies vagueness, whether by adding certain words, clauses or even paragraphs. In translation, the addition serves the accuracy of the text when certain information is added to remove that vagueness related to significant cultural and ideological aspects that TT readers don't know are hidden or omitted. For Schaffner, adding certain lexical items is justified in the translation task because the translators attempt to fill these gaps in TT, whether these additions are related or unrelated to the ST.

Gharib (2011) states that the addition strategy differs from the explicitation strategy. For him, the addition strategy sometimes adds irrelevant information to the TT, which is unnecessary to mention. In contrast, the explicitation strategy plays a positive role when

used for the relevant information added to the TT. Moreover, Gharib emphasizes that using the addition strategy in the translation and interpreting process is sometimes unjustified because the information is unnecessarily added to TT.

4. Substitution

Substitution is a crucial communication and translation strategy employed by the learners and translators to give good reformulation in the TT. This strategy is widely used in translation when the translator cannot find an appropriate rendering of a specific item in TT. It works on different levels, such as nominal, verbal, and clausal levels. This strategy is widely used in cultural contexts.

Scammell (2018) mentions that the substitution strategy is different from other types of strategies, and it is mainly confined to replacing culturally specific items in the TT. He also refers to two main substitution categories in translation: cultural substitution and paraphrase. In the first type, the cultural lexical item in ST is removed and replaced by a different cultural item in the TT. Whereas the second type, the ST lexical item, is rephrased in the TT. Thus, this strategy provides the readers with additional information about the ST cultural context and allows them to engage in a new cultural context.

In the same perspective, Ahmed & Mansour(2021) argue that during this strategy, the translator employs substitution to find a lexical item in TT that has the same effect as the effect produced on the original receptor. This strategy aims to domesticate cultural references, and the reader must adhere to their cultural patterns and norms.

In their study, Abdelwahab and Abdelwahab(2022) assert that this strategy allows the translator to use ST lexical items and replace them with a culturally appropriate expression in the TT. Additionally, they highlight that cultural substitution must have the same effect on the reader of the TT as its effect in the ST. They also emphasize that there is a kind of uniqueness when applying this strategy because translator's choice depends on his skills in choosing what is appropriate in addition to the intention or purpose of the translation.

5 Appeal for Assistance

Appeal for assistance strategy is a common strategy used in communication and specifically in sight translation or in interpreting tasks in general. In this strategy, the sight translator tends to ask for help. From a cognitive view, this strategy is frequently used during communicative and translation activities, whether directly or indirectly, to reach a meaningful message and avoid the problems that influence message production in the TL. Ali(2005) describes this strategy as an appeal authority in which the speaker relies on cooperative behavior to involve others in overcoming their communication problems. This strategy occurs when the speaker wants to check for understanding of the lexical item in ST, either directly or indirectly.

For Oweis (2013), this strategy is cognitive one and it is used when the communicator feels that there is a cognitive load in the communication process. This strategy is conducted whether directly by asking for assistance from others through verbal request (e.g., what do you call...?) or indirectly by non-verbal request (e.g., rising intonation, pause, eye contact, puzzled expression).

Additionally, Supartini *et al.* (2015) state that written and spoken communication strategies are used to convey messages correctly and accurately. The appeal for assistance strategy is frequently used in communication and translation tasks to achieve the goal of the communication and convey the ST message when a problem needs to be overcome. This strategy helps translators manage the communication task or translation process clearly and overcome all inter-lingual deficits resulting from lexical, grammatical, semantic, and pragmatic problems.

6.Mime

During the communication and translational events, this strategy is represented by non-verbal activities when the communicator or translator faces certain problems in rendering a lexical item. Body language is used to communicate an idea or concept. This strategy is seen as a reaction to the cognitive load that the learner or translator may encounter when she/he attempts to convey the meaning from ST into TT. Thus, the translator uses this strategy directly when she/he feels the message is incomplete in TT.

Romadlon(2016) defines this strategy as a nonverbal activity conducted by the learner or translator to communicate a message, principally those that function in the place of a missing TL word. Some ST concepts are easily simulated, such as the subject clapping his hands to indicate applause, but other gestures are considerably less interpretable by a listener. Thus, mime is the crucial solution to the problem of conveying the meaning in TL. For Lo-oy *et al.*(2021), the learners use the mime strategy when they employ nonverbal strategies instead of lexical items to convey the meaning in the TL. For them, this strategy is usually used by freshman learners or novice translators to communicate the message accurately.

Main Affective Factors on Sight Translator Performance

There are several factors that play a significant role on producing the message during SiT task. These factors influence sight translator's performance and final production of the message in the TL. In Sight translation, the translator requires to comprehend the message in the ST and produce it precisely taking into consideration all the linguistic, syntactic, semantic and pragmatic aspects.

In his book *Aspects of the Theory of Syntax*, Chomsky(1956) describes performance with reference to competence as "the actual use of language in concrete situations". For Chomsky, performance is used to refer to both the production, sometimes called parole, as well as the comprehension of language. Performance is also defined in opposition to "competence"; the latter describes the mental knowledge that a speaker or listener has of language.

In sight translation, there are many factors that affect translator's performance and quality of the translation in TL. In this perspective, Lee(2012) states that there are many aspects need to be taken into account such as rapid text analysis, prompt conversion of information from ST into TT, public speaking techniques. These aspects may be affected by the time factor given to deliver the message into the TL, pauses and hesitations occurs during SiT task and text punctuation and directionality. These decisive factors that influence sight translator's performance seem to be more common with interpreting modes than with translation.

1. Time Lag

In SiT task, time is considered as a critical factor and it affects sight translator's performance directly. The sight translator needs enough time to process the information and render the SM within a specific time into the TL because the nature of this type of hybrid mode of translation necessitates to reformulate SM into utterances in the TL. Sight translator's performance primarily depends on time in order to comprehend the SM and process it then render it into the TL making use of her/his knowledge about the text.

Shlesinger (1998) and Pochhacker(2004) define time lag as a significant factor in both translation and interpreting tasks that refers to a temporal delay between the ST input process and TT output process. This factor is sometimes called as a decalage through which the translator or interpreter's performance is measured. For them, it is called positive decalage when translator/ interpreter processes the information received in SL but it is seen as a negative decalage when translator/ interpreter suffers from a cognitive load in rendering the message into TL. From information processing perspective, Lambert (2004) shows that in sight translation the translator is required to reformulate the message within given number of variables including time factor, perception of the text, reading for the main idea, processing the information. All these variables must be occurred within a specific frame starting from perception of the ST into re-expression of the message in the TL.

2. Motivation

Motivation is a psychological based-factor related to the learning and teaching of the second language and to achieve certain goals of both these aspects. It is considered as a vital factor in the classroom because when the student is positively motivated s/he works hard to achieve learning and teaching goals successfully.

Gardner and MacIntyre(1993) define motivation is a multifaceted concept defined by three key components such as: desire to achieve a goal, efforts extended in this direction and satisfaction with the task. They also argue that motivated learner is the one who wants to achieve specific goal, devotes considerable efforts to accomplish that goal and experiences satisfaction linked to achievement of that goal.

Kelly(2005) mentions that motivation is fundamental factor in the success of the learning process within translation studies. Therefore, translation teachers and course designer must be aware of students expectations and motivations when they decide to join translation courses. Moreover, Kelly points out that there are significant elements for students' motivation in translation courses including: translation feedback, assessment methods perception of department goals and visions in general. Kelly adds that the teachers' motivation is also seen as a key factor in the process of learning and teaching translation in the success of training programs because teacher is significant player in the education cycle. Thus, de-motivated teachers are unable to encourage students' motivation because this forms a malicious aspect in the process of learning and teaching during the translation courses.

Ollero Ramírez (2014) mention that there are two types of human motivation: intrinsic and extrinsic motivation. The first one refers to the learner's internal desire to conduct certain task itself or sense of satisfaction to accomplish or work on it. While extrinsic motivation includes the external factors that lead the learner to perform something. This type is mainly related to rewards such as money or grades which give satisfaction and pleasure to accomplish the task. Additionally, Ramirez says that intrinsic motivation doesn't mean that the learner will not look for rewards but the external rewards are not enough to keep the learner motivated.

3. Anxiety

Anxiety is another psychological factor that influences the learner's performance in learning and teaching second language. Most of learners face difficulty to express their ideas and what they understand in second language because of anxiety that affects their performance negatively. Loss of self-confidence is also resulted from anxiety that the learner feels and tends to employ avoidance strategies to avoid such anxious situation.

Horwitz, *et al.* (1986) define foreign language anxiety as a distinctive complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning resulted from the uniqueness of the language learning process. They are first scholars who investigate anxiety in second language and argue that there are three significant types of anxiety related to learning and teaching foreign language such as communication apprehension, fear of negative evaluation, and test anxiety. For them, these types are key sources that lead to make the learner anxious within the second language context and increase the negative output due to the anxiety.

In her study, Luo(2013) mentions that there are different indicators of second language anxiety that may be seen in the second language learner's performance such as misrepresentation of sounds, freezing up when called on to perform, forgetting words and phrases just learned, refusing to speak and remaining silent, complaining of difficulties in discriminating the sounds and structures of a foreign language message, over-study without any improvement in grades, a desire to gain teacher approval, avoiding eye contact, joking, short answer responses, avoiding activities in class, coming unprepared to class, acting indifferent, cutting class, putting off taking the foreign language until the last year, and crouching in the last row. Moreover, five types of anxiety are identified in second language context such as (academic anxiety, cognitive anxiety, social anxiety, affective anxiety and finally personal anxiety). These types are caused due to several negative effects on learner's performance.

In their comprehensive study on anxiety in SiT, Brek(2020) highlight the effect of anxiety in SiT and to what extent this psychological factor noticeably impacts sight translator's performance. They also recognize the vital role of the teacher to help students overcome this anxiety by adopting certain steps in teaching this stressful mode of translation. For them, SiT teachers need to avoid traditional teaching methods of SiT and adopt systematic and well organized strategies in order to make the task more interesting and joyful and so that the students feel less anxious and perform this task successfully.

4. Text Punctuation

Punctuation is one of the most significant factors that affect translator's performance because each punctuation mark expresses certain meaning that needs to be understood clearly in translation process. Mistranslating of punctuation marks leads to change the meaning of the ST and make it incomprehensible in the TT. Punctuation marks are seen as a source of problematic issue in translation because when they directly affect the meaning of the text.

Aissi (1987) mentions that punctuation marks are significant part of the text and they refer into specific function that create certain meaning in translation. He also adds that these marks need to be taken into consideration because when they are rendered into the TL and representing clues to the semantic and pragmatic interpretation of that text. Thus, translators need to have good knowledge of these markers and what they exactly refer to.

In fact, as Shaheen(1991) points out, punctuation creates a problematic area in both English and Arabic translation because it relates to the connectivity of the text. Mistranslating of punctuation makes the final output of the translation process vagueness because of the missing its meaning by the translator. As there are differences between English and Arabic systems and connectivity, there is also differences between English and Arabic punctuation systems that must be studied efficiently in order to transfer the meaning accurately.

Awad *et al.*(2020) highlight the crucial role of punctuation in forming a logical sentence during translation process in order to convey clear and correct meaning. It is important for the translators to render punctuation marks with reference to the grammatical system of both languages and then determine the differences between the two systems. Additionally, they classify punctuation marks due to their roles in sentences and how their meaning logically are conveyed into the TL. The classifications are:

1. ***Syntactic punctuation marks***: syntactically, they help translators organize knowledge, hierarchize information and make some information needed to communicate in the text. They also clarify or enhance the essential meaning. These marks include the period, comma, double commas, semicolon, colon, parenthesis and double dashes.
2. ***Semantic punctuation marks***: from semantic point of view, connotation can be transferred by using certain punctuation marks during translation. These marks involve quotation marks, question mark, exclamation point and ellipsis.
3. ***Other Punctuation marks***: They include marks that give reference to another author or speaker such as quotation marks, colon and dash.

5. Text Directionality

Directionality is another factor affecting the translator's performance in SiT in all types of translation and interpreting. Translators sometimes face problems when they render a text in both directions because of lack of knowledge and they are not fully command of both languages. In certain translation events, there are more than two languages involved during a communicative situation that necessitate a good command of managing directions of three languages in one event.

Newmark (1988) emphasizes that when the translator manages a translation task into her/his language of habitual use, it is the only way she/he translates naturally, accurately and with maximum effectiveness. This proves that Newmark completely refuses the practice of second language translation by explaining that the results of such a procedure cause nothing but confusion and the performance doesn't meet the requirement of the results.

In this perspective, Pavlovic(2007) states that directionality is a process which can be applied in translation and interpreting tasks and it is conducted into individual's "mother tongue" or "language of habitual use" or out of it. The terms "second language"; "foreign language"; "native language" and "mother tongue" are used interchangeably in the task of translation and interpreting when directionality conducted by the translator.

In his study, Whyatt(2019) states that there is a general consensus about the directionality in translation refers to that translators must translate into their mother language and attempt to avoid translation task into foreign language because this will reduce the anxiety may feel during the reformulation of the message into the TL. He also mentions that in translation and interpreting tasks both translator and interpreter choose the strategies when they render ST message into the TT depending on the directionality of the text. Moreover, directionality is affected by with text type, translator's experience and working style.

Conclusion

In this paper, it is concluded that teaching and learning SiT requires enough theoretical background to clarify what is important to master such challenging task. This paper shows all the necessary theoretical steps needed to teach and learn SiT to facilitate the task and guide the students to what is needed to preformat the translation task successfully. It also gives enough information about the most significant strategies that can be employed in the task.

It also pays attention to show what can lead to hinder the sight translator's performance including the most significant factors affecting the final product. This paper is specifically restricted to the theoretical background because of its important in revealing the main guidelines that can be followed to render the source message successfully.

It is concluded that the factors affecting the student's performance in SiT must be explained accurately so that the student can understand what these factors are and how to deal with them in translation. The theoretical aspect, with all its details, is very necessary for the translation student and the translator so that they can carry out the translation task and understand its details well.

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