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### The Role of Language Skills in Enhancing Translators' Performance in Sight Translation: A Case Study

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<p><b>Keywords:</b></p> <ul style="list-style-type: none"><li>- sight translation</li><li>- language skills</li><li>- assessment</li><li>- performance</li><li>-pedagogy</li></ul> <p><b>Article Info</b></p> <hr/> <p><b>Article history:</b></p> <ul style="list-style-type: none"><li>-Received 18/2/2019</li><li>-Accepted 8/4/2019</li></ul>	<p><b>Abstract:</b></p> <p>This study sheds light on two of the basic language skills(reading skill and speaking skill) through which students can perform sight translation efficiently. The performance of the students depends on the way the students can employ these skills in order to reach at a meaningful message as they rely on their language skills specifically the receptive skills such as the reading skill and productive skills such as the speaking skill. The aim of this study is to analyze the students' points of view concerning the two skills for mastering the process of Sight Translation (SiT), and to what extent the important role and impact of such skills in rendering the Source Text (ST) into the Target Message ( TM) for the audience. Ninety- four students of the second year / Department of Translation / College of Arts / University of Tikrit and University of Wasit, ( 2018-2019) have been used as samples in this study to analyze their responses on items in a closed-items questionnaire. This questionnaire contains fifteen items which cover the important aspects on</p>
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Available online 30/6/2019	this study especially the language skills and how they are effective in improving their performance.
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## دور مهارات اللغة في تعزيز اداء المترجمين في الترجمة البصرية : دراسة حالة

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<p>الخلاصة : مهارات اللغة التي من خلالها تسلط هذه الدراسة الضوء على اثنتين من يستطيع المترجمون المبتدئون من الطلبة القيام بالترجمة البصرية بكفاءة عالية. ان اداء الطلبة يعتمد على الطريقة التي يقومون من خلالها بتوظيف مهارات اللغة لغرض الوصول الى رسالة ذات معنى باستعمال مهاراتهم اللغوية تحديداً المهارة الاستقبالية مثل القراءة والمهارة الانتاجية مثل التكلم، إذ ان الهدف من هذه الدراسة هو تحليل وجهة نظر الطلبة حول مهارتي اللغة المذكورتين في اتقان عملية الترجمة البصرية وما هو الدور المهم لهما وتأثيرهما في ترجمة النص المصدر الى رسالة الهدف ذات المعنى للمستمعين. تم استعمال اربعة و تسعين طالباً في المرحلة الثانية / قسم الترجمة/ كلية الآداب / لجامعتي تكريت وواسط، للسنة الدراسية (2018- 2019) كنماذج للاختبار لتقويم ادائهم عن طريق تحليل اجاباتهم على فقرات الاستبيان والذي يحتوي على خمس عشرة فقرة التي تغطي الجوانب المهمة لهذه الدراسة وبخاصة مهارات اللغة وكيفية على تأثيرها وتطوير ادائهم.</p>	<p><b>الكلمات المفتاحية :</b></p> <p>الترجمة البصرية</p> <p>مهارات اللغة</p> <p>التقييم</p> <p>الاداء</p> <p>التدريس</p> <p>معلومات البحث</p>
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## 1.Introduction

### 1.1 Overview

One of the most important factors that translators whether novice or professional possess is the language proficiency which means that the translators are required to have a good command of language skills which directly involved in translation process. Clearly, translation is a means of communication between two participants whether in oral or written forms, and it demands a full understanding of both languages used in this communication process. In this study, two important

language skills (Reading and Speaking) are taken into account because they are main skills required in sight translation. Generally speaking, translation is a process in which the translator employs his linguistic, cultural, pragmatic and semantic knowledge to render the ST successfully. In this perspective, these two language skills are: ( Reading Skill) as receptive skill and ( Speaking Skill) as productive skill.

## **1.2 Statement of the Problem**

There are many problems encountered by the students as they sight translate because of the necessary language skills they do not have in order to manage the translations process. In this study, specific language skills are related to the task of SiT such as reading and speaking. Most of the students face translation difficulties that stem from lack of knowledge of these two skills and to what extent they directly affect their performance in SiT.

## **1.3 Aims of the Study**

There are many aims in this study to be studied :

1. Investigating the students' performance in SiT .
2. Explaining the significance of language skills in SiT.
3. Identifying the problems faced by students as they sight translate.
4. Putting forward recommendations and suggestions for curriculum designers, teachers and students in order to develop the teaching process and overcome the interpreting difficulties.

## **1.4 Questions of the Study**

There are many questions that can be summarized in this study according to the problems raised during the performance of the students as they sight translate. , such as:

1. What is the significant impact of language skills in learning and teaching SiT ?
2. Do these Skills have a direct effect on the students' performance in SiT?

## **1.5 Hypotheses**

This study tests two important hypotheses :

1. Many problems arise when translations students do not employ their language skills to overcome the translation difficulties.
2. The performance of the translation students in SiT without traditional teaching methods is low.

### **1.6 Significance of the Study**

1. It helps translation teachers to explain the role of the language skills in learning sight translation.
2. It shows the importance of the teaching method in teaching such type of translation.
3. It plays a significant role in improving the teaching and learning aspects and shows how the language skills are crucial.

## **2. Language Skills**

Teaching English as a second language or foreign language requires a command of the language skills that have strong effects on the learners capacity to possess good knowledge to learn English language. Mastering such skills includes different activities through which the learners have the ability to manage any type of communication whether in written or oral form. These skills work as a tapestry each one completes the other. In other words, there are four basic language skills that play an important role in communication and the performance of the participants which are directly measured according to these skills. Moreover, there are sub-skills linked to the main four skills such as knowledge of meaning, syntax, pronunciation, spelling and vocabulary. All these skills and sub-skills are interrelated to each other leading to an optimal communication process.

Donald and Kneale (2001:14) clarify that Language teachers conventionally differentiate between four aspects of language which are learned by means of the four basic skills': listening, speaking, reading, writing. Listening and reading might be believed of as primarily 'passive', 'receptive' or 'input' skills, whilst speaking and writing are their 'active', 'productive' or 'output' counterparts. As the students learn a language they clearly practice all four skills all the time because these skills are interwoven with each other.

In this perspective, Brown(2007:43) says concerning language, skill is one's underlying knowledge of a language system and its rules of syntax, its terminology, all the aspects of a language ; and how those aspects fit together. The students' performance is always reflected based on the skills they possess in order to perform an actual production related directly to their (speaking, writing) skills or the comprehension to their (listening, reading) skills which are affected by certain linguistic events.

For Paran (2012:457) several studies have attempted to focus on move from teachers and teaching to learners and learning through this shift a significant progress happened in different degrees of language skills which are highly related to the communication events. The following considerations have been focused on in teaching and learning of language skills : an improved understanding of various facets of language and of language processing; shifts in the view of what needs to be taught; better conceptualization of the different language skills, away from focusing on the use of the skill to learn language towards a focus on the skill itself; a balance of widespread and concentrated input and practice and a balance between experience to language and focus on specific elements; the focus on discursal functions both for production and for comprehension; the increasing use of technology both in identifying what should be taught and how it is taught; a focus on autonomy and shifting the accountability to the learner.

Rocío(2012: 10) shows that learning a new language based on the fact that participants always require to communicate and interact with others in different situations, comprehending and understanding a language are important because both of them are clearly related to their language skills in managing such communication. To communicate easily, the students have to possess good knowledge of these skills which have a direct effect on the quality of the communication among them.

Remarkably, Dakowska (2014:7) asserts that in learning and teaching a language the contribution of understanding its skills stem from an explicit distinction between the linguist's perspective of language as a formal system external to the user and the user's perspective of language as interpersonal behavior, i.e. communication. There are certain properties of skills that are practiced in communication through which the participants can communicate successfully , the role of coordination of the activity, the incorporation of feedback, on-line planning.

Dakowska (ibid) emphasizes that these properties are still undervalued in the field of language learning and teaching which lead to lack a linguistic knowledge as they manage the process of communication because this knowledge plays a critical role in teaching and learning a language

Teaching and learning of a language constitute a form of collaboration between teacher and students through these two processes both parties aim at reaching a specific pre-planned goal by mastering language skills. In this context, Sadiku (2015:29) mentions that language skills are the peaks of language which will guide the students to greater heights and these four language skills are related to each other in the communication process with inseparable bond.

Sadiku (ibid) emphasizes that in order to teach English successfully, the four skills, reading, listening, speaking and writing, should be unified in an effective way. These skills should be taught in a way that benefits students and meet the values the teacher sets for them and develop their communicative competence gradually. In this way, the students will be able to manage a communication process whether in oral or a written form and produce a clear message for the hearer and reader.

### **3.Classifications of Language Skills**

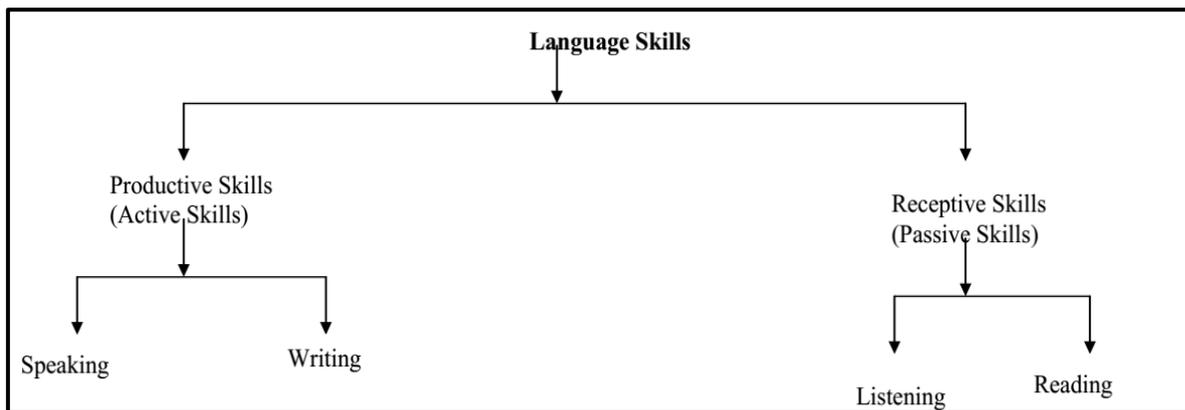
Language skills have been classified by some scholars into four basic skills through which the students will possess the capability to manage any task of communication because such tasks in oral or written form require basic skills to be performed successfully. Fitts (1964, cited in Magdalena & Halina:2014) is one of the first scholars in the field of language learning to recognize three phases of acquiring a skill. It has been proved that the skills can be required in three sequenced phases in which the students will have the most important aspects of mastering such skills. These Phases are :

- 1) The cognitive phase, in which the learner makes the initial approximation of the skill demanding task, based on background knowledge, comment and instructions.
- 2) The associative phase, in which the task is consolidated while some errors are eliminated.
- 3) The self-directed phase, in which the skill is gradually established and improved.

Language skills encompass four different types of skills such as (**Listening and Speaking**). These two skills are highly interrelated and used instantaneously during the daily communication activities. The integration of these two skills strengthens the oral communication and the

participants have to develop them gradually. On the other hand, there are two important skills (**Writing and Reading**), which have effective impact on both types of communication whether oral or written. Students need to achieve both skills because they have direct impact of their competence.

In his classification , Husain (2015:3) shows that language skills are classified into main basic four skills, but he categorizes them into productive and receptive skill types. Each category includes two skills ( Speaking and Writing) in using them a learner/user is not only active but also produces sounds in speaking and symbols (letters, etc.) in writing. While the latter which involves ( Listening and Reading) in using them a learner is generally passive and receives information either through listening or reading, as in figure(1).



**Figure1: Classification of Language**

Husain (ibid) shows the classification of language skills according to the communication form which might be used in oral and written form, as in table (1):

<b>Language Skills</b>	<b>Oral</b>	<b>Written</b>
Receptive	Listening	Reading
Productive	Speaking	Writing

This

table simplifies the language skills whether they are used in oral or written communication modes, if they are regarded receptive or productive. These four skills are integrated with each other in the performance of the students in order to reach understood and good results. Employing such skills in performing a communication task is an indication of a successful performance due to sufficient communication.

#### **4. Integrated Skills Approach**

In this paper, two important skills have been taken into account because they are regarded as a basic core of SiT. The task of SiT depends on reading and speaking skills in rendering the ST, thus the performance of the students is directly related to those two basic skills. Moreover, many theorists studied language skills as joined components of performance which are related to each other and seen in an integration status. These four basic skills are rarely used alone in everyday communication task, thus they are linked to each other and the participants use them on daily basis.

For integration of skills, Kyriacou (1991) stresses that throughout the integration of skills, the notion of “smoothness” should be taken into account, especially when the teacher aims at developing his students' skills. This means that these activities must be chosen so properly in order to make the transition between these activities happen smoothly.

Generally, Sanchez (2000: 4) highlights that practicing receptive and productive skills in separation has led to the transition from ‘in-classroom’ to ‘out of-classroom’ practices. In other words, this means that using the other skills with reading, we are following a communicative approach to language teaching which is based on the belief that good learning means not only reading or writing but also speaking and listening, thus all of these four skills are combined and could not be used separately.

Furthermore, Rebecca (2001:11) assures that there are certain steps which must be taken into account when the teacher aims at integrating the skills as s/he manages the classroom. As the teacher strategically plans the classroom, s/he can integrate the language skills and strengthens the links among them as they are employed by students because most communication tasks depend on two or more skills. The following steps are suggested by Rebecca in teaching and learning the four basic integrated skills:

1. Learn more about the various ways to integrate language skills in the classroom (e.g., content-based, task-based, or a combination).
2. Reflect on their current approach and evaluate the extent to which the skills are integrated.
3. Choose instructional materials, textbooks and technologies that promote the integration of listening, reading, speaking and writing as well as the associated skills of syntax, vocabulary and so on.

4. Even if a given course is labeled according to just one skill, remember that it is possible to integrate the other language skills through appropriate tasks.
5. Teach language learning strategies and emphasize that a given strategy can often enhance performance in multiple skills.

The above steps refer to the impact of such integration of the four skills in order to have a sufficient outcome in the communication process. The four skills are highly related to each other and affect the performance of the students directly. This approach has an effect on the language learners because it shows the importance of the four skills as integrated components through which the language is taught successfully.

Aydođan and Akbarov (2014: 646) show that the whole-language theoreticians strongly suggest that all aspects of language interrelate and intertwine and students should be provided with a chance to concurrently employ all language skills (listening, speaking, reading, and writing) in meaningful, functional, and cooperative activities. Moreover, these activities are frequently pinpointed around topics that build upon students' background knowledge.

In brief, the students should be encouraged to be independent learners improving their performance through the integrated skills that can be employed in the communication process because these skills cannot be separated, thus teaching them is crucial to learning/ teaching contexts taking into account the type of the communication.

## **5. Translation Process.**

Translation is a complicated process, the translator is concerned with transferring the meaning of the SL in a way that s/he sees is simplified in order to convey the appropriate meaning into the receptor. This process has been defined differently by different scholars and theorists because each one sees it from his/her own point of view and how this process is done in order to render the ST into TT taking into account all the variation in linguistic, syntactic, semantic and cultural level. Basically, translation is defined as a process of rendering a ST in one language into a TT in another language. Thus, it refers to steps of changing a form of a SL into a different form of the TL.

For Mauriel (1992:66) in translation process the translator has to go through two important phases in which s/he can reach understood meaning and these phases are separate from each other. These phases include:

- (1) **The passive phase.**
- (2) **The active phase.**

During the first one the translator should read the text fully, a dropping into the text, with the mind completely free from any kind of interference, so that it can tune in on the text and grasp. Later, all those extra-linguistic details may become as keys to the understanding of the meaning of ambiguous passages. If this reading is successful, the text as a whole becomes engraved on the mind and links up with the previous encyclopedic knowledge of the reader.

While in the second phase of this process the translator becomes a writer and must initiate all of his assets of technical, cultural and rational nature, setting his creative abilities free. In this phase the translator may employ all the knowledge and insights and all the signals picked up in the first phase. To reach the best results, these two phases should be kept separate and be completed without interfering with each other, because they call for different skills and resources.

In this viewpoint, Larson (1998:4) defines translation as a transferring process of the ST meaning of the SL into the TL through going from the form of SL into the form of TL taking into account the lexicon, syntactic structures, context of situation and cultural variations of the SL in order to determine its meaning in the TL. Finally, reconstructing these aspects in the TL by finding the same meaning. This process has been shown in (Figure:2).

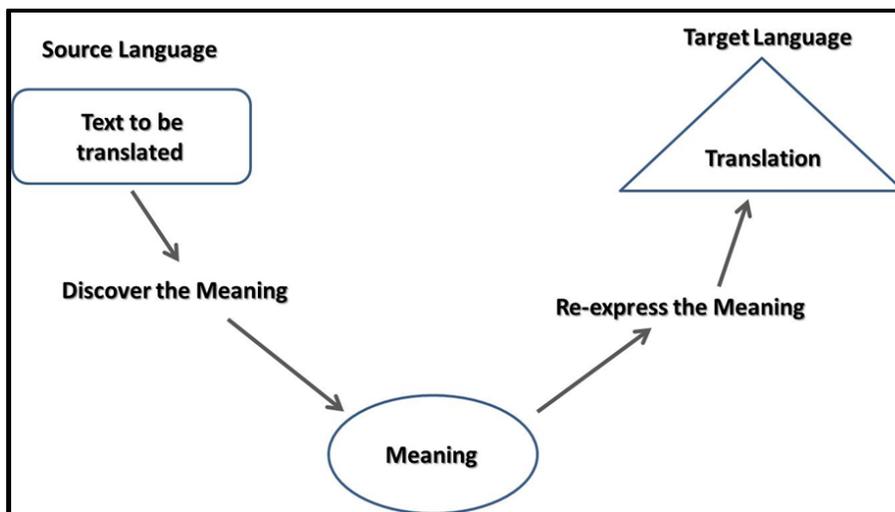


Figure2: Translation Process by Larson (1998:4)

In this figure, Larson simply shows that the translation process can be presented by steps the translator follows in translating the ST during which discovering the meaning of the text, and as s/he find the meaning starts a new step which is representing it by re-expressing that meaning in the TL. This is the most comprehensible and broad process of translating the ST taking into consideration the features of the text and achieving the appropriateness of the translation according to Larson's point of view.

For Shunnaq and Farghal(1999:2) translation is often seen as a transferring process from one language into another in which two aspects are taken into account transferring and meaning, the first concerns with rendering the ST into TT while the latter focuses on conveying the meaning of the ST by finding an appropriate its equivalent.

Perhaps, the most influential and workable definition of translation is to be found in the work of Lataiwish and Aziz ( 2000:11) who consider translation as a process of replacing a text in one language by another text in another language. This definition is regarded the clearer one because it doesn't go deeper in explaining how this process conducted and what the translator followed to reach such rendering in the TL.

## **6. Sight Translation ( SiT).**

This type of translation is regarded as a hybrid one of both translation and interpreting because it shares two important language skills of interpreting and translation and it is considered as an important tool for training of translators as they initiate their training interpreting program. Generally speaking, SiT is easily defined as a process of rendering a written text into an oral product. This definition shows that there are two basic language skills involved in this process and they have a decisive role in the reformulating the ST.

Weber (1984:27) says that in SiT the students learn how to perform in front of the audience in order to render the ST and develop their ability in a swift eye-brain-voice coordination which becomes vital in the process of interpreting later on. Weber sees that in SiT, it is little easier to

comprehend and analyze the message which is presented visually than the one presented orally. He asserts that this mode must be taught separately from other modes of translation because it represents an integral part between two modes of communication and it is regarded as a basis for developing the interpreting skills.

Whereas, Moser-Mercer (1994:17) indicates that SiT is seen as a useful pedagogical tool that supports students' performance in rendering ST and preparing for the next step of interpreting modes because it is known as a first step towards improving their interpreting skills.

Zheng *et al.* (2013:4) emphasize that SiT comprises the replacement of a message written in one language into a message delivered orally in another language which requires the synchronization of reading skill and production capability in reformulating the ST in one language into a TT in another language.

In other words, Sadkhan( 2014:9) shows that SiT is done in three phases starting with (sight reading) when the interpreter reads with his eyes the SL written text, then (comprehension) as s/he translates it with her/his mind, finally (delivering) as s/he orally renders this written text into the TL. Moreover, all the definitions refer to a clear point that this type of translation requires a certain level of mastering the language skills which involve in performing this type. It is also seen as a stepping stone towards the two interpreting modes consecutive and simultaneous interpreting, thus most scholars have placed it in two different fields of translation and interpreting.

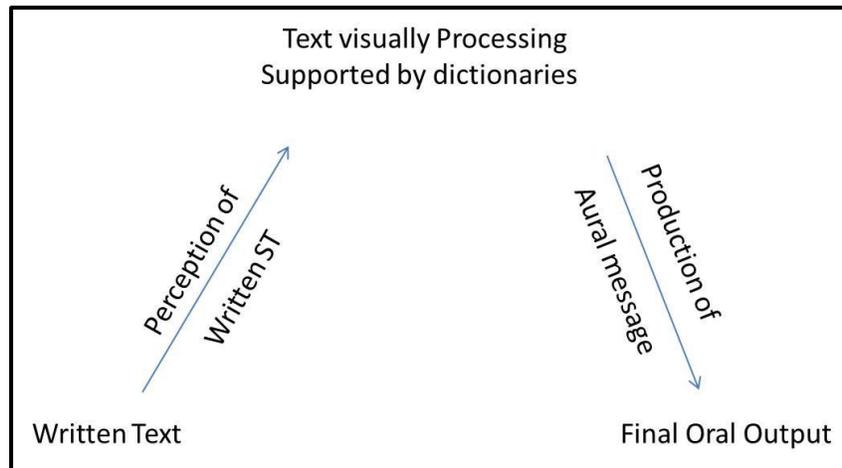
### **6.1. Modes of Sight Translation.**

Like other types of translation, SiT can be conducted in different modes but the process seems to be similar as the translator deals with ST cognitively. In each mode, the translator has to take into account two critical steps (perception and production) in which s/he can handle this task of translation. There are different types of SiT according to its degree of complexity. Generally Speaking, Ivars(1999), Sampaio(2007) and Sadkhan (ibid) agree that there are five varieties of SiT in which the translator manages the task successfully. These types are:

1. **Proper SiT:** This mode is manifested by translation of a written text seen at the first time, and there is no time given for the translator to prepare.

2. **Prepared SiT:** This mode is easier than the first because the translator will have enough time to translate with enough preparation.
3. **Consecutive SiT:** In this mode, summary translation is used through which a translation is given for a written text briefly. This mode is regarded in-between sight translation and sight interpreting.
4. **SiT in Consecutive Interpreting:** It is a process of an oral reformulation of a written input which is immediately and loudly uttered by the speaker.
5. **SiT in simultaneous interpreting with text:** This mode is considered as the most complex because it is conducted by simultaneous interpreting and sight translation of a written text. This mode can be done when the translator/ interpreter possess a copy of the written text.

Hussein(2018) shows that in each mode the SiT is easily conducted based on two important steps as in Figure (3) that each sight translator has to follow them in order to reach at good rendering of the ST.



**Figure(3):** Sight Translation Process

This figure briefly simplifies how SiT is conducted in the mind of the translator regardless of its mood. Two important aspects must be taken into consideration ( perception of the ST, then production of the aural message ), these two cognitive processes are basic in all types of SiT.

## **6.2. Basic Language Skills in SiT.**

Language skills have a direct effect on the translators' performance in translation process, so the effectiveness of the communication whether in oral or written form depends on a person's skill in the use of language. A rich vocabulary, command of a variety of sentence structures, clarity in thinking, and focus on the audience are necessary for effective verbal communication. The skills of verbal communication are *writing and speaking, reading and listening*. Many research studies refer that these skills can be employed by the translators in different proportion as: writing 9% reading 16% speaking 30% listening 45%.

This process involves two basic language skills that play direct role in rendering the ST, during which the translator employs his two language skills (reading and speaking). These two skills are significant in the learning context of any type of translation or interpreting because the students need them to enhance their performance and this development is directly related to these skills.

### **6.2.1. Reading Skill.**

This skills can be defined as a means of increasing learners' knowledge of language features and their control of reading strategies. It can also improve their comprehension skill and fit into the language focused learning strand of a course. The classic procedure for intensive reading is the grammar-translation approach where the teacher works with the learners, using the first language to explain the meaning of a text, sentence by sentence (Nation 2009:25).

Colina (2015: 170) says that reading comprehension in a translation context involves multiple levels of comprehension, the awareness of reading process and the nature of reading which are crucial for everyone involved in translation. Moreover, reading for translation is by definition much more intricate than reading per se, and significantly much more complex than traditionally recognized. For Colina translation and reading are intimately connected.

Nation (ibid) suggests four important steps that can be followed by the learner to improve his vocabulary through the method of extensive reading. These steps are:

1. Before reading a text, the learner rapidly skims it and chooses five or six words to focus on while reading. This has the effect of raising awareness about some words and thus making them more noticeable when they are met again in the text.

2. While reading the learner can collect new words that are repeated in the text to put on word cards for later deliberate study.
3. A more formal follow up to this is for learners to report to the class on a word that they met while reading-explaining what it means, how it was used in the text, its word parts, its etymology, and any unusual features about it.
4. The use of a dictionary while reading should also have positive effects.

### **6.2.2. Speaking Skill.**

This skill is one of the most important language skills employed in SiT. The learners are required to be fluent as they sight translate the text and render it into an oral message in the TL. For Nation and Newton ( 2009:152) there are certain conditions that must be met in mastering fluency when the learner involves in a communication act. These conditions are important with speaking skill and must be noticed to improve the learner's performance gradually.

These conditions are:

1. The activity is meaning-focused. The learners' attention is on the communication of a message and is subject to the "real time" pressures and stresses of normal meaning-focused communication.
2. The learners participate in activities where all the language items are within their previous experience. This means that the learners work with largely familiar topics and types of discourse making use of known vocabulary and structures. These types of activities are called "experience" tasks because the knowledge required to do the activity is already well within learners' experience.
3. There is support and encouragement for the learner to perform at a higher than normal level. This means that in an activity with a fluency development goal, learners should be speaking and comprehending faster, hesitating less, and using larger planned chunks than they do in their normal use of language. A fluency development activity provides some deliberate push to the higher level of performance often by using time pressure.

## **7. Practical Field of Study**

### **7.1. Design of Questionnaire**

In this study, the practical aspect involves an analysis of data collected from a fifteen-closed items questionnaire distributed into ninety-four participants in this study as samples from two universities ( fifty students from University of Tikrit and forty-four students from University of Wasit) / College of Arts/ Department of Translation/ Second Year / Academic Year 2018-2019. They are studying SiT at Department of Translation/ College of Arts / Universities of Tikrit and Wasit. The data have been analyzed statistically in this study according to Fisher's method. The questionnaire contains (15 closed- ended items, **see appendix 1**) that each participant is asked to answer with one of the five options: strongly agree, agree, neutral, disagree and strongly disagree. This questionnaire has been administered after (12) lectures in sight translation in order to see into what extent the students realize the impact of the language skills in developing their performance gradually.

For Brown (2007:6) a questionnaire is any written instrument that given to respondents with a series of questions or statements to which they are to respond either by writing out their answers or selecting from among existing answers. The questionnaire has significant benefit by enabling quantitative data to be collected in a standardized way so that the data are internally consistent and coherent for analysis.

### **7.2. Data Analysis**

The data of the study have been analyzed statistically, and the scoring scheme in this analysis has been done by giving numbers for each option in the questionnaire (1-5): 5 for "strongly agree", 4 for "agree", 3 for "neutral", 2 for "disagree" and 1 for "strongly disagree". Based on this distribution, the frequency of each response will be determined.

Statistically, the data are analyzed based on the frequency of each response " coefficient midst " and " percentage weight ". Consequently, Fisher (1956 :327) provides a formula in which the average of each item in the questionnaire can be obtained and to get the knowledge of strength and weakness of each item, the following special formula can be adopted:

$$\text{Coefficient midst} = \frac{1r \times 5 + 2r \times 4 + 3r \times 3 + 4r \times 2 + 5r \times 1}{\text{Total number of repetitions}}$$

Where:

1r = repetition of the first answer (strongly agree) and its value (or degree) is 5,

2r = repetition of the second answer (agree) whose value is 4,

3r = repetition of the third answer (neutral) whose value is 3,

4r = repetition of the third answer (disagree) whose value is 2

5r = repetition of the third answer (strongly disagree) whose value is 1; and the total number of repetitions means the sample size which is ( 30 students).

To change the ‘coefficient midst’ of each item into percentage or what is called percentage weight, as stated by Al-Ghareeb (1970:77), the researchers have made use of the following formula:

Coefficient Midst (CM)

$$\text{Percentage Weight (PW)} = \frac{\text{Coefficient Midst (CM)}}{\text{Maximum value}} * 100$$

Maximum value = Maximum degree in the questionnaire is (5).

**Table (2) The Frequency of each Option in the Students' Questionnaire.**

#	Frequency of 1 <sup>st</sup> option (Strongly Agree)	Frequency of 2 <sup>nd</sup> option ( Agree)	Frequency of 3 <sup>rd</sup> option (Neutral)	Frequency of 4 <sup>th</sup> option (Disagree)	Frequency of 5 <sup>th</sup> option (Strongly Disagree)	Coefficient Midst	Percentage Weight
1	70	15	2	6	1	4.6	92
2	60	25	0	6	3	4.5	90
3	68	12	7	5	2	4.4	89

4	21	46	18	7	2	3.9	78
5	79	10	0	3	2	4.7	93
6	50	31	5	4	4	4.2	84
7	49	29	11	2	3	4.3	86
8	71	15	2	3	3	4.5	90
9	10	34	35	11	4	3.6	72
10	23	47	11	10	3	4.3	86
11	42	30	14	8	0	4.1	82
12	37	30	15	8	4	4	80
13	54	17	20	1	2	4.2	84
14	80	5	0	3	1	4.7	93
15	17	34	36	4	3	3.6	72

### **Item 1**

This item takes the rank (2<sup>nd</sup>) with value (4.6) and percentage (92). This shows that the students realize that learning SiT is difficult to learn because it requires exceptional language skills in order to master such process. In this context, the students need to improve their skills gradually to manage this type of translation properly. This percentage refers to a problematic aspect of learning for such type of translation , and it proves that the students highly need a method to improve their skills.

### **Item 2**

This item ranks (3<sup>rd</sup>) with values (4.5) and percentage (90). In this item, the students agree that SiT is regarded one of the most important types of translation to start with in the ladder of learning interpreting. This type of translation is a start of other modes of interpreting because it is taught before other modes of interpreting and it is considered a hybrid type of translation and interpreting. During the process of learning SiT, the students will develop their speaking skills and prepare themselves for the next step of learning interpreting.

### **Item 3**

This item comes with rank (4<sup>th</sup>) , value (4.4) and percentage (89). This percentage shows that the students suffer from a cognitive load as they sight translate because this task is not easy to manage. This task requires enough knowledge to possess in order to manage it because when the students have an idea about the title, it will be easier for them to decrease the cognitive load. This helps the students retrieve their information and connect the ideas according to the title when they face a strange vocabulary.

### **Item 4**

This item takes the rank (9<sup>th</sup>) with value(3.9) and percentage (78). In this item, the students depend on their background regardless of the context of situation. To sight translate effectively, the students have to possess an idea on the context of situation because through which they can understand the remaining of the text. The context of situation is the core of the communication process because it guides the participants for which point they can start and end the communicative action. Thus, knowing the context of situation is basic in SiT in order to enable the students have enough idea on the context they deal with.

### **Item 5**

This item ranks (1<sup>st</sup> ) with values (4.7) and percentage (93). The percentage indicates that the language skills are highly required by the students because without developing their skills they can't manage such task. This task relays on two important basic skills and they have to be mastered sufficiently to sight translate properly. Most of the students agree that the language skills are important in learning such type of translation.

### **Item 6**

This item takes the rank (6<sup>th</sup>) with value (4.2) and percentage (84). Most of the students see that reading the text for many times will give them the opportunity to understand the content of the text. This technique helps the students mark the most difficult words in the text and try to find the meanings. The students prefer to read the text to have an idea regarding its meaning and how this helps them understand the context deeper.

### **Item 7**

This item ranks (5<sup>th</sup>) with value (4.3) and percentage (86). The Self-training is very important in the learning process because it helps the students depend on themselves to improve their performance in the classroom. This idea is an important step to develop the students' knowledge and awareness of the different texts because whatever they read at home it helps them to widen their knowledge in SiT. Self-training programs helps the students with feedback and how they manage their mistakes in the next step of training.

### **Item 8**

This item comes with rank ( 3<sup>rd</sup>), value (4.5) and percentage (90). This item refers to the importance of reading different texts because these texts help the students overcome the translation difficulties. Reading different texts with different genres helps the students to increase their knowledge and terminology in different aspects.

This percentage refers to effectiveness of text types in teaching and learning SiT because it help students to have good knowledge on different types of texts and increase the awareness of the pedagogical impact of such technique in improving the students' proficiency.

### **Item 9**

This item takes the rank (10<sup>th</sup>), value (3.6) and percentage (72). In this item, the students don't prefer to read the text very fast because first they think that if they read the text very fast they will not grasp the main idea of its core meaning, they do not realize that skimming is a helpful technique because they have no idea about its impact and how it helps them get an overview on the content of the text.

### **Item 10**

This item ranks (5<sup>th</sup>) with value (4.3) and percentage (86). The responses of the students to this item indicate the necessity of theory in learning and teaching SiT because through theorization the students will be able to manage such a difficult task. Theory uncovers all the possible trajectory the students can follow in rendering the ST because it supports the students in translating the text. It also simplifies the translation difficulties the students may face in

rendering the text by showing them from which point they can start and how to overcome such difficulties.

#### **Item 11**

This item comes with rank (7<sup>th</sup>), value (4.1) and percentage (82). This indicates that speaking skill is not taken into account by the students in improving their performance in learning SiT. The students tend to consider reading skill as a main one which is directly used in learning this type of translation. Thus, speaking skill is regarded as a secondary skill in learning and teaching SiT due to the responses of the students. In brief, speaking competence is required for effective communicative acts.

#### **Item 12**

This item takes the rank (8<sup>th</sup>), value (4) and percentage (80). This indicates that speaking loudly when the students sight translate helps them to increase their self-confidence and motivate them. This will help them participate in the class to sight translate the text as they break the communication barriers and motivate themselves gradually. It is important to encourage the students to participate and motivate them for better production in the TL.

#### **Item 13**

This item ranks (6<sup>th</sup>), value (4.2) and percentage (84). Most of the students' responses explain that the speaking skill can be improved by the daily conversation step by step. This helps them develop their competence in the oral communication and build their confidence to manage such task. Practicing a daily conversation helps the students to improve their speaking skills as they sight translate. In this context, we can't separate this skill from this type of translation because it is regarded as a must to be learned and improved.

#### **Item 14**

This item takes the rank (1<sup>st</sup>), value (4.7) and percentage (93). This item is one of the most important indicators of the significant aspects in this questionnaire because it shows to what extent giving the meaning of the strange words for the students in advance is significant. As the students have an idea on the strange words they will be able to manage the translation task easily. In this aspect, the students agree that this step helps them overcome the translation difficulties.

**Item 15**

This item ranks (10<sup>th</sup>), value (3.6) and percentage (72). The students' responses indicate that all integrated skills are considered not important because they realize that only the reading skill is the main one in learning and teaching SiT. Most of the students excluded other language skills because they think they are not directly used in the process of SiT therefore, the percentage was the lowest one in the questionnaire. It is important to master all language skills in order to develop the performance in any task gradually.

Table (3) Coefficient Midst and the Percentage Weight of the items in the Students' Questionnaire

<b>Rank</b>	<b>Item Number in the Questionnaire</b>	<b>Items</b>	<b>Midst Coefficient</b>	<b>Percentage Weight</b>
1 <sup>st</sup>	5	Do you find learning language skills a must during the first class?	4.7	93
1 <sup>st</sup>	14	Do you find that giving the meaning of some difficult words will help the students to overcome the translation difficulties?	4.7	93
2 <sup>nd</sup>	1	Do you find that Sight Translation is difficult to learn ?	4.6	92
3 <sup>rd</sup>	2	Do you think that Sight Translation is considered a corner stone in improving your oral communication for next steps	4.5	90
3 <sup>rd</sup>	8	Do you find that reading different text types improves your comprehension in learning SiT?	4.5	90
4 <sup>th</sup>	3	Do you believe that students face a cognitive load as	4.4	89

		they sight translate without a title for the text?		
5 <sup>th</sup>	7	Do you think that reading skill is necessary to be improved by self-training programs?	4.3	86
5 <sup>th</sup>	10	Do you think teaching Sight Translation becomes easier according to a certain teaching method?	4.3	86
6 <sup>th</sup>	6	Do you believe that reading the text for two or more times gives the students an opportunity to understand the content?	4.2	84
6 <sup>th</sup>	13	Do you believe that Student's speaking skill can be enhanced through the daily conversation among students?	4.2	84
7 <sup>th</sup>	11	Do you believe that speaking skill is required in improving your performance in SiT?	4.1	82
8 <sup>th</sup>	12	Do you find that if the student speaks loudly in SiT it will motivate her/him in developing his/her speaking skill?	4	80
9 <sup>th</sup>	4	Do you find that students' performance can be developed gradually with awareness of the context of situation?	3.9	78
10 <sup>th</sup>	9	Do you think that Skimming technique in reading the text will give you an overview about the text?	3.6	72
10 <sup>th</sup>	15	Do you think that integrated language skills can lead to develop the students' performance?	3.6	72

### **7.3. Discussion**

The data have been collected from a questionnaire and analyzed statistically. The analysis shows to what extent the language skills are important in both learning and teaching of SiT. This type of translation is regarded as a hybrid mode which includes two important skills to perform, thus

mastering such skills is a must to manage such task successfully. The students see that SiT is a difficult task to learn without a clear teaching method and supportive skills in order to render the ST in SL efficiently into TM in the TL.

The results of the analysis indicate that the students were able to realize the significant role of the language skills and how they are important in improving their performance in SiT. It is important to take into account all the results when the SiT is taught because they reflect the students' opinion in the learning process of SiT. This paper also have studied the impact of the commanding and mastering the principles of SiT to prepare the students for the next steps of interpreting because SiT is the corner stone of such type of communication and in which the students can overcome the translation difficulties may face in interpreting.

## **8. Conclusion**

In this study, two important language skills have been studied to see how they are important in learning and teaching SiT. The analysis shows that these two language skills (reading skill and speaking skill) are required in learning SiT and they must be taken into consideration by both learners and teachers.

The two researchers recommend all the translation instructors and translation students to focus on improving the language skills to enhance the students' performance in SiT because there no good performance without language skills and their knowledge will be very limited in this type of translation.

This study reaches into the conclusion that the translation students require an intensive course on language skills and how these skills are critical and significant in learning translation and interpreting because all the strategies and techniques are highly related with these skills. Thus, the students have to study language skills to see how they are demanded in managing such difficult tasks.

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*Appendix 1 : Students' Questionnaire*

No	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Do you find that Sight Translation is difficult to learn ?					
2	Do you think that Sight Translation is considered a corner stone in improving your oral communication for next steps ?					
3	Do you believe that students face a cognitive load as they sight translate without a title for the text?					
4	Do you find that students' performance can be developed gradually with awareness of the context of situation?					
5	Do you find learning language skills a must during the first stage?					
6	Do you believe that reading the text for two or more times gives the students an opportunity to understand the content?					
7	Do you think that reading skill is necessary to be improved by self-training programs?					
8	Do you find that reading different text types improves your comprehension in learning SiT?					
9	Do you think that Skimming technique in reading the text will give you an overview about the text?					
10	Do you think teaching Sight Translation becomes easy according to a certain teaching method?					

11	Do you believe that speaking skill is required in improving your performance in SiT?					
12	Do you find that if the student speaks loudly in SiT it will motivate her/him in developing his/her speaking skill?					
13	Do you believe that Student's speaking skill can be enhanced through the daily conversation among students?					
14	Do you find that giving the meaning of some difficult words will help the students overcome the translation difficulties?					
15	Do you think that integrated language skills can lead to develop the students' performance?					