

The Challenges of Rendering English Written Texts into Arabic Oral Texts: Limitations and Assessments in Achieving Sight Translation

تحديات في ترجمة النصوص الانجليزية المكتوبة إلى نصوص عربية مقروءة: القيود في تحقيق الترجمة البصرية وتقييمها

Saramad Mohammed Essa

Collage of Arts\ Al-Iraqia University, samad_al-jbori@aliraqia.iq

Received: 21/03/2023

Accepted: 21/03/2023

Published:30/03/2023

Abstract:

Sight translation is a tool of communication used in the recent years to render written source text into an oral/spoken target text. This instrument is commonly utilized in translating court documents, short political speeches, and technical texts...etc. The assignment of the translator usually consists of two parties speaking two different languages and facilitated by an expert in sight translation. The sample of the research involves twelve novice student translators in the second stage. They were asked to translate a legal, political and technical written English texts into spoken Arabic texts.

Due to the limitation of suggested methodologies in this field of expertise, the researcher suggested to focus on the methods to be used by the participants in the academic year of (2022-2023), and they were respectfully: attention, flexibility, speed, smooth delivery, clarity and transparency. Moreover, this research paper intended to detect and observe the challenges and constraints in performing sight translation. The students were divided according to their performances into four groups: below average, average, good, very good.

The study came to a conclusion that the participants needed excessive training in sight translation. Inevitably, problems of reading, fluency, and public speaking emerged to be fatal factors in their performances. The study recommends that this topic should be mandatory taught in three stages in the Department of Translation at Al-Iraqia University.

Key words: sight translation, interpreting, translation challenges, legal text, political text, technical text

الملخص:

تعتبر الترجمة البصرية في السنين الاخيرة الماضية اداة تواصل تقلب النص المكتوب من لغة الام الى نص مسموع في اللغة المراد الترجمة اليها. تستخدم اداة الترجمة البصرية غالبا في نصوص المحكمة والخطابات السياسية القصيرة و النصوص التقنية الخ... يكون واجب المترجم البصري عادة تسهيل عملية التواصل بين شخصان ينطقان

لغتين مختلفتين. وقد اشتملت عينة البحث على اثني عشر طالبًا مترجمًا مبتدئًا في المرحلة الثانية. طلب الباحث منهم ترجمة نصوص إنجليزية قانونية وسياسية وتقنية إلى نصوص عربية منطوقة.

نظرا لكون المنهجيات المقترحة محدودة في هذا المجال ، يوصي الباحث بالتركيز على الأساليب التي يجب أن يستخدمها الطلبة في العام الدراسي (2022-2023) ، الا وهي : الانتباه والمرونة والسرعة والترجمة السلسلة ووضوح وشفافية. علاوة على ذلك ، هدفت هذا البحث هو الكشف عن التحديات والمعوقات في أداء الترجمة البصرية ومراقبتها. تم تقسيم الطلاب حسب أدائهم إلى أربع مجموعات: أقل من المتوسط ، متوسط ، جيد ، جيد جدًا.

توصلت الدراسة إلى نتيجة مفادها أن المشاركين بحاجة إلى تدريب مكثف في الترجمة البصرية. حتمًا ، ظهرت مشاكل القراءة والطلاقة والخطابة لتكون عوامل حاسمة في أدائهم. يكمن الحل في ان يكون هذا الموضوع إلزاميا يدرس على ثلاث مراحل في قسم الترجمة في الجامعة العراقية.

الكلمات المفتاحية: الترجمة البصرية، التفسير، تحديات الترجمة، النص القانوني، النص السياسي، النص التقني.

1. Introduction

New horizons are constantly opened thanks to the appearance of interpretation in the life of the people. Relatively, the skyrocket increase in foreign relations and in the emerging of international organizations and the slowness improvement in the related fields of translation place the translators in the spotlight. For this reason and others, many scholars of translation have been working on researches to find answers for their academic inquiries. The most important one is how could the instructor possibly push the novice student interpreters to gain confidents?

This medium of communication is divided into three categories: sight translation (henceforth ST), consecutive translation and Simultaneous Interpreting. In this research paper, the main focus is on the first category of translation. Sight Translation is often seen as translating a written text for both meaning and form into an oral text. Gentile (1991:346) argues that “interpreting is usually used to refer to the transfer of oral messages, either consecutively or simultaneously, and translating to the transfer of written messages.” It is usually required a competence in writing and reading skills such as skimming and scanning. For Gentile (1991:345) both interpretation and translation fields are considered as “...activities which involve communication, as such they can be defined as the transfer of a MESSAGE

from one linguistic code to another.” Therefore, the duty of the interpreter is to transfer one simple code in the source text to another. Sight translation rests half way between interpretations and translations. As such, the interpreter is obligated to work back and forth between the source written text and the target oral text.

To certain extent, the process of sight interpretation is usually considered as a problematic activity. By this token, Al-Salman & Al-Khanji (2002:608) assert that “... the process of interpretation is a challenging task—a task that requires various types of both linguistic and non-linguistic skills: mastery of the active language, solid background of general knowledge, some personal qualities like the faculty of analysis and synthesis, the ability to intuit meaning, the capacity to adapt immediately to change in subject matter and different speakers and situations. Other qualities include the need to have good short and long term memory, the ability to concentrate, a gift for public speaking, and physical endurance and good nerves.”

For those reasons, the students of sight translation are constantly obliged to work on their performance in front of the audience. Thus, they are always asked to be fluent in their delivery of the message, to control their body languages and to pay attention to the time required to do the job. Indeed, it is a difficult task to be fulfilled by the novice interpreters. Furthermore, the cultural elements of in the source language must be taken into consideration. In this regard, Katan (2004: 16) argues that the translator is "a bilingual mediating agent between monolingual communication participants in two different language communities."

1.1. Statement of the Study

This study provides an exciting opportunity to advance in the knowledge of ST. It attempts to examine the main challenges novice student interpreters undergone when translating legal texts from English into Arabic and alludes to apply unorthodox strategies by which well-grounded problems solving in legal texts translation can be addressed.

1.2. Objectives of the Study

This research paper seeks to examine the emerging role of ST in the context of interpreting legal, political and technical texts. It intends to address the following objectives:

- 1- To offer some important insights on the challenges encountered by the novice student interpreters when interpreting texts from English into Arabic in the field of ST.
- 2- To create a new academic approaches to be used in ST by the participants.
- 3- To select a group of novice students and divides them into groups according to their level of expertise.
- 4- To identify areas that related to the ST challenges for further researches.

1.3. Questions of the Study

The main inquiries in this research paper are:

- 1- What are the main worries faced by the novice student interpreters when interpreting legal, political, and technical texts from English into Arabic.
- 2- What kind of skills the ST interpreters should possess?
- 3- What criteria should novice interpreters adapt to sight interpret properly when dealing with ST?
- 4- What are the most significant results of interpreting legal, political and technical texts from English into Arabic?

1.4. Value of the Study

In the view of the fact that this field of the study has barely been investigated, urgency appeared to address additional research and exploration, precisely in the legal, political and technical texts. It is pertinent to note that there are evidently few researches have tackled this issue in Iraq or even in the Arab countries.

Unfortunately, specialists in sight interpretation did not propose an adequate modal of interpreting for the experts in general and for the novice student interpreters in particular. The ST interpreters are left with dead end, relying mainly on the strategies and theories that have been proposed previously for consecutive interpreting and simultaneous interpreting to overcome their difficulties in interpreting. The researcher offers a new modal to interpret texts based on students' needs and performances.

Legal, political and technical fields are constantly changing specially with the emergence of new terms and expressions forcing interpreters to be knowledgeable in those fields of study bearing in mind the time element and process of meaning- making. The interpreters, therefore, are asked not to distort the meaning of the original texts and try to render it properly.

1.5. Limitations of the Study

The paper was conducted at Al-Iraqia University, faculty of Arts in the Department of Translation during the academic year of 2022-2023 and it is strictly limited with legal, political and technical fields of study. Furthermore, the results of this study are concerned mainly with ST and not all the fields of interpretations. Thus, novice student interpreters are required to render the original text in the best possible way and overcome their weaknesses.

2. Review of Related Literature

Novice interpreters encounter numerous challenges in rendering a written text and change it within a short period of time to an oral text. The following studies are chosen to shed a light on the most common challenges scholars of translation and interpretation have been conducted in their career.

For instance, Sampaio (2007) conducted a new study exploring the challenges of the undergraduate and graduate students in Brazil on mastering sight translation (STR) skills in their performances. The essential requirement of the study was the candidate must be fluent in English and Portuguese languages. The purpose of this study was adequately trained to become professional interpreters and refining the participants' bilingual communicative skills. The outcome showed satisfactory results, some of the participants exhibited professional excellent level while others showed significant level of proficiency in STR.

Alhiyari (2013) investigated the obstacles novice interpreters, and MA students encounter when translating specialized terminology and scientific vocabularies from English into Arabic by conducting interviews with experts and professional interpreters. The sample of the study consisted of twenty MA students during the academic year of 2012-2013. The results of the study revealed that specialized terminology, lack of equivalence, abundance of acronyms and abbreviations, peculiar style and structure of scientific discourse were the main problems MA students suffered from.

Hadad (2008) constructed a model to bolster the confidence of the new interpreters by using gradual training strategies, and the first phase of her model was Sight Translation and the last one was simultaneous interpretation. The study entirely focused on how to enhance confidence and

memory of the Syrian interpreters. The results of the study showed that the participants displayed a total lack of awareness about the unsupervised self-training method and paid a special focus on the guided training program. Others like Tisgam (2014) conducted a study to teach students how to practice ST in real-work situations and to develop their oral skills by using various exercises to develop their performance and pace of translation. He provided a model for the students to be used as guidance to enhance their ST skills. Based on the findings of the research, the outcomes were rather advantageous.

2.1. Research Methodology

Sight interpreting is already established and has been used in the fields of translation and interpretation studies; however, no crystal clear consensus has been found regarding to which of field of study it belongs to. Training programs often utilize ST in their curriculums, so this area of study is located up to now in the grey zone of translation and interpretation modes. Therefore, there is no methodology exist to help interpreters overcome interpretations' difficulties. Thus, the discipline should be taught as an independent subject and could be used in both translation and interpretation studies. For the above mentioned reasons, the researcher recommended a method to teach ST to the second stage and to be applied in the academic year of 2022-2023.

1- Skills of the Sight Interpreters:

The process of ST often contains a hybrid skills related to interpretation and translation. Usually, novice student interpreters are asked to read the whole text, understand the message and then interpret it in front of the audience. In this regard, Gile (1995:183) argued that "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." The following skills are illustrated based on the needs of the novice student interpreters, and they are as follows:

- Attention:

Apparently, human beings can only process a single task at a time. The study of ST requires novice student interpreters to read a written text form and then change it into oral written text form to lessen their challenges. They were given ten minutes to read the texts, prepare the nearest meaning for the vocabularies mentioned in the texts and then translate them orally in front of the audience into the target language texts. To carry out these operations, the

participants are advocated to use certain skills, such as: unit identification, clozing, chunking, anticipation, public speaking and immediate response. Agrifoglio (2004:61) “sight translator has to rely on short-term memory to retrieve information from the beginning of sentences, or the formulation he/she has already embarked on, especially where grammatical structures differ markedly between the two languages.” All the above mentioned information put the participants into a lot of pressure.

- **Flexibility:**

Lonsdale (1996: 13) admits that “there are three qualities which are essential in any learning situation, especially when teaching sight translation: accuracy, clarity and flexibility.” Flexibility in sight interpretation requires the capability to find suitable words (accuracy) and language syntax in order to deliver an effective message (clarity) from the written source text into the oral target text. Furthermore, this skill provides the novice interpreters with the ability to avoid errors, adapt to surprises, engage in multitasking, reformulate messages that seem unclear and manage the flow. Another factor should be taking into consideration is that the participants have to be more flexible regarding their speed of delivery when interpreting legal, political and technical texts from English into Arabic.

- **Speed:**

Cognitive overload, shortage in time and perpetual time partition should be taking into consideration when the novice interpreters were asked to interpret English written texts into oral Arabic texts. Speed in SI is considered as a critical and crucial element in the performance of sight interpreters. Following this line of thoughts, subjects participating in this research paper were under tremendous pressure to interpret quickly the texts relying on their working memory while anticipating and preparing a mental depiction of the vocabularies in the given English texts. Furthermore, they were required to break down the assignments into sentences to save time and efforts. For each sentences, they were asked to devote 8 to 25 seconds, “so that the intelligence of the process and the acquired skill could be transferred successfully to the full-fledged SI situation” (Song and Noël, 2007, p. 43). Speed can be maneuvered to enable participants "to lengthen and shorten their EVS in specific cases” (Gile, 1995, p. 195).

- **Smooth Delivery:**

The performance of the participants should be rapid and not be staccato. For instance, multi-tasking skills, chunking and ability to identify meaning of the vocabularies must be acquired by participants in order to sound more native-like speakers. Moreover, smooth delivery is an independent tool used in SI to enhance the performance of the students and should follow by pauses. However, novice student interpreters continuously seemed confined by the source written texts. Buhler (1986:233) advocated that “the criteria of native accent, pleasant voice, use of appropriate style, endurance, poise and pleasant appearance are considered a desirable in most cases but not essential.”

In the same token, Lee and Buzo (2009: 1) stated that “Accurate interpreting of the source message and smooth delivery without hesitations, long pauses, or frequent self-correction are essential hallmarks of quality interpreting.” To enhance this ability, the novice student interpreters were advised to record themselves during their training to for self-evaluation and gain confidence. Another issue must be solved is their interpretations should be free of repletion and hesitation; their performances should be smooth and more natural.

2- Degree of Comprehension:

Reading, parsing and meaning integration are essential in SI to comprehend the texts. For instance, Anderson (1983, 1985: 34) insisted that “the mental processes necessary for language comprehension of both aural and written texts are sufficiently similar that comprehension of both can generally be discussed as a common phenomenon.” Most definitely there are huge linguistic gaps between participants in this paper, along with Content fields in focus and background knowledge, “reading comprehension strategies demand consideration of textual macro/microstructure, an ability to think ahead, hypothesize and read through and beyond the surface of the text, and a capacity to deal with the text as it comes, taking into account intersemiotic, cultural and cognitive elements which, in many cases, lead to more or less explicit undercurrents of meaning. Concentration and attention are also of paramount importance” (Sampaio, 2007).

The novice interpreter, thus, have to depend on external factors such as dictionaries, glossaries and internet and the like. And at the same time, internal factors play a major role, they help the interpreters to sound more natural, and they are: ability to retrieve the stored information in their memory, concentrate on meaning rather than words in their productions and

their familiarities with terms, difficult vocabularies and styles of both source and target texts.

3- Accurate to Source Text

The novice student interpreters are strongly advised to be accurate when translating legal and medical texts since accuracy outweighs speed in these fields of study. In the same logic, they are required to pay attention to their intonations, gestures and emotions. A few elements are needed to fulfill this process of translation by using tools such as: glossaries, trained memory to recall information on the spot and the system of linguistic reviews.

4- Clarity

Sufficient clarity is possibly attained only if the interpreters pay attention to time management, successful processing and transferring of meaning and the capability to deliver the message intended to be interpreted in an appropriate pace. Clarity is an important factor in this field of study. The researcher asked the participants to divide their processes of interpretations into two phases. The first phase was devoted to reading the texts, analyzing it, taking notes and successfully activating their short and long term memories in their productions, while the second phase consisted of taking note-reading, remembering and producing the oral Arabic texts in front of an audience.

5- Transparency

Students were asked to inform the researcher with every single step they perform; their primary goal was to keep the researcher “in the loop” during their process of interpretations. Furthermore, they also were asked to use third person to avoid bewilderment and affirm his/her role as a neutral third party. In addition, messages intended to be interpreted must be entirely expressed to the audience in a clear manner. Weber (1984: 33) advocated that “it is important to have students perform at a speaker’s rostrum, so that they face the class. This will help them cope with stage fright and nervousness.”

2.2. Exercises of Sight Interpretation

Sight interpretation exercises are crucial for the novice interpreters to transfer knowledge and messages of the source texts; they enable students to better treat the source text in a flexible manner and at the same time have the privilege to break down the difficulties of the target oral text. To begin with, the students were asked to read the texts, understand texts perfectly, use

paraphrasing and summarizing to extract the main ideas focusing on meaning rather than words and finally deliver their interpretations in front of the audience.

The researcher trained the participants earlier to interpret different topics so that they would be familiar with the texts intended to be interpreted. They advised the novice student interpreters to record themselves during their earlier assignments to gain confidence, self-assurance and self-belief, and deliver their performances without any mistakes. In this regard, certain elements might be taking into consideration to enhance the performance of the students of SI in general and the participants in this research paper in particular, and they are:

- Students must grasp a lot of information in a short period of time.
- The time factor is most definitely not in the favor of the students, it put them in a tremendous pressure.
- There is no time for the participants to learn new vocabularies unless he/she managed to do it on the spot.
- Only fragments of the details are remembered.
- Some features that can be regarded as excluded from the coverage of linguistics such as voice production (pitch, tone, hesitations, signs, projection, enunciation, and posture), stress management and the role of memory in sight Interpretation.

2.3. Challenges of Sight Translation

Lambert (2004: 298) perceived SI “as a specific type of written translation as well as a variant of oral interpretation. From a human processing perspective, sight translation appears to have more in common with [SI], given the number of variables involved – time stress, anticipation, reading for idea closure, not to mention the oral nature of the task – factors that are either absent in written translation, or present only to a limited degree.” Agreeably, Martin (1993: 404), in his research entitled “Teaching Sight Translation to Future Interpreters,” strongly agreed 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 written translation and interpretation.”

Often times sight interpreters were given texts and asked to interpret them in front of in audience in a short period of time. For this reason, Lambert

(2004: 298) argues that “sight translation can be rendered more or less challenging: an unstressful form of sight translation is where the candidate is allowed approximately ten minutes to read a 300-word passage and prepare the vocabulary.” Moreover, Song (2010:12) concurred with this perception and argued that “[a] more stressful variation of sight translation would be where preparation time is eliminated altogether and the candidate is asked to begin translating immediately, without even having the chance to read the document.”

Novice student interpreters have been in urgent need to consciously distance themselves from the form of the written source texts and successfully improve their interpretation skills to sound more natural and to avoid using literal interpretations in their performances. Lack of automated reading skills was considered as the greatest weakness in this study.

Furthermore, Thawabteh (2015: 185) strongly advocated that “Training beyond university frontiers can be of help. Such training is not exclusively bound to universities or other training institutions. Traditionally, translator students receive training within a narrow geographical area: a language laboratory with booths, computers, videos, and other equipment. The rapidly developing growth of technology and the pervasiveness of computer technology in particular, change everything.”

2.4. Procedure of the Research

The setting of the examination was extremely identical to the real-class situation of SI since the novice student interpreters obliged to sight translate in front of their colleagues. Each student was performed separately. They were asked to set in front of the audience at the required distance to read the texts. They were presented with the same instruction in English and Arabic orally.

The participants were required to read the texts for ten minutes and then sight translate them from English into Arabic. They were, only, allowed to use dictionaries. Their performances should be limited to seven minutes only. On average, each test took approximately eleven minutes.

2.5. Data Collection

The data used in this research paper have been gathered from a different resources and sight interpreted by twelve novice student interpreters in Al-

Iraqi university (2022-2023). The data were distributed to the participants in the classroom and were put on the desks where the performances took place. The participants were full time bachelor students of translation in the Arts Faculty. Furthermore, skills of sight interpreting were already possessed by the participants during their ordinary training classes. The novice student interpreters were classified into three groups: average, intermediate and excellent; their levels of English and Arabic were verified before the study occurred. An informal consent documents were given to the students to take their authorizations to be used in this paper. This research paper merely concerned with the sight interpreting of legal, political and technical texts from English into Arabic.

3. Analysis and Assessments of the Research Paper

The novice student interpreters, who have been involved in this research paper, were examined individually by the researcher in front of the audience. The assignment was a paper placed on the desk contained three paragraphs. Instructions were already delivered by the researcher to the participants and notes were given orally both in Arabic and English in case there were an ambiguity during the test. The participants have undergone extensive training before the tests in legal, political and technical sight interpretations. They were only allowed to use dictionaries as a tool of facilitation during the reading phase.

The researcher relied heavily on the note-taking information gathered during the interactions with the participants. The focus was directed to their attentions, flexibilities, speeds, smooth deliveries, body languages, clarities and transparencies. For further certainty, the researcher recorded the interactions to investigate their articulations and to further assure their interpretations. The following leaflet which consisted of three paragraphs was given to the participants before the test started to evaluate their process of translation, they were:

The legal text

On Tuesday, July 27, 2020, at approximately 12:00 p.m., a Riverdale city employee went to the police station to notify officers that he had located several laptop computers on a bench in Balboa Park. Police officers initiated an investigation into the incident. The officers determined that the laptops were taken from a nearby school, located on the 3800 block of Balboa Street. Officers responded to the school and found signs of forced entry.

Table1: Performance of the First Text

**The Challenges of Rendering English Written Texts into Arabic Oral Texts:
Limitations and Assessments in Achieving Sight Translation**

The Evaluation	The novice student translations
Below average translation	<p>في يوم الثلاثاء... الموافق 27 يوليو/تموز 2020،... B في حوالي الساعة 12:00 ظهرًا ذهب موظف من مدينة B ريفرديل إلى مركز... الشرطة لإخبار الضباط بأنه عثر على عدة أجهزة كمبيوتر محمولة على مقعد في حديقة بالبويا بارك... شرع ضباط الشرطة في... التحقيق في الحادث... قرر الضباط ان أجهزة الكمبيوتر مأخوذة من مدرسة B قريبة تقع في مجمع 3800 بشارع... B بالبويا. رد الضباط... على المدرسة B ووجدوا علامات دخول قسري... ~~~</p>
Average translation	<p>ذهب موظف... من مدينة ريفرديل في... B يوم الثلاثاء... الموافق 27 تموز 2020 قرابة الساعة 12:00 ظهرًا لمركز الشرطة... لا اعلامهم بوجود مجموعة حواسيب... موضوعة على مقعد في حديقة B بالبويا. فتح الضباط تحقيقا... وإشارة الضباط الى ان هذه الحواسيب B المأخوذة... من المدرسة المجاورة التي B... تقع في مبنى 3800 من شارع بالبويا. قاموا الضباط باجراء B تفتيش للمدرسة ووجدوا... علامات دخول قصرية. ~~~</p>
Good translation	<p>في يوم الثلاثاء المصادف السابع والعشرون من تموز من عام 2022 ، في تقريب الساعه الثانية عشر مساءً، ذهب موظف... في مدينة ريفرديل الى مركز الشرطة لاعلام الضباط بأنه قد عثر على عدة حواسيب شخصية على B مقعد في حديقة بالبويا... فتح عناصر الشرطة تحقيقًا بما يخص الحادث، وقرر الضباط ان... الحواسيب الشخصية تمت سرقتها من مدرسة قريبة، في B البناية رقم 3800 في شارع بالبويا. استجابت الشرطة... للمدرسة ووجدت علامات دخول قسري... ~~~</p>
Very good translation	<p>في يوم الثلاثاء الموافق 27 يوليو / تموز 2020 ، في حوالي الساعة 12:00 ظهرًا ، ذهب موظف في مدينة ريفرديل إلى مركز الشرطة... لإبلاغ المركز بأنه عثر على عدة أجهزة كمبيوتر محمولة على مقعد B في حديقة منزله بالبويا. وشرع ضباط الشرطة للتحقيق في... الحادث افاد الضباط بأن أجهزة الكمبيوتر المحمولة مأخوذة من مدرسة قريبة تقع في شارع 3800 من شارع بالبويا. قصد الضباط... B المدرسة ووجدوا... علامات دخول قسري... ~~~</p>

Assessment of Students' Performance:

Even though the translation of the first and the second students were completed within the time limit, both students made a lot of spelling and grammatical mistakes due to their speed at certain parts in the oral texts. Legal texts often times put a lot of pressure on the novice students' translators. Evidently, words such as approximately, employee, Balboa Park, officers, the incident and Officers were difficult for the students to be translated; although, these words were commonly used in day to day conversations. This could be attributed to the subjects' unawareness of the meaning of certain lexical items. Problem of speed, flexibility and smooth delivery emerged from the first sentence. Last but not least, their articulations were not clear. Both participants put in the categories of below average translation and average translation.

The above reflects that the third and the fourth participants managed successfully to render the original legal text into oral Arabic text. both participants took one extra minute to deliver their performance. Their body

languages, speed, smooth delivery and clarity were achieved. Nevertheless, the third participants showed two pauses and provided alternative translation for the following words: initiated and forced entry.

The proposed translation:

في يوم الثلاثاء الموافق للسابع والعشرين من تموز لعام 2020 في حوالي الساعة الثانية عشرة ظهراً، ذهب موظف في مدينة فرديل إلى مركز الشرطة لاعلام الضباط بأنه عثر على عدد من اجهزة الحاسوب المحمولة متروكة علما مقعد في حديقة منتزه بالبوا وشرع ضباط الشرطة بتحقيق في الحادث، افاد الضباط بأن اجهزة الحاسوب المحمولة مأخوذة من مدرسة قريبة تقع في شارع 3800 من شارع مدينة بالبوا، قصد المدرسة ووجدوا علامات دخول قسري.

The political text:

The United Nations Office for the Coordination of Humanitarian Affairs (UNOCHA) said in their [Nov. 29 Ukraine Situation Report](#): "Ukraine saw this season's first snow in November, just days after new attacks on energy infrastructure caused widespread blackouts and disruption of heating and water supplies. The onset of winter brings new dimensions to the humanitarian crisis, as attacks and damage to homes leave millions at risk of deadly temperatures that can drop below -20°C."

Table2: Performance of the Second Text

The Evaluation	The novice student translations
Below average translation	مكتب الامم المتحدة لتنسيق الشؤون الانسانية قال... B في تقرير الوضع... B الاوكراني (unocha) الصادر في 29 وفمبر " شهدت ب --- اوكرانيا اول ثلوج لهذا الموسم في نوفمبر، بعد ايام فقط من الهجمات الجديدة على البنى Bالتحتية للطاقة التي تسببت... B في انقطاع التيار الكهربائي... B على نطاق واسع و--- ب تعطيل امدادات التدفئة والمياه...~
Average translation	قال مكتب الامم المتحدة لتنسيق الشؤون الانسانية... B في تقرير عن الحالة... B الاوكرانية الصادر في 29 من تشرين الثاني " شهدت اوكرانيا اول--- ب تساقط للثلوج هذا الموسم B في تشرين الثاني بعد ايام من الهجمات الجديده على--- البنية التحتية للطاقة والتي تسببت... B في انقطاع التيار الكهربائي على نطاق واسعوتعطيل التدفئة والمياه والامدادات. ~~~~~
Good translation	صرح مكتب الامم المتحدة لتنسيق الشؤون الانسانية في تقرير الحالة الاوكرانية الصادر في 21 تشرين الثاني " شهدت اوكرانيا اول تساقط للثلوج B.... هذا الموسم في تشرين الثاني بعد ايام فقط من الهجمات الجديدة على البنى التحتية للطاقة الكهربائية التي تسببت في انقطاع التيار الكهربائي B.... على نطاق واسع وتعطيل التدفئة والمياه والامدادات. يأتي فصل الشتاء بابعاد جديدة للارزمة الإنسانية حيث تترك الهجمات والاضرار التي لحقت بالمنزل المصابين عرضه لخطر درجات الحرارة المميته التي يمكن ان تنخفض الى ما دون ~~~~~الصفـر 20 درجة...-----
Very good translation	صرح مكتب الأمم المتحدة لتنسيق الشؤون الإنسانية (UNOCHA) في تقرير الحالة الأوكرانية الصادر في 29 من شهر نوفمبر: "شهدت أوكرانيا أول تساقط للثلوج هذا الموسم في نوفمبر، بعد أيام فقط من الهجمات الجديدة على البنية التحتية للطاقة والتي B.... تسببت في انقطاع التيار الكهربائي على نطاق واسع وتعطيل التدفئة و امدادات المياه. يأتي فصل الشتاء بأبعاد جديدة للارزمة الإنسانية، حيث تترك الهجمات والاضرار التي لحقت بالمنزل الملايين عرضه لخطر درجات الحرارة المميته التي يمكن أن تنخفض إلى ما دون -20 درجة ~~~~~مئوية ".....

Assessment of Students' Performance:

The first and the second participants instantly began their translations soon after the original texts were delivered to the participants. During their translations, they encountered some constraints such as: changing their body postures, gaze shifting, speed and attention. Body language, speed and attention are marked respectfully by the symbols indication (**B**, and ...). Notably, the constraints were made at different times during their translations as it can be seen in their translations. Concerning the first students, body language and attentions appeared after his translation of the following words (said.... situation.....snow.... infrastructure.... brings). The second student encountered the same thing, her body language and attentions were showed with the following words (saw.... Situation.... season's..... brings). Due to problem of fluency, the limitation of time and their speed in translation, their performances were regarded as unsuccessful ones. Clarity, smooth delivery, flexibility and transparency were not achieved by the students. They had problems of finding the right equivalents of certain words in the target language, although, the words that the students failed to translate were previously given to them in another assignment.

Unlike the first and the second students, the third and the fourth students showed a remarkable success in their renderings. Both of them took their time to read the text and then translate it in front of their teacher and their colleagues. Furthermore, it can be concluded that these participants manage to understand the assignment quite good.

The proposed translation:

صرح مكتب الأمم المتحدة لتنسيق الشؤون الإنسانية (UNOCHA) في تقرير الأوضاع الأوكرانية الصادر في التاسع والعشرين من شهر نوفمبر: " أن أوكرانيا شهدت أول تساقط للثلوج هذا الموسم في نوفمبر بعد أيام من الهجمات الجديدة على البنية التحتية للطاقة والتي تسببت في انقطاع التيار الكهربائي على نطاق واسع وتعطيل التدفئة وامتدادات المياه. ويأتي فصل الشتاء بابعاد جديدة للأزمة الإنسانية، إذ تترك الهجمات والاضرار التي لحقت بمنازل الملايين عُرضة لخطر درجات الحرارة المميّنة التي يمكن أن تنخفض إلى ما دون 20 درجة مئوية."

The technical text:

Warehouse robots are finally reaching their Holy Grail moment: picking and sorting objects with the dexterity of human hands. Amazon has robotic arms that can [pick and sort](#) cumbersome items like headphones or plushy toys before they've been boxed. FedEx has [piloted](#) a similar system, which it uses in some warehouses to sort mail of various sizes. And other companies are making progress, too.

Table3: Performance of the Third Text

The evaluation	The novice student translations
Below average translation	وصلت روبوتات... المستودعات اخيرا الى ___ لحظة الكاس ... B المقدسة قطف الاشياء وفرزها ببراعة B الايدي البشرية. --- ب تمتلك امازون اذرع ... الية يكنها اختيار ... وفرز العناصر ___ المرهفة مثل سماعات الرأس أو الالعاب... الفخمة قبل ان تكون محاصرة --- ب . B جربت fedex نظاماً B مشابهاً نستخدمه في بعض B المستودعات ___ لفرز البريد بمختلف الاحجام. ~
Average translation	وصلت روبوتات المستودعات الى... B لحظة الكأس المقدسة B ___ التقاط الاشياء وفرزها ببراعة... B الايدي البشرية. تمتلك امازون اذرع الية يمكنها اختيار وفرز العناصر المرهفة مثل سماعات الرأس ب --- او الالعاب الفخمة قبل ان... يتم تغليفها. جربت FEDEX B نظاماً مشابهاً --- تستخدمه... في ___ بعض المستودعات... لفرز البريد بمختلف الاحجام
Good translation	تصل روبوتات المستودعات واخيرا الى لحظتها المهمة :... التقاط و ترتيب الاشياء بمهارة اليد البشرية . لدى موقع امزون ايادي روبوتيه ... بأماكنها التقاط وترتيب المواد الثقيله كالسماعات او الالعاب القطنيه قبل تعبائها . قامت شركة B فيديكس بتجربة نظام مشابه ، والذي يُستعمل... في بعض المستودعات ~~~~~ لفرز البريد B بأحجامه المتنوعه . وشركات اخرى تحرز تطورا كذلك ~~~~~ .
Very good translation	وصلت الروبوتات الى ذروتها بالتقاط وفرز الاشياء ببراعة الايدي البشرية . قبل ان يتم تعبئة البضائع يمكن B للاذرع الروبوتية المستخدمة ... من قبل امازون ترتيب وفرز البضائع الثقيلة و نقلها مثل سماعات الراس او الالعاب المحشوة . فيديكس قامت بتجربة النظام نفسه المستخدم B لفرز ... البريد بمختلف الاحجام وغيرها من الشركات التي ~~~~~ تحرز فارقا ~~~~~ .

Assessment of Students' Performance:

Obviously, the technical texts did not fully grasp by the first and the second novice student interpreters. First, they finished their translations before the time ended. Obviously, fluency was not their cups of tea, since they suffered from finding the right expressions of certain words or idiom such as (Holy Grail moment, dexterity, plushy and piloted), the right oral Arabic text and continuously gazing on the original text. Jiggling a leg and changing their body postures were seen. All in all, their translations were considered as below average and average renderings into the oral Arabic text.

From the above translations of the third and the fourth participants, it can be assumed that both of them did take three pauses to understand the message in the source written text and successfully rendered it into an oral Arabic text without making any spelling or articulation mistakes.

The proposed translation:

وصلت الروبوتات إلى ذروتها بالتقاط وفرز الأشياء ببراعة الأيدي البشرية قبل أن يتم تهيئة البضائع إذ يمكن للاذرع الروبوتية المستخدمة في شركة امازون ترتيب وفرز البضائع الثقيلة مثل سماعات الرأس أو الالعاب المحشوة. فيركس من جهة اخرى قامت بتجربة النظام نفسه المستخدم لفرز البريد بمختلف الاحجام ووحذت حذوهما في هذا المجال باقي الشركات.

**The Challenges of Rendering English Written Texts into Arabic Oral Texts:
Limitations and Assessments in Achieving Sight Translation**

The teacher of ST must assess his/her process of teaching at the end of each course to evaluate his/her approach of teaching and to further investigate the needs of his/her novice student performances in the classroom. In this regard, Rowntree (1987: 1) advocated that “if we wish to discover the truth about an educational system, we must first look to its assessment procedures.” The following table represents the participants’ assessments and reflections on the methods proposed by the researcher:

Table N. 4: The Frequencies and Percentages of the Novice Student Translators’ Translations According to their Methods

PRX. N.	Pct. of						
	Attn.	Flex.	S.	SMO. DLV	BL.	Clarity	Transpar.
	-----	=====	~~~~~	B	—	==
1.	65 %	45 %	53 %	42 %	33 %	43 %	45 %
2.	70 %	40 %	49 %	35 %	30 %	40 %	38 %
3.	50 %	56 %	60 %	42 %	60 %	45 %	49 %
4.	45 %	60 %	54 %	47 %	74 %	44 %	43 %
5.	39 %	65 %	70 %	66 %	73 %	70 %	72 %
6.	35 %	74%	60 %	70 %	77 %	68 %	70 %
7.	33 %	76 %	65 %	75 %	77 %	78 %	75 %
8.	32 %	80 %	70 %	81 %	81 %	76 %	79 %
9.	25 %	85 %	80 %	85 %	81%	84 %	83 %
10.	22 %	84 %	80 %	81 %	81 %	88 %	85 %
11.	18 %	88 %	88 %	86 %	82 %	90 %	88 %
12.	17 %	92 %	90 %	88 %	84 %	91 %	90 %

The above table illustrated that the participants in this research paper were divided into four groups according to their performances, they were respectfully:

- below average (the first, the second and the third participants).
- average (the fourth, the fifth, and the sixth participants).

- good (the seventh, the eighth, and the ninth participants).
- very good (the tenth, the eleventh and the twelfth participants).

4. Conclusion

Qualified novice student translators are strongly needed in the field of sight translation. This research paper addressed the possibilities to create/recommend a methodology that might enhance the quality of sight translation in the legal, political and technical field of studies. However, recent studies have suggested that only 10 % to 30% of sight translators acquired the skills, have the competence, to do the job properly in the public or private sectors. Arguably, there is an urgent demand to readdress the educational training programs in the Department of Translation at Al-Iraqia University in order to cope up with the newest developments in all public and private sectors.

Fluency, reading skills, and public speaking appeared to be problematic to some participants in these assignments. Often times, challenges, and constraints were found due to their lack of understanding of the intended message in the source written texts, their construction of the sentences in the target oral texts and their poor mastery of both source and target languages. Altogether, legal, political and technical fields, were considered nowadays as themes of interest for the market place in Iraq and as such the government, and the universities should pay tremendous effort in building next generation of translators on the newest equipment in the fields of translation and interpretation.

5. References:

- Agrifoglio, M. (2004). Sight translation and interpreting. *Interpreting*, 6(1), 43-67.
- Al-Salman, S., & Al-Khanji, R. I. (2002). The native language factor in simultaneous interpretation in an Arabic/English context. *Meta: Journal des traducteurs/Meta: Translators' Journal*, 47(4), 607-626. and *Mediators*. Manchester: St. Jerome Publishing.
- Anderson, R. C. (1983). Reading comprehension and the assessment and acquisition of word knowledge. *Advances in Reading/Language Research*. 2, 231-256.
- Buhler, H. (1986). Linguistic (Semantic) and Extra-Linguistic (Pragmatic). Criteria for the Evaluation of Conference Interpretation and Interpreters. Multilingual. Damascus: Damascus University Publications.
- Gentile, A. (1991). "The Application of Theoretical Constructs from a Number of Disciplines for the Development of a Methodology of Teaching in Interpreting and Translating. *Meta* XXXVI, 2/3, PP. 344-351

**The Challenges of Rendering English Written Texts into Arabic Oral Texts:
Limitations and Assessments in Achieving Sight Translation**

- GILE, Daniel. (1995). *Basic Concepts and Models for Interpreter and Translator Training*. Amsterdam / Philadelphia: John Benjamins Publishing Company.
- Haddad, S. (2006). Interpreting: Confidence-Building Strategies. *Damascus: Damascus University Publications*.
- Haddad, S. (2008). Training interpreters: No easy task. *Damascus University Journal*, 24(1-2), 31-46.
- Alhiyari, I. A. (2013). *Challenges that Novice Interpreters Encounter when Interpreting Scientific Texts from English into Arabic* (Doctoral dissertation, Middle East University).
- Katan, D.(2004). *Translating Cultures: An Introduction for Translators, Interpreters*
- Lambert, S. (2004). Shared attention during sight translation, sight interpretation and simultaneous interpretation. *Meta: journal des traducteurs/Meta: Translators' Journal*, 49, 2, 294–306.
- Lee, J., & Buzo, A. (2009). *Community language interpreting: A workbook*. Federation Press.
- Lonsdale, A. (1996). *Teaching Translation from Spanish to English: Worlds Beyond Words*. Ottawa: University of Ottawa Press.
- Rowntree, D. (2015). *Assessing students: How shall we know them?*. Routledge.
- Sampaio, G. R. L. (2007). Mastering sight translation skills. *Tradução & Comunicação*, 16.
- Song, S. and Noel, P. (2007). Sight translation as a tool to teach anticipation skills in simultaneous interpretation. Unpublished master thesis, University of Geneva, Switzerland.
- Song, S. (2010). Skill transfer from sight translation to simultaneous interpreting: A case study of an effective teaching technique. *International Journal of Interpreter Education*, 2, 120–134.
- Thawabteh M. (2015). Difficulties of Sight Translation: Training Translators to Sight Translate. *Current Trends in Translation Teaching and Learning E*, 2, 171–195.
- Tisgam, K. H. (2014). Some Reflections on Teaching Sight Translation in the Classroom. *Mustansiriyah Journal of Arts*, 38(65).
- Weber, K. (1984). *Training translators and conference interpreters*. New Jersey: Prentice Hall.